

| Ref ID | Area                          | Feedback - Summary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Leadership Response - Rewritten for Document                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Outcome (e.g. update to structure) |
|--------|-------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|
| CR1    | UBBS                          | Proposed school names need revisiting; concern about including all subject names in titles.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | We are implementing a new name - School of Accounting, Law, Marketing and Tourism. The other titles will remain as before. It is inadvisable from a marketing perspective to try and have all subject names in a title.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Title amendment                    |
| CR2    | General                       | Query on publicising decline in student enrolments; suggestions for agile course approval systems, placing greater value on smaller income streams, and supporting entrepreneurial and innovative initiatives.                                                                                                                                                                                                                                                                                                                                                                                                                                               | The decline will not be actively promoted but will be evident when sector data is published. Suggestions for new income streams are welcomed via Executive Deans; the course approval process is being actively reviewed.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | No change to proposal              |
| CR3    | General - P&C                 | Concern about the selection process and implications of the restructure for staff on temporary visas.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | We are committed to ensuring that everyone is treated equally and with respect, and to eliminating practices that undermine or harm anyone connected with the University. Visa or right-to-work status is not a factor in redundancy selection or consultation, and all colleagues are treated consistently under the same employment policies and legal requirements.                                                                                                                                                                                                                                                                                                                                                                                                              | No change to proposal              |
| CR4    | General - Academic Leadership | Request for clear progression pathway from Grade 7 to Grade 8 for tutors.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Staff were appointed to the Grade 7 and 8 Tutor and Senior Tutor roles on the basis that they are to carry out a specific remit at that grade and the University does not have a policy for progression for these posts. This is not something that we can review at this time.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | No change to proposal              |
| CR5    | UBBS                          | Feedback commending the Accounting, Finance and Economics team for substantial progress in recent years, with improvements reflected in course delivery, student experience and recent NSS outcomes, as a result of sustained collaborative efforts by the Portfolio Lead, Success Tutor and wider teaching team. Concerns were raised that proposed staffing reductions could affect the continuity of this progress and limit the ability to maintain or further develop the portfolio. It was suggested that the recent achievements and the team's role in strengthening the portfolio should be considered when assessing future staffing requirements. | As a result of more recent student recruitment data and feedback received throughout the consultation, the initial proposals have been revised to reduce the number of proposed staff reductions in the accounting and economics area.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Update to structure                |
| CR6    | General - Academic Leadership | Concern about impact of new structure on workload planning for Semester 2.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | The Executive Deans are working with the Heads of School to ensure teaching and associated duties, such as marking, are maintained throughout this time period.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | No change to proposal              |
| CR7    | UBBS                          | Questions on timing of restructure planning, identification of at-risk roles, and redundancy numbers.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Planning began in September as student recruitment data became available. As a result of more recent data and feedback received throughout the consultation, the initial proposals have been revised to reduce the number of proposed staff reductions.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Update to structure                |
| CR8    | TESS                          | Concern about impact of staffing changes on capacity to deliver on key civic, partnership, and research activities.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | We remain committed to our Civic Agreements, and work with partners. We will continue to develop our work and activities with partners.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | No change to proposal              |
| CR9    | HCLS                          | Concern about closure of PG and CPD portfolio; highlights strong partnership and demand for CPD.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | The CPD provision and new course development will not cease. This work will continue and we look forward to continuing our work with our local and national partners.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | No change to proposal              |
| CR10   | General - Academic Leadership | Concern about losing research-active staff; suggestions on job title standardisation and clarity for research-only roles.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Research only staff were not placed in scope in the academic staff consultation. The job descriptions of research only staff were, therefore, not considered as part of the academic staff consultation. A separate process, not linked to a redundancy process, will be conducted in 2026 to consider changes to the job descriptions of research only staff. This process will consider career development issues and changes to job descriptions when a member of staff on a research only contract is promoted to Associate Professor or Professor.                                                                                                                                                                                                                             | No change to proposal              |
| CR11   | General - Academic Leadership | Senior Lecturer JD lacks emphasis on key duties and personal qualities with suggestions given for consideration.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | This feedback has been reflected within the updated job descriptions.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Job Descriptions updated           |
| CR12a  | UBBS                          | Concerns about the process and rationale for categorisation of roles and workload continuity. Highlighted factors impacting student recruitment in the Economics subject area.                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | As a result of more recent student recruitment data and feedback received throughout the consultation, the initial proposals have been revised to reduce the number of proposed staff reductions in the accounting and economics area. Suggestions for further course development and promotion are welcomed and can be integrated into future planning within the Faculty.                                                                                                                                                                                                                                                                                                                                                                                                         | Update to structure                |
| CR12b  | UBBS                          | Concern around the categorisation and pooling of posts in Economics.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | This has been reviewed and revised as a result of feedback, the consultation outcome reflects changes to the pooling of posts.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Update to structure                |
| CR13   | TESS                          | Concerns about staffing gaps, loss of efficiencies in cross-faculty teaching and timing of redundancies. Query as to whether BA Childhood and Youth Studies in Luton will close.                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | There are plans in place to ensure adequate staffing for all provision including college partners. The Executive Deans are working with the Heads of School to ensure teaching and associated duties such as marking is maintained throughout this time period. There is not a proposal to close the BA Childhood and Youth Studies course at the Luton Campus within this consultation. The course is open to student recruitment at both the Luton and Bedford campuses.                                                                                                                                                                                                                                                                                                          | No change to proposal              |
| CR14   | UBBS                          | Concern about impact on research activity, visa implications and personal considerations for early-career staff, and scale of redundancies.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | We are committed to supporting research and have introduced a robust plan to revitalise research across the University. People and Culture have been providing support and guidance to colleagues on a sponsored visa, as situations will differ by individual circumstances. As a result of more recent student recruitment data and feedback received throughout the consultation, the initial proposals have been revised to reduce the number of proposed staff reductions.                                                                                                                                                                                                                                                                                                     | Update to structure                |
| CR15a  | General - Academic Leadership | Concern that G9 academic staff have been impacted by two recent restructures, there is potential loss of staff who undertake PhD supervision and other additional roles, and the diversity of the workforce may be negatively impacted.                                                                                                                                                                                                                                                                                                                                                                                                                      | The University is committed to supporting staff as far as possible during these uncertain times and channels of support have been communicated throughout the consultation. The policy for PhD supervision allows staff who are leaving the university to continue to supervise PhD/MRes students, subject to approval by the Research Degrees Committee. The Equality Impact Assessment continues to be completed.                                                                                                                                                                                                                                                                                                                                                                 | No change to proposal              |
| CR15b  | HCLS                          | Concern about loss of high-calibre PG courses and CPD development.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | With overall low numbers of students across courses it makes continuing with a standalone PG & CPD portfolio very difficult to maintain. CPD is very important to us in the faculty and we will continue to develop and deliver these courses.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | No change to proposal              |
| CR16   | UBBS                          | Suggestions for restructuring schools and portfolios to increase collaboration, pooling based on skills, and providing opportunities for open and transparent student communication.                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | The final structure has been adjusted in light of feedback on the suggested realignment of subjects. The pooling process has been derived taking into consideration the balance needed between skills/capabilities and subject expertise. VCEG is working with the Internal Communications Team to provide informal and flexible opportunities to keep students informed.                                                                                                                                                                                                                                                                                                                                                                                                           | Update to structure                |
| CR17   | General - Academic Leadership | Request for clear progression pathway from Grade 7 to Grade 8 for tutors.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Staff were appointed to the Grade 7 and 8 Tutor and Senior Tutor roles on the basis that they are to carry out a specific remit at that grade and the University does not have a policy for progression for these posts. This is not something that we can review at this time.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | No change to proposal              |
| CR18   | General - Academic Leadership | Senior Lecturer JD lacks emphasis on key duties with suggestions given for consideration.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | This feedback has been reflected within the updated generic job descriptions where applicable.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Job Descriptions updated           |
| CR19   | HCLS                          | Concerns about impacting visibility, interdisciplinary credibility, and CPD growth if the HCLS Postgraduate portfolio is merged with wider nursing provision.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | All PG and CPD courses that at present sit in the School of Society, Community and Health and Life Sciences will remain there. In the School of Nursing, Midwifery and Health Education, many of the PG courses already sit within the portfolios that hold the specialism the course aligns to, for example Midwifery and Adult Nursing. As in the other schools where PG provision is managed by a senior lecturer the CPD provision is growing and good links with employers means we are able to be agile and create the courses that are required. The CPD provision in the SNMHE will continue to be developed and all partner organisations will continue to be part of that.                                                                                                | No change to proposal              |
| CR20   | HCLS                          | Concerns about impacting visibility, interdisciplinary credibility, and CPD growth if the HCLS Postgraduate portfolio is merged with wider nursing provision.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | All PG and CPD courses that at present sit in the School of Society, Community and Health and Life Sciences will remain there. In the School of Nursing, Midwifery and Health Education, many of the PG courses already sit within the portfolios that hold the specialism the course aligns to, for example Midwifery and Adult Nursing. As in the other schools where PG provision is managed by a senior lecturer the CPD provision is growing and good links with employers means we are able to be agile and create the courses that are required. The CPD provision in the SNMHE will continue to be developed and all partner organisations will continue to be part of that.                                                                                                | No change to proposal              |
| CR21   | UBBS                          | Concerns about the impact on staff wellbeing, workload and student experience; questions on the long-term vision for the University and whether the restructuring will extend to VCEG level.                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | The Executive Deans are working closely with the Heads of School to ensure that teaching and related responsibilities, including marking, continue uninterrupted during this period. Staff have been provided with support and guidance throughout the consultation process, and the VCEG is collaborating with Internal Communications to keep students updated. Once the new Vice-Chancellor is in post, they will review the requirements of the VCEG and lead the development of a new university strategy. In the meantime, we remain focused on strengthening our performance and driving growth.                                                                                                                                                                             | No change to proposal              |
| CR22   | UBBS                          | Suggestion to retain more FT staff and allocate less budget to HPLs.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | We are pleased to say that positive variances in student recruitment have allowed us to ease the restructuring burden on FTE staff. We understand fully the value of our full time staff in terms of their commitment and ability to grow our provision, however we must balance this with HPLs to remain flexible and agile when needed.                                                                                                                                                                                                                                                                                                                                                                                                                                           | Update to structure                |
| CR23   | General - P&C                 | Query on timeline and process for VR aligned with the selection process.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | At this stage we cannot commit to reopening the VR scheme after the deadline, as doing so may not be financially viable.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | No change to proposal              |
| CR24   | UBBS                          | Concerns about the impact on staff wellbeing and workload in the Tourism subject area.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | The Executive Deans are working with the Heads of School to ensure teaching and associated duties, such as marking, are maintained throughout this time period. An assessment has been made of the staff availability in the tourism and aviation subject areas matched to the student registrations. Staff have been offered support and guidance throughout the consultation period and we will continue to support staff and monitor the impact throughout the transition - details of all the support that is available to staff can be found here: <a href="https://in.beds.ac.uk/leadership/academic-staff-consultation/support-and-wellbeing-during-change/link">https://in.beds.ac.uk/leadership/academic-staff-consultation/support-and-wellbeing-during-change/link</a> . | No change to proposal              |
| CR25   | UBBS                          | N/A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | N/A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | N/A                                |
| CR26   | UBBS                          | Query on Category 4 rationale and pooling fairness.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | The pooling process takes into consideration the balance needed between skills/capabilities and subject expertise. Some adjustment to pooling has taken place in areas felt most appropriate. The most significant change has been to the scope to reduce the impact of restructuring in several areas due to improved student recruitment.                                                                                                                                                                                                                                                                                                                                                                                                                                         | Update to structure                |
| CR27a  | UBBS                          | Feedback noting the importance of protecting research-active academics to help ensure long-term stability, research capacity, and strategic growth for the University.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | We fully endorse your position on research. The PVC Research and Innovation has set out this year a bold and positive plan for research across the whole University.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | No change to proposal              |
| CR27b  | General - P&C                 | Request to extend the deadline for VR.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Unfortunately we were unable to extend the deadline as this would have meant extending the period of uncertainty for colleagues and reopening the VR scheme after the deadline, as doing so may not be financially viable.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | No change to proposal              |
| CR28   | HCLS                          | Concern of the implications of change for the School of Life Sciences, particularly on visibility and resources.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | In the interim period the current Portfolio leader, along with the Executive Dean of the Faculty, is overseeing the Life Sciences provision. Feedback has been considered and the outcome of this proposal is to keep the School of Lifesciences as a separate School.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Update to the structure            |
| CR29   | UBBS                          | Suggestion for wider pooling of roles and to broaden the apprenticeship portfolio to include FY and partnerships as other cross-faculty activities.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Pooling decisions are based on a range of factors including portfolio distinctiveness, delivery patterns and the need for course expertise. We have revised the portfolios in the final structure for greater balance, as a result of feedback.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Update to structure                |
| CR30a  | UBBS                          | Concerns about Foundation Year staffing cuts, impact on the student experience, and limited redeployment opportunities for at-risk staff.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | As a result of more recent student recruitment data and feedback received throughout the consultation, the initial proposals have been revised to reduce the number of proposed staff reductions and to rebalance the portfolios. The Executive Deans are working with the Heads of School to ensure teaching and associated duties, such as marking, are maintained throughout this time period. The Foundation Year is a key aspect of provision and we will continue to explore how this can be developed across the University.                                                                                                                                                                                                                                                 | Update to structure                |
| CR30b  | General                       | Concern re the timing of the consultation, impact on student experience and limited communications to students. Feedback on the value of investing in staff vs the recent investment in systems.                                                                                                                                                                                                                                                                                                                                                                                                                                                             | The Executive Deans are working with the Heads of School to ensure teaching and associated duties such as marking is maintained throughout this time period.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | No change to proposal              |
| CR31   | UBBS                          | Suggestion to keep Marketing aligned with International Business and Business Management; concerns about workload and pooling rationale. Suggestion to revisit job titles and improve opportunities for cross-faculty collaboration.                                                                                                                                                                                                                                                                                                                                                                                                                         | As a result of feedback, some changes have been made to rebalance portfolios and retain the alignment of IB and Marketing. Pooling decisions are based on a range of factors including portfolio distinctiveness, delivery patterns and the need for course expertise. The University has completed work around the designation of person specifications and how specialisations will be represented through Job Descriptions and Person specifications.                                                                                                                                                                                                                                                                                                                            | Update to structure                |
| CR32a  | TESS                          | Endorsement of moving Childhood and Youth Studies into the School of Education & English; suggestion to align Teaching Practice Coordinators to the Senior Lecturer role rather than Senior Tutor.                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Thank you for endorsement of the proposal. We have considered this feedback and postholders will transfer to either Senior Tutor or Senior Lecturer (if they meet the requirements of the Senior Lecturer post).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Update to structure                |
| CR32b  | General - Academic Leadership | Suggestions to amend job descriptions including line management and greater alignment of the tutor and lecturer roles.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | The job descriptions and person specifications have been updated with consideration to all feedback received during the consultation.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Job Descriptions updated           |
| CR33   | HCLS                          | Concerns about Life Sciences visibility post-merger; request to include "Life Sciences" in school name.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Feedback has been considered and the outcome of this proposal is to keep the School of Life Sciences as a separate School whilst a business case is fully developed that shows that the school has potential to grow and develop new partnerships, new course pathways and define what Life Sciences can achieve in the future.                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Update to structure                |

|       |                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                          |
|-------|-------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| CR34  | General - Academic Leadership | Query on transitioning from Senior Tutor to Senior Lecturer.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | There is no facility for progression from Senior Tutor to Senior Lecturer as they are two different posts. If a member of staff wishes to become a Senior Lecturer, they would be able to apply for a Senior Lecturer Job when a vacancy was advertised, if they felt met the person specification.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | No change to proposal    |
| CR35a | TESS                          | Suggestion to consider alignment of Teaching Practice Coordinators to the Senior Lecturer role rather than Senior Tutor.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | We have considered this feedback and postholders will transfer to either Senior Tutor or Senior Lecturer (if they meet the requirements of the Senior Lecturer post).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Update to structure      |
| CR35b | General - Academic Leadership | Suggestion to ensure staff are clear on the expectations and differences between Senior Tutor and Senior Lecturer roles.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | The expectations and differences can be seen within the context and accountabilities of each job description. Heads of School or delegated line managers can refer their staff to these for clarification where need.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | No change to proposal    |
| CR36  | General - Academic Leadership | Suggestion to reduce the volume of requirements in the person specification with specific examples given.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | The job descriptions and person specifications have been updated with consideration to all feedback received during the consultation.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Job Descriptions updated |
| CR37  | General - Academic Leadership | Concern on rationale of including O9 Associate Professors in the consultation.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | The rationale for placing some Associate Professors at risk in the current academic consultation is set out in the consultation documents for each faculty. The academic consultation process is consulting on a new job description for Associate Professors to ensure it reflects their responsibilities and accountabilities.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | No change to proposal    |
| CR38  | UBBS                          | Concerns about the impact of staffing reductions on current workload and future opportunities for growth in GSB.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | As a result of more recent student recruitment data and feedback received throughout the consultation, the initial proposals have been revised to reduce the number of proposed staff reductions. Colleagues are encouraged to discuss any concerns about individual workload plans with their Head of School or Principal Lecturer.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Update to structure      |
| CR39  | UBBS                          | Suggestion regarding a Pre-Master's pathway and other ideas to support recruitment, retention and curriculum development.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | These ideas can be explored further through the Faculty and School portfolio planning cycle. Thank you for your positive contribution.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | No change to proposal    |
| CR40  | UBBS                          | Concern regarding loss of staff in the HRM subject area and knock-on impact on academic support for international students, course delivery and professional accreditation.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | We acknowledge the positive outcomes achieved in HRM and remain committed to providing a high level of support for international students, which is somewhat achieved with input from the Foundation Year teams and Academic Success Tutors at the early stages of a course. Any concerns regarding the impact on course accreditation can be discussed with the Faculty leadership team.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | No change to proposal    |
| CR41  | HCLS                          | Concerns about Life Sciences visibility post-merger; request to include "Life Sciences" in school name.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Feedback has been considered and the outcome of this proposal is to keep the School of Life Sciences as a separate School whilst a business case is fully developed that shows that the school has potential to grow and develop new partnerships, new course pathways and what Life Sciences can achieve in the future.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Update to structure      |
| CR42a | UBBS                          | Concerns regarding the placement of the BSc Marketing course and impact of staff losses on course delivery and student experience. Comment on rationale for pooling decisions.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | As a result of feedback, some changes have been made to rebalance portfolios and retain the alignment of International Business and Marketing. We have been able to ease the restructuring burden to an extent due to the improved student recruitment numbers. Pooling decisions are based on a range of factors including portfolio distinctiveness, delivery patterns and the need for course expertise.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Update to structure      |
| CR42b | General                       | <p>a. Feedback highlighted concerns about the timing of the consultation, with staff noting that it coincides with teaching and student experience periods and may affect continuity for current students. Feedback indicated that this timing could create additional pressures for colleagues involved in student facing work and may influence student feedback outcomes.</p> <p>b. Comments also referenced a wish for greater clarity regarding the University's longer term vision beyond the immediate measures, including how emerging opportunities—such as recent developments in apprenticeships—will be integrated into future planning.</p> <p>c. Some staff also noted that communications about potential future changes had caused uncertainty among students and placed additional demands on academic colleagues addressing their questions.</p> <p>d. Additional observations focused on the importance of recognising disciplinary expertise and the potential for colleagues to contribute across different specialist areas. Respondents noted several areas of experience, including marketing related specialisms and business innovation, and raised questions about how such expertise could be utilised within future structures.</p> <p>e. The feedback also suggested that extra curricular activities, student competitions, and specialist initiatives contribute positively to the student experience and may require consideration in future resource</p> | <p>a. The university had to take swift action to ensure financial sustainability and positive experience for students.</p> <p>b. The University recognises the importance of articulating a clear longer term vision alongside the immediate measures outlined in this consultation. A new Vice Chancellor will be appointed in 2026, and it will be for them, working with the Senior Leadership Team, to lead the development of a refreshed institutional strategy.</p> <p>Current planning activity is necessarily focused on stabilisation and sustainability. However, emerging opportunities, including developments in apprenticeships, will continue to be monitored and considered as part of future strategic planning processes under the incoming leadership.</p> <p>c. Our intention throughout this process has been to be open and transparent about the challenges facing the University. At the same time, we needed to be clear in reassuring students that they will be able to complete their degrees and that no current courses will close in a way that prevents students from graduating.</p> <p>d. While it was necessary to be honest that some course closures may occur in the future, we recognise the importance of communicating this information carefully and will take this feedback into account in future communications. Staffing needs consider a range of factors as listed within the consultation document - link.</p> <p>e. Hours given for extra-curricular activities fall within duties as listed within the academic workload plan and can be discussed as part of the PDR process.</p> | No change to proposal    |
| CR42c | General - P&C                 | Query on timing related to VR and selection process for posts. Feedback that Mental Health First Aiders were not made aware of the consultation in advance and colleagues should be given access to free professional support services.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>The outcome of VR applications were provided on 16 January 2026 and colleagues are asked to respond by 30 January 2026.</p> <p>Colleagues can of course decline the offer of VR and any interview and selection process will be based on the criteria for the role - your decision to decline VR is irrelevant and has no bearing on the selection decision. However, if you accept the offer of VR, you will not then be considered for any role in the remaining pool for relevant jobs because you have "volunteered" for redundancy.</p> <p>Mental Health First Aiders were informed that a proposed restructure was likely, along with the likely timing of the launch date and shared details such as numbers of staff affected, and numbers across faculties, as soon as possible (Monday 10 November) following the initial communication to those affected (Thursday 6 and Friday 7 November). This was aligned with our communication to our senior leaders through our University Leadership Forum (ULF) which also happened on Monday 10 November.</p> <p>Access to counselling, and legal guidance, is available to all employees through our Employee Assistance Programme.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                       | No change to proposal    |
| CR43a | TESS                          | Concerns raised regarding the dissolution of the social sciences portfolio, loss of staff expertise and the impact this will have on wider activities such as PhD supervision, civic commitments and research. Recommendations to pause the redundancy decisions affecting Social Science staff and reconsider the role of Social Sciences in determining and achieving the university's future goals and needs.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | There are no plans to close any courses in TESS as part of this consultation. Courses have been withdrawn previously due to low student numbers. All courses and units within the Faculty have staff plans in place, which ensure courses are taught by expert staff. We will continue to ensure that all PGR students are supervised by appropriately qualified subject expert staff. We remain committed to our civic and partnership work and high-quality research which has impact both locally and nationally.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | No change to proposal    |
| CR43b | HCLS/TESS                     | Feedback indicated concerns about the proposed removal of remaining Social Science posts within TESS, following the earlier closure of the School of Applied Social Sciences. Respondents noted that this proposal places multiple academic roles at risk and would reduce subject area expertise across disciplines such as social policy, migration, childhood and youth, political theory, and research methods. It was highlighted that these areas contribute to wider societal and educational priorities, and that changes may affect the University's ability to sustain teaching, research activity, and disciplinary breadth in these fields. Additional comments related to the proposed closure of the MA International Social Welfare and Social Development. Staff noted that this course has historically supported postgraduate progression, including routes into doctoral study, and expressed concern that closure may limit future PGR recruitment. Some respondents also suggested that recent recruitment challenges may have been influenced by external policy factors and the level of marketing support available, and raised the view that further promotional activity could help strengthen enrolment.                                                                                                                                                                                                                                                        | <p>It is clear that the International Social Welfare and Social Development course has sustained decline across many years. With only 2 students registering this year and a total of 4 across the 2 years, this course cannot be financially sustained.</p> <p>It is clear that people know about the course at both national and international levels. Marketing of the course results in very good application numbers, however, those applications do not transfer into students selecting this course for their study. This pattern is sustained and time has been given for this course to grow. With the students numbers continuing to decline a decision has to be made that this course is not one that people are wishing to study and therefore cannot be sustained longterm.</p> <p>The University remains committed to its REF submission, and research which has impact both locally and nationally. The new Research Institute structures continue to be implemented alongside the Faculty re-structure, to ensure our ability to deliver on REF requirements and plans.</p> <p>We remain committed to our Civic Agreements, and work with partners. We will continue to develop our work and activities with partners.</p>                                                                                                                                                                                                                                                                                                                                                                                            | No change to proposal    |
| CR44  | UBBS                          | Concern about impact of staffing loss in GSB and impact on course delivery and student experience.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p>We will continue to ensure that all PGR students are supervised by appropriately qualified subject expert staff.</p> <p>As a result of more recent data and feedback received throughout the consultation, the initial proposals have been revised to reduce the number of proposed staff reductions. Portfolios have been rebalanced to reduce the impact of losing staff. The Executive Deans are working with the Heads of School to ensure teaching and associated duties, such as marking, are maintained throughout this time period.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Update to structure      |
| CR45  | UBBS                          | Suggestion and rationale to combine TNE provision and Human Resource Management as a portfolio.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | As a result of feedback, some changes have been made to rebalance portfolios, however TNE will continue to be aligned with Business Management replicating the courses at partners.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Update to structure      |
| CR46  | TESS                          | Suggestion for development of the Sport, Coaching and Physical Education course.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | This suggestion will be passed on to the Principal Lecturer for Sport and the SCPE Course Leader, so that this proposal can be discussed with the portfolio and course team.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | No change to proposal    |
| CR47  | HCLS                          | Concerns about Life Sciences visibility post-merger; request to include "Life Sciences" in school name.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Feedback has been considered and the outcome of this proposal is to keep the School of Life Sciences as a separate School whilst a business case is fully developed that shows that the school has potential to grow and develop new partnerships, new course pathways and define what Life Sciences can achieve in the future.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Update to structure      |
| CR48  | UBBS                          | Comment on the need for an effective Portfolio Leader for UBBS apprenticeships provision to deliver strategic growth and successful outcomes through Ofsted/ OIS regulation.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | We acknowledge the importance of strong leadership in this area. This is a dynamic area that can grow and will adapt as new Apprenticeship standards can be developed.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | No change to proposal    |
| CR49  | HCLS                          | In reading the consultation documents, I note that the proposal to merge the School of Life Sciences in to the School of Society, Community and Health. This may present some risk from an external perception from potential students and stakeholders that we have little or no science provision. Could consideration of the word 'Science' be added to the school name, or a strategic conversation about how we present our science portfolio be prioritised? I would want to be confident that as the sector recovers and demand for STEM subjects improve, we have a viable option to develop and grow.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Feedback has been considered and the outcome of this proposal is to keep the School of Life Sciences as a separate School whilst a business case is fully developed that shows that the school has potential to grow and develop new partnerships, new course pathways and what Life Sciences can achieve in the future.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Update to structure      |
| CR50  | General - Academic Leadership | Feedback and suggestions on the generic Associate Professor JD.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | To take account of the specialist roles of some Associate Professors and Professors, we have updated the accountabilities to note a range of lead roles that may be required; these will be accompanied by a separate role descriptor. Any queries about the academic workload framework and recognition of hours can be raised with the Executive Deans or Heads of School. Allocation of workload comes as part of line management conversations that feed into the annual PDR process.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | No change to proposal    |
| CR51  | General - Academic Leadership | Concern about changes affecting recently promoted Associate Professors; requested alignment with strategic priorities.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | The rationale for placing some associate professors at risk in the current academic consultation is set out in the consultation documents for each faculty. The academic consultation process is consulting on a new job description for Associate Professors to ensure it reflects their responsibilities and accountabilities. We fully appreciate the potential impact of consultation on staff and staff morale. There is support available for staff as set out within the consultation document. The University's Research and Innovation Strategy and Community Engagement Strategy confirm the University's ongoing commitment to undertaking research and external engagement that meets health, economic, social and environmental needs.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | No change to proposal    |
| CR52  | UBBS                          | Queries on the categorisation and pooling process within the Business School.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | The pooling process has been derived taking into consideration the balance needed between skills/capabilities and subject expertise. Some adjustment to pooling has taken place in areas felt most appropriate. The most significant change has been to the scope to reduce the impact of restructuring in several areas due to improved student recruitment.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Update to structure      |
| CR53a | HCLS                          | Concerns about Life Sciences visibility post-merger; request to include "Life Sciences" in school name. Concern of impact of staff losses.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | In the interim period the current Portfolio Leader, along with the Executive Dean of the Faculty, will oversee the Life Sciences provision. Feedback has been considered and the outcome of this proposal is to keep the School of Life Sciences as a separate School whilst a business case is fully developed that shows that the school has potential to grow and develop new partnerships, new course pathways and define what Life Sciences can achieve in the future. The staffing of the School of Life Sciences is at present in line with the required                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Update to structure      |
| CR53b | General - Academic Leadership | Concern regarding lack of progression for academic staff from O8 to O9 due to changes in role criteria at O9.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | There is clear alignment between grade 8 that comes with leadership roles and grade 9 that also has leadership roles but corresponding to this higher level. There is no change therefore, in staff being enabled to progress to a grade 9 post when a vacancy becomes available.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | No change to proposal    |
| CR54  | HCLS                          | Concern regarding high workloads and staff shortages in Life Sciences impacting ability to deliver wider extra-curricular and outreach events.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | At present, the SSR for the Life Sciences courses is at the required level. However, the challenges in securing HPLs to support specialist teaching are recognised. The importance of delivering high quality and impactful extracurricular activities for the FS courses is also acknowledged. The 0.6 role will be reviewed in light of these points. The importance of delivering high quality and impactful extracurricular activities for the FS courses is also acknowledged. The 0.6 role will be reviewed in light of these points.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | No change to proposal    |
| CR55  | UBBS                          | Suggestions to realign portfolios and schools within UBBS; concerns of impact of loss of staffing; query on rationale for pooling; suggestion for income-generating activities.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | As a result of feedback, some changes have been made to rebalance portfolios and retain the alignment of International Business and Marketing. Pooling decisions are based on a range of factors including portfolio distinctiveness, delivery patterns and the need for course expertise. We will continue to explore opportunities for growth through the strategic planning cycle.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Update to structure      |
| CR56  | UBBS                          | Concerns re loss of staffing in GSB and impact on ability to engage with new opportunities for growth.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | As a result of more recent student recruitment data and feedback received throughout the consultation, the initial proposals have been revised to reduce the number of proposed staff reductions and to rebalance the portfolios.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Update to structure      |

|       |                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                          |
|-------|-------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| CR57a | TESS                          | <p>Feedback noted concerns about the cumulative impact of two restructuring exercises within a short period, particularly regarding workloads, team capacity and the effect on research, community engagement and postgraduate supervision within TESS. Respondents highlighted that reductions in senior academic posts, including Associate Professors, may influence the University's ability to meet REF 2029 requirements, sustain research leadership and maintain supervisory expertise. It was suggested that broader contributions—such as public facing research, partnership work and disciplinary leadership—should be considered when assessing roles in scope, and that greater clarity is needed on how research time and responsibilities would be protected in the proposed structure.</p> <p>Additional comments referenced the timing of the restructure in relation to the appointment of a new Vice Chancellor and raised questions about the potential impact on promotion pathways and succession planning. Respondents expressed concern that placing recently promoted staff at risk could affect confidence in the academic career pathway, and may discourage future applications for promotion. Some also noted that earlier reductions in staffing had already increased administrative and teaching demands, and that further changes may impact the overall staff and student experience.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>We remain committed to our REF submission, and research which has impact both locally and nationally. The new Research Institute structures continue to be implemented alongside the Faculty re-structure, to ensure our ability to deliver on REF requirements and plans.</p> <p>We remain committed to our Civic Agreements, and work with partners. We will continue to develop our work and activities with partners.</p> <p>We will continue to ensure that all PGR students are supervised by appropriately qualified subject expert staff.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | No change to proposal    |
| CR57b | General - Academic Leadership | <p>Feedback raised concerns about the timing and scope of the Equality Impact Assessment (EIA). Respondents noted that the EIA was shared after the consultation had launched, and that its findings indicate disproportionate representation of certain groups among staff at risk. It was suggested that the assessment would have been more informative had it considered the cumulative impact of the current and previous restructures, given earlier indications of gender related disparities. Staff indicated that an earlier or more comprehensive EIA may have offered greater assurance around fairness and transparency. Comments also highlighted concerns regarding changes to the Grade 8 job description. Respondents observed that language referring explicitly to individual research activity appeared in earlier versions of the role but is not included in the proposed update. They suggested that retaining this reference could support clarity on expectations relating to research engagement, scholarly development and contribution to the curriculum.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p>The University notes the feedback regarding the timing and scope of the Equality Impact Assessment. The EIA is being monitored throughout the consultation, and its findings are reviewed as part of the decision making process to ensure that potential impacts on different staff groups are fully considered. The University recognises the importance of transparency in this area and will continue to reflect feedback as the EIA is updated.</p> <p>The job descriptions have been updated to rephrase this bullet that enables the individual contributions to be recognised.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Job Descriptions updated |
| CR58  | UBBS                          | <p>Feedback highlighted concerns about the timing and rationale of the restructuring proposal, with respondents suggesting that the approach appears reactive and may not fully account for longer term implications for course quality, staffing continuity and student experience. Comments noted that Accounting, Finance and Economics have demonstrated strong performance in external indicators such as league table positioning, NSS outcomes and recent curriculum development work, and that reductions in senior academic capacity may affect the ability to sustain or build on this progress. Staff also queried the rationale for placing a senior colleague in Economics in Category 4, noting the role this post holds in course leadership, teach out, curriculum development and cross portfolio delivery.</p> <p>Further feedback raised concerns about the potential impact of reduced staffing on PSRB requirements, course leadership, assessment quality, workload distribution and support for student progression. Respondents highlighted that senior staff play a key role in maintaining accreditation standards, delivering service units across multiple courses and supporting external partnerships. Questions were also raised about the University's longer term recruitment and marketing strategy, with feedback indicating that sustainable growth will require coordinated institutional support in addition to any changes in staffing.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>We acknowledge the significant progress made within Accounting, Finance and Economics, particularly in relation to student outcomes, league table performance and recent improvements in recruitment. While student numbers have increased modestly this year, long term data shows a sustained decline over several years, and staffing levels must be aligned with this broader trend. As a result of more recent student recruitment data and feedback received throughout the consultation, the initial proposals have been revised to reduce the number of proposed staff reductions in the accounting and economics area. We recognise that opportunities to refresh Economics and related provision are emerging, and further work is planned in the spring to assess the longer term viability of Economics in the context of our tariff position and wider sector performance.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Update to structure      |
| CR59  | UBBS                          | <p>Feedback highlighted concerns about workload levels, with staff reporting that their Workload Planning (WLP) allocations significantly exceed expected totals across multiple categories. Respondents noted that these pressures are shared across teams and are compounded by the need to take on additional administrative tasks, such as mark entry, enrolment related responsibilities and issuing student documentation previously handled by central services.</p> <p>Colleagues sought clarification on how a substantial reduction in staffing can be reconciled with current workload demands and questioned how essential activity will be maintained if posts are removed. Staff expressed a desire for the proposals to be reconsidered in light of the workload pressures described.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p>We acknowledge the workload pressures described and encourage colleagues to continue reviewing their individual Workload Planning allocations with their Heads of School to ensure they are manageable and aligned to current priorities. Staffing reductions reflect the significant decline in student numbers over recent years, although some mitigation has been possible due to improved recruitment, resulting in a reduction of the total FTE impact across the Faculty.</p> <p>We recognise the administrative demands placed on academic staff and are exploring opportunities to streamline processes and improve efficiency through available technologies. Professional Services teams have also undergone considerable change, and we will continue to seek ways to balance workload expectations with the financial constraints arising from the reduced student population. Further updates will be provided as the restructuring process is finalised.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Update to structure      |
| CR60  | General - Academic Leadership | <p>Feedback highlighted considerations regarding research activity and staffing changes. Several staff currently at risk are named Principal or Co Investigators on active or pending research grants, and the specialist expertise associated with these roles may be difficult to reassign. Concerns were raised that any disruption to grant delivery could affect funder expectations and project continuity. Comments also noted potential implications for the social sciences area, including alignment with Institute priorities, availability of research active staff, and postgraduate research supervision capacity.</p> <p>Feedback requested clarity around job descriptions, promotion processes, and criteria used for research related roles. It was noted that some colleagues recently promoted to Associate Professor are again in scope, and this may affect understanding of career pathways. Further clarification was requested on terminology used for Professor and Associate Professor roles, particularly distinctions between teaching and research and research only posts, as well as expectations relating to external funding. The feedback also suggested that clearer parameters for research expectations and job descriptions for research only roles may support greater transparency.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p>The University recognises the risks highlighted in the consultation relating to staff who are Principal Investigators or Co Investigators on externally funded research grants, including potential impacts on grant delivery, funder expectations, and specialist expertise. These risks were taken into account in the proposals set out in the faculty consultation documents, and individual research track records will be considered through the interviews and selection process scheduled for February 2026. Postgraduate research supervision and Institute capacity, including within the social sciences, have been closely monitored by the Pro Vice Chancellor for Research and Innovation, the Head of Researcher Development, and the Research Graduate School, with mitigating actions in place to support continuity. The University also recognises the impact on staff morale, particularly for recently promoted colleagues, and support for staff is outlined within the consultation documentation.</p> <p>In response to requests for clarity on roles, progression, and research expectations, a call for promotion applications under the University's Promotion Policy for Associate Professor (Grade 9) and Professor (Band 1) will be launched as soon as feasible. The terminology used reflects that all academic staff, including those on research only contracts, are based within faculties, with research institutes and centres aligned accordingly. Research expectations and responsibilities, including those linked to external funding, are agreed annually through the Personal Development Review process and the Academic Workload Planning Framework, allowing for disciplinary differences. Research only staff were not in scope of this consultation; their job descriptions will be reviewed separately in 2026 through a process not linked to redundancy, including consideration of career development and expectations following promotion.</p> | No change to proposal    |
| CR61  | General                       | <p>Feedback highlighted a desire for greater clarity around the University's longer term strategic direction, noting that current materials focus largely on immediate financial pressures rather than outlining a future vision for the institution's position within the wider HE sector. Respondents suggested that decisions relating to retention, selection and progression may benefit from placing more emphasis on demonstrated academic and professional experience over teaching, research and community engagement. Concerns were also raised about the use of SSR data as the primary driver for identifying roles in scope, with feedback indicating that this approach may not fully reflect the breadth of contribution made across subject areas.</p> <p>Additional comments referenced issues around organisational culture, leadership accountability and the potential impact of placing experienced staff at risk. Respondents suggested that a broader consideration of leadership roles could support transparency and ensure alignment with sector expectations. It was also proposed that evidence of recent contribution—such as research outputs, external funding or student facing activity—could help inform decisions about roles in scope. Colleagues noted that taking account of such factors may support staff confidence in the process and ensure that expertise is retained during organisational change.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>The strategic areas for income generation and growth were shared at the last senior team briefing. The video to that is at this link <a href="https://in.beds.ac.uk/leadership/leadership-conversations/">https://in.beds.ac.uk/leadership/leadership-conversations/</a>.</p> <p>The new Vice Chancellor will build on this to set the next Strategic Plan and vision.</p> <p>Agree that these factors are important and a priority for us. The updating of the job description and person specification illustrate this where some staff have very out-dated job descriptions that will benefit from the proposed changes.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Job Descriptions updated |
| CR62  | General - Academic Leadership | <p>The feedback raises concerns about compliance, governance, and procedural fairness in relation to the proposed deletion of Associate Professor posts.</p> <p>Key issues include the timing and scope of Equality Impact Assessments, with concerns that statutory obligations under the Equality Act 2010 and the Public Sector Equality Duty, particularly with respect to early assessment, localised analysis, and intersectional impacts. The feedback also cites a disproportionate impact on women at Associate Professor level compared with workforce representation, referencing Athena SWAN principles and the absence of intersectional examination.</p> <p>The feedback claims that the University's Promotion Policy commitments—including safeguarding progression pathways and implementing an annual review mechanism for Associate Professors—have not been realised in practice. Particular concern is expressed about proceeding with redundancies before the introduction of a formal job description and associated review processes, which were identified in the Institute Review approved by Academic Board as outcomes of consultation and restructuring.</p> <p>Also included, is the absence of an agreed job description at the point when redundancy decisions are proposed. The feedback contends that without a clear and documented role definition, there is no objective basis for determining whether the work of an Associate Professor has ceased or diminished, creating a procedural gap and undermining transparency and fairness.</p> <p>The feedback highlights a perceived policy-practice mismatch, noting that while institutional reviews describe Associate Professors as integral to leadership, strategic delivery, and future planning, posts are nonetheless proposed for deletion without apparent consideration of redeployment or alignment with emerging leadership priorities.</p> <p>The submission concludes with recommendations to pause or reconsider deletions, align roles to the forthcoming job description and leadership needs, introduce clear and consistent criteria prior to final decisions, and base outcomes on documented evidence rather than cost reduction alone.</p> | <p>The Equality Impact Assessment was delayed due to data finalisation and system changes, with localised faculty level EIAs completed. Based on completed assessments, women are not disproportionately impacted by the current proposals, and mitigation actions were applied in previous restructuring exercises where disproportionality was identified. While not formally signed up to Athena SWAN, the University states that it supports its underlying principles.</p> <p>In relation to Associate Professor development, the existing Personal Development Review process currently fulfils the annual review function, with a new role specific review to follow once the revised job description is finalised. No safeguards linked to redundancies were set out in the Institute Review, and therefore no sequencing commitments were breached.</p> <p>The job description for Associate Professor does exist, has been evaluated through national HERA benchmarks, and is graded at Grade 9, with the current consultation seeking to update and refine it rather than create it anew. Redundancy decisions are not based solely on job descriptions, but on broader considerations including student numbers, income generation, course viability, leadership requirements, and the need for cost reduction.</p> <p>Associate Professor status as a leadership grade was considered within pooling and selection processes, as set out in faculty consultation documents. Cost reductions are being applied across grades, including senior leadership roles, and that it would be inequitable to exempt Associate Professors from this process.</p> <p>Decisions reflect institution wide assessments of future academic need, operational requirements, and financial sustainability, with Deans exercising judgement to ensure sufficient future cover following restructuring.</p>                                                                                                   | No change to proposal    |
| CR63  | General                       | <p>The feedback recognises the financial challenges and the need for timely action but questions that the consultation lacks sufficient clarity on how the proposed changes will deliver sustainable long term savings. Staff question whether a broader strategic redesign, linked to the emerging 2026+ strategy, should precede further job losses, and raise concerns that rapid staffing reductions could negatively impact teaching quality, research capacity, PSRB accreditation, student experience, recruitment, and institutional stability.</p> <p>The feedback highlights staff morale, equality impacts, league table position, and institutional reputation, particularly following the REC Bronze Award. It seeks assurance that staff, unions, networks, and students are genuinely influencing outcomes, and calls for transparency on how feedback will shape final decisions. Feedback was raised about the timing and robustness of the Equality Impact Assessment (EIA) and length of the consultation period. A series of questions were posed covering strategic alignment with Transforming Bedfordshire 2026+, the balance between short term savings and long term growth, confidence in savings estimates, scenario planning, workload sustainability, and research and equality impacts.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p>The consultation is driven by a reduction in student numbers and is intended to align staffing with current student demand rather than represent organisational downsizing. This consultation was genuine and all feedback from staff, unions, networks, and students has been carefully considered, and changes have been made to proposals as a direct result, with a summary shared with staff.</p> <p>The response explains that Equality Impact Assessments were completed at multiple stages, shared with unions and staff networks, and used to inform mitigations and recruitment arrangements, with further assessments undertaken after consultation and before final decisions. Independence was provided by senior equality and HR leads not responsible for the proposals, and ongoing monitoring is committed to as the process concludes.</p> <p>The consultation does not pre-empt the Transforming Bedfordshire 2026+ Strategy, which will be developed by the incoming Vice Chancellor and Senior Leadership Team in 2026. The proposals are positioned as part of the University's longer term need to restore financial sustainability, alongside future plans to rebuild student numbers across traditional recruitment, transnational education, apprenticeships, and online provision, with further cost reviews anticipated.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | No change to proposal    |
| CR64  | General - Academic Leadership | <p>The feedback raises concerns that the proposed Grade 8 (Senior Lecturer) job description refers to research only in general terms and does not clearly recognise individual scholarly activity, such as publications, income generation, or journal contributions, particularly when compared with the Associate Professor job description. It suggests that some current research related contributions undertaken by Grade 8 staff appear less visible under the proposed Senior Lecturer role definition.</p> <p>The feedback highlights the impact of consecutive restructuring consultations on staff morale and motivation, citing uncertainty and the cancellation of a recent promotion round shortly before its deadline. Feedback received also raised the point that the consultation focuses heavily on teaching resourcing and student staff ratios, with unclear consideration of research, community engagement, REF 2029 readiness, QR funding, and postgraduate research supervision capacity.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>Research is noted in the updated job description that notes contribution is to all aspects of the research process including dissemination of outcomes.</p> <p>We fully appreciate the potential impact on staff and staff morale. There is support available for staff as set out within the consultation document.</p> <p>A call for promotion applications linked to the University's Promotion Policy Associate Professor (Grade 9) and Professor (Band 1) will be launched as soon as is feasible.</p> <p>The Pro Vice Chancellor Research and Innovation, the Research and Innovation Services team and senior academic staff have been undertaking a series of actions over the last three years to prepare for REF 2029. Planning is well advanced for REF 2029. The Pro Vice Chancellor Research and Innovation and the Research and Innovation Services team have been monitoring the implications for the University's REF 2029 submission of the consultation process and will take mitigating actions. The Pro Vice Chancellor Research and Innovation, the Head of Researcher Development and the Research Graduate School have been monitoring changes to supervisory changes of the last two years and have taken mitigating actions.</p> <p>We fully appreciate the potential impact on staff and staff morale. There is support available for staff as set out within the consultation document. Further mitigative actions linked to morale will be taken once the consultation process is concluded.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Job Descriptions updated |
| CR65a | General - Academic Leadership | <p>Suggested maintaining specific job descriptions alongside generic ones for clarity and recruitment effectiveness.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p>Differentiation will be shown through the person specification.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | No change to proposal    |

|       |                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                |
|-------|-------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| CR65b | HCLS                          | Feedback highlighted concerns about the consistency, accuracy and use of student number data within the consultation process. Respondents queried the comparability of figures used for different subject areas, noting that varying timeframes and data sources may make it difficult to understand underlying trends or assess change across portfolios. They emphasised the importance of using validated, annual enrolment data to inform long term decisions, and requested clarity on the distinction between registered and fully enrolled students, the ratio of UK to international learners in each area, and the verification process for student number reporting. Staff also noted that Life Sciences has experienced increases in recruitment over recent years, and that clearer data presentation would support confidence in decisions that rely heavily on enrolment trends.<br><br>Additional concerns were raised about the proposed movement of Life Sciences into a portfolio structure and the potential impact on visibility, recruitment and external perceptions. Respondents observed that Life Sciences is commonly presented at faculty or school level in other institutions, particularly within STEM focused environments, and were concerned that repositioning it as a portfolio may reduce external awareness. They noted that Life Sciences contributes to both the University's academic profile and income and queried how the subject's identity, marketing and recruitment strategy will be supported going forward. Staff expressed interest in understanding the rationale for this structural change and how the University intends to ensure continued viability and growth of Life Sciences provision. | Thank you for your consultation feedback. We have noted all that has been raised here and it has helped us to form an overall decision on the future of the school.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Update to structure                                                                            |
| CR66  | UBSS                          | Feedback highlighted concerns regarding the proposed staffing reductions within the Marketing course team. Respondents noted a significant increase in Marketing student numbers for 2025/26 compared with the figures used in the proposal, and indicated that reducing the team from six to two senior lecturers would create substantial workload challenges. Staff also referenced the broader contribution of Marketing colleagues across the Business School, including teaching service units, involvement in applied projects, and delivery of externally facing activities.<br><br>Further comments focused on the proposed realignment of subject portfolios. Respondents suggested that Marketing and International Business have established academic links, shared units and collaborative working practices, whereas there is limited overlap between Marketing and the Aviation and Tourism subject areas. It was noted that the current structure within the School of Business and Management supports these links, and colleagues expressed concern that moving the IBM portfolio to the School of Accounting, Finance and Law may reduce coherence and impact course delivery. Staff recommended that existing relationships and cross teaching arrangements be considered when finalising any structural changes.                                                                                                                                                                                                                                                                                                                                                                                                               | We acknowledge the concerns raised and can confirm that improved student recruitment has allowed for some mitigation of staff reductions within the area. The contribution of colleagues to initiatives such as Luton AI and wider external engagement is recognised and remains an important aspect of the Faculty's work.<br><br>Following significant feedback during the consultation, the alignment between Marketing and International Business will be retained in the final structure. Apprenticeship provision will continue to be supported through the general business area, with Marketing contributing to this where appropriate. As the University moves forward, flexibility in working across portfolios and Schools will be increasingly important to ensure balanced student numbers, leadership capacity and the efficient use of common units across the broader Business Management suite.                                                                                                                                                                                                                                      | Update to structure                                                                            |
| CR67  | General - Academic Leadership | Feedback raised concerns about the introduction of uniform job descriptions for academic staff, noting that colleagues would value greater clarity on how consistency will be achieved without overlooking discipline specific differences. Respondents suggested that the proposed job descriptions include detailed tasks that may not be relevant to all roles, and sought explanation of the rationale for including responsibilities such as field trips, placements and international travel where these are not essential to every discipline. Questions were also raised about the potential equality implications of listing international travel as a core requirement and whether such expectations should be reserved for posts where they are demonstrably necessary.<br><br>Additional comments focused on perceived changes to tutoring responsibilities, specifically the shift from academic support through the PAT system to broader statements about pastoral care in the proposed Grade 8 description. Respondents noted that this may blur boundaries between academic and specialist support services. Concerns were also expressed about references to recruitment and marketing responsibilities, with staff seeking reassurance that these expectations will align with their expertise. Finally, feedback highlighted inconsistencies and duplications across job descriptions, with colleagues requesting clearer, streamlined documentation that accurately reflects role requirements across the University.                                                                                                                                                                                                          | The job descriptions cover the core duties and accountabilities of each job at each level such as designing and delivering teaching and assuring quality and so forth that are requirements for all. Where the differentiation comes is through the person specification in addition to any role descriptors that accompany key lead roles and other points in your feedback have been considered and reflected in the updated job descriptions.<br><br>Edits have been made to note that international travel maybe required but removed from the essential criteria. There have been reductions in the number of bullet points within the person specification through using broader terms.                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Job Descriptions updated                                                                       |
| CR68  | TESS                          | Feedback raised concerns about the timing of the proposed changes, noting that implementation during February may affect continuity for final year students, particularly where dissertation supervision could be disrupted. Respondents expressed uncertainty about how selection and pooling decisions had been made, indicating that explanations provided to date had not clarified the mapping process or criteria for determining roles at risk. Some staff also felt that the pooling arrangements within Psychology, Sport and Social Sciences differed from approaches taken elsewhere, which they believed placed certain colleagues at a disadvantage relative to their skills and areas of expertise.<br><br>Further comments suggested that the proposals may not fully reflect the breadth of knowledge within social sciences or the range of pedagogic and subject specific skills held by staff. Respondents highlighted concerns that their expertise, including health related and pedagogical specialisms, had not been adequately considered. Questions were also raised about the broader positioning of social sciences within the restructure and whether the approach adopted sufficiently recognised the subject's contribution to teaching and student experience. As a result, some colleagues expressed a lack of confidence in the fairness and transparency of the current pooling process.                                                                                                                                                                                                                                                                                                                          | All courses and units within the School will have staff plans in place. In making these proposals, careful consideration has been given to the subject expertise required to teach the courses in each School.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | No change to proposal                                                                          |
| CR69  | HCLS                          | Forensic Science staffing reduction risks PSRB compliance and NSS performance.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Feedback has been reflected in the final outcomes and a 0.6 FTE resource will be in place for Forensic Science.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Update to structure                                                                            |
| CR70  | General - P&C                 | The role I am pooled for is a different FTE than I currently work                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | The requirement for each role is determined by business needs and not individual working preferences.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | No change to proposal                                                                          |
| CR71  | General - Academic Leadership | Requested alignment between Senior Tutor (ST) and Senior Lecturer (SL) job descriptions, noting differences in responsibilities and language. Specific concerns included Personal Academic Tutoring (PAT) responsibilities, Reporting lines. Clarification on pastoral care, Differences in language for similar accountabilities, International travel requirement, Mentoring responsibilities, Person specification qualifications, Lack of clear progression mechanism from ST to SL                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Personal Academic Tutoring (PAT) responsibilities confirmed for both Senior Tutor (ST) and Senior Lecturer (SL) roles<br>Progression pathway clarified: STs can apply for SL vacancies when available<br>International travel moved from essential requirement to contextual activity only<br>Mentoring expectations remain for SL; ST leadership responsibilities clarified<br>Language differences acknowledged but core duties aligned<br>Reporting structures explained based on role scope                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Job Descriptions updated                                                                       |
| CR72a | General - Academic Leadership | Questions on rationale for uniform job descriptions; concerns about recruitment responsibilities and international travel requirements.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | The proposed changes aim to ensure job descriptions accurately reflect current responsibilities, support clarity for staff, and enable effective workload planning and Performance and Development Reviews (PDRs). Standardised job descriptions will provide consistency across roles while maintaining differentiation through job titles, subject-specific qualifications, and Professional, Statutory, and Regulatory Body (PSRB) requirements and the more detailed activities that take place. Content is based on current duties and aligned with Higher Education Role Analysis (HERA) competencies. Expectations include supporting recruitment activities, delivering high-quality teaching, and collaborating with central teams, without replacing their responsibilities. International travel may be required for some roles, with reasonable adjustments considered. These updates address student recruitment challenges and ensure institutional sustainability, with staffing decisions informed by teaching needs, subject mix, PSRB requirements, and affordability. Travel requirements will not influence redundancy decisions. | Job descriptions updated; international travel moved to context only; recruitment expectations |
| CR72b | General - Academic Leadership | The feedback supports reviewing job descriptions questions the introduction of uniform job descriptions across the University believing they don't account for differences between faculties, schools, and disciplines.<br><br>The feedback questions the inclusion of requirements relating to international travel, placements, and field trips, particularly where these may raise equality and inclusion issues or require reasonable adjustments on a case by case basis, and asks whether refusal to travel in such circumstances could be considered a breach of contract.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Updates to the job descriptions on international travel have been made.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Job Descriptions updated                                                                       |
| CR73  | UBSS                          | Apprenticeship team concerns about capacity, compliance, and efficiency; suggestions for structural improvements.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | There is no current plan for a further consultation on apprenticeship structures following the Ofsted audit. Decisions have been based on a risk-based approach considering:<br><br>The need for stability during the audit<br>Current and anticipated course provision and skills within the unit<br>Cost considerations for delivering apprenticeships<br><br>The intention is to grow apprenticeship provision and add staff as demand increases, with efficiency and leadership as priorities. Feedback on improving processes and integrating apprenticeships into core faculty activity is noted and aligns with future ambitions. Some mitigation has already been achieved through better-than-expected student recruitment and adjustments to end dates to support Semester 2 delivery. As income grows, expanding administrative support will be considered.                                                                                                                                                                                                                                                                                | Update to structure                                                                            |
| CR74  | TESS                          | A proposal is being developed for a new research centre within IHEAR to consolidate research activity, support revenue generation, and enhance research excellence aligned with the Community Engagement Strategy and Civic Agreements. The centre would also provide mentoring and funding support. Concerns were raised about the use of Student-Staff Ratios (SSRs) in staffing decisions.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Decisions on any proposed new research centres are outside the scope of this consultation. The consultation paper outlines reductions in student numbers at University, Faculty, School, and Portfolio levels and explains the need to align staffing with student numbers. Details of student number reductions and proposed staffing adjustments are provided in the consultation documentation.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | No change to proposal                                                                          |
| CR75  | General - Academic Leadership | Job descriptions should emphasise teaching excellence, CPD, and HEA recognition; requested clarity on reselection criteria and workload implications.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Updates made to job descriptions; additional actions to be addressed outside consultation.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Job Descriptions updated                                                                       |
| CR76  | General - Academic Leadership | Women's Network raised points on equity, development, student experience, compliance, and research capacity; requested clarity on workload and communication.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | We have been preparing for REF 2029 over the past three years and continue to monitor any implications arising from the consultation, taking mitigating actions where needed. We are also reviewing changes to supervisory arrangements and addressing any impacts. Annual PDRs and workload planning ensure staff can agree workloads that include research and research leadership.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | No change to proposal                                                                          |
| CR77  | General - Academic Leadership | Requested extended consultation on job description changes with trade unions.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Staff and unions were given a clear consultation deadline that was fair, reasonable and met all legal requirements. We also wanted to avoid prolonging uncertainty for colleagues by extending the process unnecessarily. All feedback has been fully considered and has informed a number of changes.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | No change to proposal                                                                          |
| CR78a | HCLS                          | Concerns were raised about the timing and rationale for placing Associate Professor (AP) roles at risk while their job description is under consultation. The AP contract specifies duties set by the Dean and reviewed through Staff Review, with recent responsibilities aligned to agreed strategies. Questions include:<br><br>How can a role be at risk while its job description is being consulted on?<br>Why is portfolio closure used as justification when AP roles are continuing positions not tied to a single portfolio?<br>What metrics informed course closures and risk categorisation?<br>Why close specialist postgraduate (PG) and CPD programmes with strong recruitment and strategic value rather than transfer them?<br>How were reputational, research, and partnership impacts assessed, given some programmes hold unique national status and contribute to institutional standing?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | The rationale for placing some Associate Professors at risk in the current academic consultation is set out in the consultation documents for each faculty. The academic consultation process is consulting on a new job description for Associate Professors to ensure it reflects their responsibilities and accountabilities.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | No change to proposal                                                                          |

|            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CR78b HCLS | <p>Concerns were raised about the proposal to close the postgraduate (PG) health education and CPD portfolio, which was recently established under the confirmed faculty structure and previously identified as a strategic priority. Key points include:</p> <p>Senior leadership had directed workload toward CPD development and confirmed partnerships with NHS Trusts where CPD was central.</p> <p>Faculty business strategy highlighted growth in PG and CPD as a priority, with ongoing development of new CPD courses.</p> <p>If CPD activity will continue and be absorbed elsewhere, clarification is needed on whether the associated leadership role meets the legal definition of redundancy.</p> <p>The proposal to appoint a part-time Grade 8 staff member to teach out closed courses suggests the AP role includes broader responsibilities beyond teaching, such as research, external engagement, and partnership development.</p> <p>Clarification requested on whether redundancy decisions reflect the full scope of the role.</p> <p>Concerns raised about the statement that non-NMC-registered staff cannot be redeployed into nursing portfolios, noting NMC standards allow non-registrants to contribute to approved programmes and evidence of significant contributions to NMC-related work, curriculum development, and quality processes.</p> | <p>CPD delivery remains important and will continue within subject portfolios rather than as a separate portfolio, consistent with practice in other schools. Any closed courses will be taught out, and plans are in place to ensure continuity for enrolled students. Contributions from non-Nursing, Midwifery Council-registered staff to nursing and midwifery courses will be considered. All points raised will inform decision-making after consultation.</p> <p>No change to proposal</p> |
|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|