

STAFF CONSULTATION PAPER

FACULTY OF HEALTH, COMMUNITY AND LIFE SCIENCES

EXECUTIVE DEAN: Dr Alison Tresidder

November 2025

1. Introduction

- 1.1. This consultation document outlines the proposal for a reduction of teaching and research staffing levels within the Faculty of Health, Community and Life Sciences. It aligns to the overarching consultation document for the University of Bedfordshire which provides details of the rationale for the proposed changes and guiding principles for the change. The overarching document, which should be read in conjunction with this proposal for the Faculty of Health, Community and Life Sciences can be found here. [\[Consultation Document\]](#)
- 1.2. As identified in the overarching consultation document, we are navigating a period of significant challenge in the higher education sector. The financial and recruitment landscape has shifted dramatically. Declining home and international student recruitment, historic and lengthy undergraduate tuition fees freeze, rising operational costs, and increased pension and National Insurance contributions have created a challenging financial position for the wider sector and for us.
- 1.3. Since 2022/23 our on-campus student population has dropped by 44%. Whilst huge efforts have been made by colleagues to improve recruitment, as well as develop new courses, the latest forecast shows our 2025/26 student numbers will reduce further. We must adapt to align our operations to the number of students, ensuring our organisational structure is right for the institution's size, and continue to maintain our commitment to delivering high-quality education, supporting employability, and driving social mobility.
- 1.4. We have been working for some time to mitigate the impact of these sectoral issues. Actions that we have taken to date include:
 - A focused review on non-pay expenditure: lowering utility consumption; exiting leased buildings; reducing property maintenance costs; and review of facility-related services like catering and hospitality.
 - A voluntary severance scheme open to all staff during 2024.
 - Tighter controls over recruiting to staff post vacancies.
 - A staff consultation earlier in 2025 with the focus on reducing levels of professional service staff, alongside faculty leadership, administrative and technical staff.
- 1.5. The reduction in student numbers means that there is a reduced requirement for academic teaching staff. Across the University we have taken action to minimise these reductions, including approving voluntary redundancy for a number of academic teaching staff at the end of 2024/25, not replacing leavers where possible, and reducing our planned use of Hourly Paid Lecturers (HPLs) by over half in 2025/26 compared to last year, however further reductions are still needed.
- 1.6. The distribution in the reduction of student numbers does not fall evenly across the organisation, with some faculties and schools more affected than others. This document identifies the impact on the Faculty of Health, Community and Life Sciences and the Schools of: Life Sciences; Nursing, Midwifery and Health Education; and Society, Community and Health. It sets out the proposed changes to the academic staff in the Faculty, aligned to the University context, the reasons for specific changes, and the impact on individual posts.
- 1.7. The consultation document also outlines proposals for standardised job descriptions across academic grades.

- 1.8. Consultation on the proposed changes and implementation of any changes will be led by Dr Alison Tresidder, Executive Dean of the Faculty of Health, Community and Life Sciences, and supported by People and Culture.
- 1.9. It is important to emphasise that that these are proposals, rather than decisions, and the Vice Chancellor's Executive Group (VCEG) welcome comments, suggestions, alternative proposals and feedback on all aspects of the proposals. All feedback will be considered genuinely and transparently.

2. Scope

- 2.1. The proposals in this consultation document cover academic staff in the Faculty whose posts are in-scope, however staff on research-only contracts are not in scope unless they are a professor or associate professor. In addition, a proposal to reduce the number of schools in the Faculty from three to two results in a Head of School post and Faculty Executive Administrator post also being included in the scope. All other Faculty leadership positions in the Faculty Executive Group, and all other professional services staff in the faculty, are out of scope.
- 2.2. Staff in the London School of Commerce (LSC) study centres are out of scope, as they are being considered as part of a separate process resulting from the end of the partnership with the LSC.

3. Consultation on Standardised Job Descriptions

- 3.1. Across the University, we are proposing to standardise job descriptions for academic staff. This builds on the standardisation of job descriptions for Grade 9 Principal Lecturers in the previous consultation in 2024/25. The proposal applies to the following posts:
 1. Professor
 2. Grade 9 Associate Professor
 3. Grade 8 Senior Lecturer
 4. Grade 8 Senior Tutor
 5. Grade 7 Lecturer
 6. Grade 7 Tutor
- 3.2. Some staff have job descriptions that have not been recently updated to reflect their current roles and responsibilities. New job descriptions are required to ensure staff have a clear understanding of their responsibilities and to allow line managers to undertake PDRs and workload allocation in alignment with a job description. Given that the context, principal accountabilities and person specification within each set of job descriptions are broadly the same, it is proposed to introduce standardised job descriptions to ensure consistency across posts.
- 3.3. The proposed standardised job descriptions for the Grade 7 and Grade 8 posts are differentiated by the subject specialism in the job title (for example, "Lecturer in XXX") plus any qualifications, contextualised knowledge and experience or PSRB requirements as relevant within the person specification.

- 3.4. The proposed standardised job descriptions can be found [here](#).
- 3.5. The VCEG welcomes feedback on the proposed changes to the academic job descriptions.

4. Consultation on the proposed changes to academic staffing levels

- 4.1. The total on campus student numbers (excluding study centres and TNE) for the Faculty of Health, Community and Life Sciences have fallen from over 2,500 FTE in 2022/23 to an expected position of almost 2,000 FTE in 2025/26, which equates to fall of over -20%.
- 4.2. Please note that the historic student number totals in this consultation document have been calculated to reflect the new faculty structure and so exclude student numbers in the Social Sciences portfolio that transferred to the Faculty of Technologies, Education and Social Sciences.
- 4.3. The proposed reductions in staffing levels have been identified based on a number of factors, including:
- Staffing requirements for teaching, where reductions in student numbers have resulted in an imbalance between staff and student numbers
 - Known staff changes (such as leavers and upcoming retirements)
 - Teaching requirements, including subject specialisms and an appropriate grade mix of academic teaching staff
 - PSRB (Professional, Statutory and Regulatory Bodies) requirements for staffing
 - Requirements for Hourly Paid Lecturers (HPLs) – for example, to provide specific subject specialisms
 - Affordability.
- 4.4. The Faculty will retain a small budget for Hourly Paid Lecturers (HPLs), who will be deployed to provide flexible teaching support in response to specific academic needs. This may include covering staff absences, supporting TNE provision, or delivering specialist modules that require external expertise. HPLs may also be appointed to support evening or weekend teaching, or in cases where the volume or timing of work does not justify a permanent appointment. This approach enables the Faculty to respond efficiently to fluctuating demands while maintaining high-quality teaching provision.

5. Impact of changes

5.1. Across the University, not all academic posts and colleagues are affected by the proposed changes in the consultation. We have categorised the impact of the proposed changes as follows:

Category	Proposed impact on post	Initial Status*	Proposed impact on colleague
1	No changes to Job Description (JD).	In scope but not at risk as no changes.	No impact.
2	Job descriptions are subject to minor changes but still considered suitable.	In scope but not at risk as minor changes	Colleagues are assimilated into post.
3	No changes to job descriptions, but there are more people than posts. Job descriptions are subject to minor changes but still considered suitable, but there are more people than posts.	At risk	Colleagues are 'pooled' with other at risk colleagues performing the same/similar role. Post is ring fenced for at risk colleagues. Colleagues are selected through a written submission/ interview process.
4	Post is deleted and does not exist in the new structure.	At risk	Colleague are added to redeployment register.

**Initial status reflects a person's position based on the proposals. The initial status may change if the proposals are changed as a result of consultation.*

5.2. More details of these categories, and the impact can be found in the main consultation document. [\[Consultation Document\]](#)

- 5.3. For the Faculty, of Health, Community and Life Sciences the breakdown of colleagues in each category is as follows:

Grade	Change Category (Headcount)				Grand Total
	1	2	3	4	
Grade 5		2			2
Grade 7		10			10
Grade 8		80		2	82
Grade 9	13	2		1	16
Spot				1	1
Spot Profs		6			6
Grand Total	13	100	0	4	117

- 5.4 The following sections of the document consider the three schools in turn.

6. School of Nursing, Midwifery and Health Education

- 6.1. The School of Nursing, Midwifery and Health Education comprises the following portfolios:
- Pre-registration nursing (adult, mental health, Children and Young Peoples Nursing)
 - Midwifery
 - Nursing Associate
 - Postgraduate and CPD
- 6.2. On campus student numbers in the School have fallen from approximately 1,100 FTE in 2022/23 to an expected position of below 1,000 FTE in 2025/26, which equates to a fall of -10%. (Note that the historic student numbers have been calculated based on the new school structures.)
- 6.3. The School currently has 45.2 FTE teaching staff as shown in the table below:

School of Nursing, Midwifery and Health Education

	Lecturer	Senior Lecturer	Principal Lecturer	Associate Professor	Grand Total
Nursing (including Adult Child and Mental Health)	1	20.6	2		23.6
Midwifery and Neonatal Health	1	9	1		11
Practice Learning (across School)			1		1
Nursing Associate	2	4	1		7
PG Education and CPD		1.6		1	2.6
Grand Total	4	35.2	5	1	45.2

Nursing, Midwifery and Nursing Associate portfolios

- 6.3.1. The core nursing and midwifery portfolios are well recruited and sustainable. Whilst student numbers have reduced, the number of staff has also reduced through normal turnover, voluntary redundancy and the

reduced use of Hourly Paid Lecturers, and therefore no change is proposed to staffing numbers.

Postgraduate Education and CPD portfolio

6.3.2 The Postgraduate Education and CPD portfolio is small, with 27 FTE students enrolled across 10 part-time courses. Not all postgraduate or short-course provision sits within this portfolio; for example, all clinical Master's programmes are aligned to the undergraduate portfolios. Staffing comprises:

- 1 FTE Grade 9 portfolio lead.
- 1.6 FTE Grade 8 staff (excluding 1 Grade 9 working on the Advanced Practitioner programme but primary job as the full-time Faculty Apprenticeship Lead).
- Additional support from HPLs, including 262 hours allocated in AY 2024/25 (equivalent to 0.2 FTE).

6.3.3 It is proposed that:

- The PG Education and CPD portfolio ceases as a standalone portfolio.
- The Specialist courses (PG) Medical and Dental Education, Dental Law and Ethics will be closed to new recruitment and the programmes taught out.
- The Advanced Clinical Practice (ACP) provision remains within the Adult Nursing portfolio, supported by an NMC-registered member of staff from the current PG/CPD team.

6.3.4 As a result, the portfolio will cease to exist and therefore does not require dedicated leadership.

6.3.5 There will be a requirement for a teach-out programme for the PG Medical and Dental Education, Dental Law and Ethics to be established. This will be a grade 8 1-year fixed term contract for 0.3fte to deliver teaching and to manage out the PG Medical and Dental Education, Dental Law and Ethics courses.

6.3.6 Posts at Risk of Redundancy:

- 1 FTE Grade 9 Associate Professor (portfolio lead for PG Education and CPD)
- 0.6 FTE Senior Lecturer (Grade 8)

6.3.7 Neither of these staff are NMC registrants and therefore cannot be redeployed into the core nursing portfolios. The remaining Grade 8 (NMC-registered) member of staff will transfer into the Adult Nursing portfolio to continue delivering NMC-accredited short courses.

6.4. Rationale for Change

6.4.1. The Postgraduate Education and CPD portfolio is not viable in its current form, with very low student numbers spread across multiple programmes. By redistributing specialist postgraduate courses into established portfolios, efficiency can be achieved without impacting core nursing and midwifery delivery. Consequently, two posts are at risk of redundancy where redeployment may not be feasible.

Summary of changes for Postgraduate Education and CPD Portfolio

Postgraduate Education and CPD Portfolio - Staff by level	Current FTE	Proposed Change FTE	Proposed Structure FTE
Professor	0	0	0
Associate Professor	1	-1	0
Principal Lecturer	0	0	0
Senior Lecturer	1.6	-0.6	1
Senior Tutor	0	0	0
Lecturer	0	0	0
Tutor	0	0	0
TOTAL	2.6	-1.6	1

6.5. A summary of the impact of the proposed changes to posts in the School of Nursing, Midwifery and Health Education is provided in the table below.

CURRENT JOB TITLE	PROPOSED CHANGE CATEGORY (see Section 5)	CHANGE IMPACT	LINK TO JD (if applicable)
Nursing, Midwifery and Nursing Associate Portfolios			
Principal Lecturer (All)	1	No change. Not at risk.	N/A
G8 Senior Lecturer (All)	2	Standardised Senior Lecturer JD. Not at risk.	Grade 8 Senior Lecturer JD
G7 Lecturer (All)	2	Standardised Lecturer JD. Not at risk.	Grade 7 Lecturer JD
Postgraduate Education and CPD Portfolio:			
Associate Professor	4	Post deleted. At risk of redundancy. Added to redeployment register.	
Senior Lecturer Advanced Clinical Practice	2	Standardised Senior Lecturer JD. Not at risk.	Grade 8 Senior Lecturer JD
Senior Lecturer in Operating Department Practice	4	Post deleted. At risk of redundancy. Added to redeployment register.	

7. School of Society, Community and Health

- 7.1 The School of Society, Community and Health comprises the following 3 portfolios:
- Social Work
 - Allied Health and Policing
 - Public Health and Health and Social Care
- 7.2 On campus student numbers in the School have fallen from approximately 950 FTE in 2022/23 to an expected position of around 700 FTE in 2025/26, equating to a fall of about -25%. *(Note: the historic student numbers have been calculated based on the new school structures.)*
- 7.3 The School currently has 39 FTE teaching staff (excluding staff in the London School of Commerce (LSC) study centres), as shown in the table below:

School of Society, Community and Health

	Tutor	Lecturer	Senior Tutor	Senior Lecturer	Principal Lecturer	Associate Professor	Professor	Grand Total
Allied Health and Policing		2.4		10.1	1.0			13.5
Practice Learning (across School)				1.0				1.0
Public Health & Health Social Care				13.3	1.0	0.7	1.2	16.2
Social Work				7.3	1.0			8.3
Grand Total	0	2.4	0	31.7	3.0	0.7	1.2	39

- 7.4 The School of Society, Community and Health is currently operating with the required staffing levels that meet all PSRB requirements.

Social Work portfolio

- 7.4.1 The Social Work portfolio is growing. There has been good recruitment at the Bedford campus and have won the Step Up to Social Work contract. All promotions have been internal with no backfill. As a result, no change is proposed to staffing numbers.

Allied Health and Policing portfolio

- 7.4.2 Future growth in areas such as Policing, Paramedic Science, and Associate Health Care Professionals is expected to contribute to the growth in student numbers in this portfolio.

- 7.4.3 Recent changes have had an impact on staffing. There has been one retirement and one resignation in recent weeks. While one of these posts will require replacement, the other will not. As a result, no change is proposed to staffing numbers.

Public Health and Health & Social Care portfolio

7.4.4 Good recruitment to the UG Public Health course and the Health and Social Care with Foundation Year means that the staffing numbers are correct.

7.4.5 The postgraduate International Social Welfare and Social Development course has not demonstrated signs of sustainability or growth. Recruitment has been consistently low over recent years, with little evidence of improvement.

The International Social Welfare and Social Development

7.4.6 This course is currently delivered by 1 FTE at Grade 8, supported by an additional 0.4 FTE from the Social Sciences team in TESS. Given the very small student numbers, the course is not sustainable, and it is proposed to close it, subject to teach-out.

7.4.7 Proposal: Closure of the International Social Welfare and Social Development course and of the full-time Grade 8 post to be put at risk of redundancy.

7.4.8 There will be a requirement for a teach-out programme for the PG International Social Welfare and Social Development course to be established. This will be a grade 8 1-year fixed term contract for 0.3 FTE to deliver teaching and course management.

School of Society, Community and Health	Current FTE	Proposed Reduction FTE	Proposed new structure FTE
Professor	1.2	0	1.2
Associate Professor	0.7	0	0.7
Principal Lecturer	3	0	3
Senior Lecturer	31.7	-0.8	30.4
Senior Tutor	0	0	0
Lecturer	2.4	0	1
Tutor	0	0	0
TOTAL	39	-0.8	35.3

Summary of changes for School of Society Community and Health

7.5 A summary of the impact of the proposed changes to posts in the School of Society, Community and Health is provided in the table below.

CURRENT JOB TITLE	PROPOSED CHANGE CATEGORY (see Section 5)	CHANGE IMPACT	LINK TO JD (if applicable)
Social Work Portfolio:			
Principal Lecturer	1	No change. Not at risk.	N/A
G8 Senior Lecturer (All)	2	Standardised Senior Lecturer JD. Not at risk.	Grade 8 Senior Lecturer JD
Allied Health and Policing Portfolio:			
Principal Lecturer	1	No change. Not at risk.	
G8 Senior Lecturer (All)	2	Standardised Senior Lecturer JD. Not at risk.	Grade 8 Senior Lecturer JD
G7 Lecturer (All)	2	Standardised Lecturer JD. Not at risk.	Grade 7 Lecturer JD
Public Health and Health and Social Care Portfolio:			
Professor (All)	2	Standardised Professor JD. Not at risk.	Professor JD
Associate Professor	2	Standardised Associate Professor JD. Not at risk.	Associate Professor JD
Principal Lecturer	1	No change. Not at risk.	N/A
G8 Senior Lecturer in Applied Social Studies (PG ISW and SD)	4	Post deleted. At risk of redundancy. Added to redeployment register.	
G8 Senior Lecturer (FY Health and Social Care, Integrated Health & Social Care, Health & Social Care, Public Health, Applied Social Sciences)	2	Standardised Senior Lecturer JD. Not at risk.	Grade 8 Senior Lecturer JD

8. School of Life Sciences

- 8.1 The School of Life Sciences is a relatively small academic unit, comprising 13 academic staff and 7 technical staff (20 in total). Student enrolments have been in steady decline across all courses, from 500 student FTE in 2022/23 to an expected 300 FTE in 2025/26.
- 8.2 The School currently has 12.6 FTE academic teaching staff, as shown in the table below, as well as 7 technical staff (who are out of scope of this consultation).

School of Life Sciences

	Lecturer	Senior Lecturer	Principal Lecturer	Grand Total
Life Sciences	2	9.6	1	12.6
Grand Total	2	9.6	1	12.6

- 8.3. When compared to other portfolios within the University, this School is significantly smaller in terms of both staff and student numbers. Current arrangements mean that the School operates at a scale below that which is typically managed by a Grade 9 member of staff as a portfolio within a school. This is unsustainable and needs revision.

Proposed Structural Change

- 8.4. It is proposed that the School of Life Sciences be restructured and transferred as a portfolio to the School of Society, Community and Health. As the School of Life Sciences will no longer exist as a standalone entity, the requirement for a Head of School post will cease. Consequently, the current Head of the School of Life Sciences will be considered at risk of redundancy.

Staffing Adjustments

- A 0.6 FTE saving will be realised following the departure of a full-time member of staff at the end of September.
- A current staff member on a 0.6 FTE contract will increase to full-time by taking on 0.4 FTE of this role.
- The remaining 0.6 FTE of the departing post will be deleted.
- 0.9 FTE FEA position (covered by two individuals working part-time) will move across to the School of Society, Community and Health where a vacant position for a fulltime FEA is being held.

Rationale for Change

- 8.5. The School of Life Sciences is no longer viable as a standalone academic unit, with low student numbers and a scale of operation smaller than portfolios typically managed at Grade 9 level. By restructuring as a portfolio within the School of Society, Community and Health, resources can be used more effectively, leadership costs reduced, and technical expertise retained to support wider Faculty growth.

- 8.6. The structural change also aligns with the faculty's strategy to develop new apprenticeship routes and expand simulation provision, ensuring that staff expertise is maintained and directed towards areas of growth.

School of Life Sciences	Current FTE	Proposed Reduction	Proposed Transfer to SCH
Head of School	1	-1	0
Professor	0	0	0
Associate Professor	0	0	0
Principal Lecturer	1	0	1
Senior Lecturer	9.6	-0.6	9.0
Senior Tutor	0	0	0
Lecturer	2	0	2
Tutor	0	0	0
Faculty Executive Administrator	0.9	0	0.9
TOTAL	14.5	-1.6	12.9

- 8.7. A summary of the impact of the proposed changes to posts in the School of Life Sciences is provided in the table below.

CURRENT JOB TITLE	PROPOSED CHANGE CATEGORY (see Section 5)	CHANGE IMPACT	LINK TO JD (if applicable)
Principal Lecturer	1	No change to JD. Transfer to School of Society, Community and Health. Not at risk.	N/A
G8 Senior Lecturer	2	Standardised Senior Lecturer JD. Transfer to School of Society, Community and Health. Not at risk.	Grade 8 Senior Lecturer JD
G7 Lecturer	2	Standardised Lecturer JD. Transfer to School of Society, Community and Health. Not at risk.	Grade 7 Lecturer JD
Head of School	4	Post deleted. At risk of redundancy. Added to redeployment register.	
Faculty Executive Administrator	2	Transferred to vacant FEA post in the School of Society, Community and Health. Not at risk.	N/A

9. Consultation timescales

- 9.1. The consultation period will start on 6 November 2025 and will run to 9 December 2025.
- 9.2. All colleagues in change categories 1-4 will receive an individual letter setting out their personal position. Colleagues in categories 3 and 4 will be invited to an individual consultation meeting with an appropriate manager.
- 9.3. Where selection processes are required for colleagues in ringfenced pools, they will be held in February.
- 9.4. Any feedback on the proposals in this consultation should be submitted to ConsultationResponse@beds.ac.uk.
- 9.5. After the launch meeting, all colleagues impacted by the proposals will be sent a letter explaining what this potentially means for them. Colleagues at risk of redundancy will be invited to a one-to-one consultation meeting with the Executive Dean or their nominated representative.
- 9.6. Further details about the consultation process and timescales can be found in the overarching consultation document [Consultation Document](#)

10. Impact on Posts

- 10.1. The consultation process identifies a significant number of proposed changes to faculty and departmental staffing structures across the University. The [Overview of the Impact of Change on Posts](#) document identifies what the different proposed categories mean for each colleague. If you feel that a post has been put into the wrong category, this should be discussed with your line manager in the first instance and provided as feedback in the consultation process.
- 10.2. Full details of the categories are found here [[Overview of the Impact of change on posts](#)]. The document also identifies the protection relating to pregnancy and family leave.

11. Redundancy Selection

- 11.1. For colleagues in ringfenced pools, or in the redeployment pool, it is appreciated that this can be a stressful period. The proposed selection process has been designed to be as transparent and open as possible, ensuring that selection decisions can be made based on clear criteria. A guidance note on the selection process is found here [[Redundancy Selection Criteria](#)].

12. Redeployment

12.1. Supporting colleagues who are at risk of redundancy will be a key priority as we seek to avoid compulsory redundancies as far as possible. Full details of the redeployment process can be found here [\[Redeployment\]](#).

13. Staff Support

13.1. It is appreciated that change can be an unsettling time for colleagues, whether or not they are directly affected by proposals. Therefore, a significant amount of support will be in place for colleagues throughout this process. Detail of the staff support can be found here [\[Staff Support During Org Change\]](#).

14. Voluntary Redundancy

14.1. During this change process, we will be offering a voluntary redundancy scheme which is open to all colleagues in the Faculty if their post is “in scope” of the proposals, whether or not their post is at risk, subject to eligibility criteria. This voluntary process will support our aim of avoiding compulsory redundancies wherever possible. Details of the voluntary redundancy scheme can be found here [\[Voluntary Redundancy Scheme\]](#).

15. Equality Impact Assessment

15.1. Full details of the Equality Impact Assessment can be found here [\[Equality Impact Assessment\]](#).

16. Frequently Asked Questions

16.1. This is a complex process and unsettling period for colleagues across the university. It is appreciated that there will be a lot of questions, and as such a number of FAQs have been developed, and these will be updated on a regular basis throughout the consultation period. The FAQs can be found here [\[FAQ\]](#).