



UNIVERSITY OF BEDFORDSHIRE

FINAL ACADEMIC JOB DESCRIPTIONS AND STAFFING LEVELS

January 2026

1. Introduction

- 1.1. This document outlines the final standardised academic job descriptions and staffing levels following the launch of initial proposals on 6 November and a consultation period from 6th November to 9th December 2025.
- 1.2. During the consultation period, feedback was received through individual and group meetings, trade union representatives, and via the Consultation Response and Change Team email accounts. In total, over 90 consultation response emails were submitted. Feedback relating to the proposed structures and the consultation process was anonymised and shared with the relevant Vice Chancellor's Executive Group (VCEG) member/s for consideration in the development of the final proposals. Feedback that related to specific individuals or individual recommendations was shared separately following sign-off of the final structures to ensure fairness and to avoid any potential bias in the decision-making process. Where necessary, feedback has been redacted to maintain anonymity.
- 1.3. The Vice Chancellor's Executive Group (VCEG) recognises that colleagues have taken considerable time and effort to respond to the consultation proposals, reflecting the high level of commitment among colleagues to ensuring the success of the University and its students. VCEG members are very grateful for all the feedback provided and have considered the feedback genuinely and transparently. Colleagues who provided consultation feedback via email will be forwarded an individual response from the relevant VCEG lead the week of 26th January.
- 1.4. This document first references the original proposal to standardise Job Descriptions for academic staff. It provides a summary of the feedback received and a link to the updated Job Descriptions as a result of the consultation.
- 1.5. This document then references the original proposals for a reduction in academic staffing levels across the three Faculties. It highlights some of the feedback that was received and outlines the high-level changes made to the original proposals based on that feedback. The document then summarises the impact of the final structures on posts by grade, reflecting the latest position as of 23rd January 2026.
- 1.6. Finally, the document outlines the next steps in terms of selection and redeployment.

2. Standardised Job Descriptions

- 2.1. The original University consultation document included proposals to standardise job descriptions across academic grades to ensure clarity, consistency and alignment across Faculties. Further details can be found [here](#).
- 2.2. Over 25 pieces of feedback were received on the Job Description proposals. The

feedback (which is included in the summary feedback document) is summarised below.

- 2.3. The feedback for the **Tutor, Senior Tutor, Lecturer and Senior Lecturer** job descriptions can be grouped into the following themes/question areas:
 - 2.3.1. Suggested inclusion of text with different wording or additional suggested words such as and Professional Statutory and Regulatory Bodies (PSRB), project management, real-world experience.
 - 2.3.2. Queries around the differentiation between Tutor/Senior Tutor roles and the Lecturer/Senior Lecturer roles such as a requirement to have a PhD, research and income generation in the Lecturer/Senior Lecturer posts and not for the Tutor/Senior Tutor posts.
 - 2.3.3. Consistency across the job descriptions e.g. to have personal academic tutoring across all four posts; to have Grade 9 line management included in addition to the Head of School, to be consistent across all.
 - 2.3.4. Consistency across person specifications in the language used.
 - 2.3.5. To reduce the overall number of bullet points within the person specification.
 - 2.3.6. To include the Advance HE leadership framework in all posts as a key sector recognition scheme.
 - 2.3.7. To re-consider the requirements for research within the Lecturer and Senior Lecturer duties.
 - 2.3.8. To consider the placement of international travel in all job descriptions and request to work at different campuses.
 - 2.3.9. Query on whether the Grade 7 Tutor posts could automatically progress to the Grade 8 Senior Tutor posts to align with the Lecturer to Senior Lecturer posts.
 - 2.3.10. Support for the removal of the post title “Teaching Practice Coordinator” in the School of Education and English and a query on whether post holders can be considered for a Senior Lecturer post.
 - 2.3.11. Clarity was sought on the responsibility for recruitment and marketing activity.
- 2.4. As a result of the feedback, the following changes have been made to the original proposals for the **Tutor, Senior Tutor, Lecturer and Senior Lecturer** job descriptions and person specifications.
- 2.5. Amendments to wording of bullets have been made following the feedback received.
 - 2.5.1. Removed the requirement in the essential criteria for Senior Tutor posts to have a PhD and standardised other qualifications and accreditations. Instead added PhD or Prof Doc in the desirable criteria for Senior Tutor.

- 2.5.2. Personal academic tutor has been included in all job descriptions where omitted explicitly in the Senior Tutor originally - Lecturer, Senior Lecturer, Tutor and Senior Tutor posts.
 - 2.5.3. The inclusion of line management has been updated to include to be 'Head of School or delegated line manager to encompass the grade 9 staff who are asked to line manage.
 - 2.5.4. Aligned language more across the job descriptions, particularly for the Lecturer to Senior Lecturer and the Tutor to the Senior Tutor posts, keeping the clear distinctions between the Tutor/Senior Tutor and Lecturer/Senior Lecturer posts.
 - 2.5.5. Minor edits have been made to the person specification including a reduction in the number of individual bullets e.g. used the broader term of 'interpersonal skills' that covers a number of skills that were previously listed separately.
 - 2.5.6. Included mention of the Advance HE leadership framework in addition to the University of Bedfordshire Leadership Framework for reference.
 - 2.5.7. Reduced the expectation for 'significant research output' in the Senior Lecturer as a requirement to encompass in a broader phrase to show 'knowledge of research agendas and Research Excellence Framework (REF) in areas of expertise' in the essential and 'significant record of research and/or income generation in the subject area' moved to desirable in experience.
 - 2.5.8. Added 'Knowledge of research agendas in areas of expertise' into the desirable criteria for the Lecturer post.
 - 2.5.9. Taken out the travel between campuses and overseas travel from the person specification and put/left in the context.
 - 2.5.10. An amendment to the bullet on ideas for income generation and promotion has been made so that the point is clearer that this is around working within school recruitment and marketing activities not advising central recruitment and marketing teams.
 - 2.5.11. Clarified that Teaching Practice Coordinators in the School of Education and English will transfer to either Senior Tutor or Senior Lecturer (if they meet the requirements of the Senior Lecturer post).
- 2.6. The feedback for the **Professors and Associate Professors** job descriptions can be grouped into the following themes/question areas:
- 2.6.1. The job descriptions need to reflect the possibility that Professors and Associate Professors have to take on specialist roles.
 - 2.6.2. There is a need for more consistent job descriptions for Grade 8 and Grade 9 staff on research only contracts.

2.7. As a result of the feedback, the following changes have been made to the **Associate Professor and Professor** job descriptions and person specifications:

- 2.7.1. To recognise the possibility that Associate Professors have to take on specialist roles the following section has been added or edited in the context section of the job description
 - Take on leadership roles or deliver projects as required within the faculty, university or research institutes.
 - 2.7.2. Staff who are promoted internally to Grade 9 Associate Professor from a Grade 8 position will be transferred to the Associate Professor job description.
 - 2.7.3. Staff already at Grade 9 who are promoted internally to Grade 9 Associate Professor will be transferred to the Associate Professor job description.
 - 2.7.4. Staff on research only contracts who are promoted internally to Associate Professor will be transferred to the Associate Professor job description.
 - 2.7.5. Staff not based in faculties who receive the title of Associate Professor through external appointment or internal promotion will have their own job description that will be adjusted where necessary on appointment to reflect the criteria for promotions set out in the University of Bedfordshire Promotion Policy Associate Professor and Professor (Band 1).
- 2.8. To recognise the possibility that Professors have to take on specialist roles the following section has been added or edited in the context section of the job description:
- 2.8.1. Leading the development and delivery of major projects and initiatives as required within the faculty, university or research institutes.
 - 2.8.2. Staff who are promoted internally to Professor Band 1 will be transferred to the Professor job description.
 - 2.8.3. Staff on research only contracts who are promoted internally to Professor Band 1 will be transferred to the Professor job description.
 - 2.8.4. Staff not based in faculties who receive the title of Professor through external appointment or internal promotion will have their own job description that will be adjusted where necessary on appointment to reflect the criteria for promotions set out in the University of Bedfordshire Promotion Policy Associate Professor and Professor (Band 1).
- 2.9. A Professor or Associate Professor may have to take on a specialist role for which a role descriptor exists, and the role descriptor will be used to define the specialist

role to be undertaken by the Professor or Associate Professor (e.g. portfolio lead or research institute director).

2.10. 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 research only contract is promoted to Associate Professor or Professor.

2.11. Feedback relating to the following areas was also carefully considered, however this has not resulted in any changes to the original proposals.

2.11.1. We have fed back on why there is no process for promoting staff from Grade 7 to Grade 8 Tutor and Senior Tutor roles as staff were appointed on the basis that they are to carry out a specific remit at each Grade and the University does not have a policy for progression for these posts from 7 to 8. This is not something that we can review at this time. The Lecturer and Senior Lecturer progression is part of the national agreement whereas the Tutor and Senior Tutor are not part of any national progression agreement for academic staff contracts.

2.12. The final standardised Job Descriptions for academic staff can be found [here](#).

3. Faculty Proposals

3.1. The original consultation documentation included proposals for each Faculty to reduce academic staffing levels to reflect the size of our current and projected student population. The Faculty proposals can be found [here](#).

3.2. Over 60 responses were received about the Faculty proposals and are included in the [summary feedback](#) document.

3.3. Further details of the feedback received, leadership responses and the final structures and staffing levels for each Faculty can be found in the final structure documents by Faculty [here](#).

3.4. The headlines include the following for each faculty:

3.5. Business School (UBBS)

3.5.1. Key Feedback

- a. Support for keeping Marketing and International Business (IB) together in the same school due to shared curriculum and teaching synergies.
- b. Apprenticeships roles should be refined for Ofsted compliance and support structures.

- c. Changes to the Tourism & Aviation, Human Resource Management (HRM), and staffing model feedback should be considered.
- d. Emphasis should be placed on retaining specialist expertise for accreditation and continuity (e.g., Chartered Institute of Personnel and Development (CIPD), the Professional Statutory and Regulatory Bodies (PSRB) compliance).
- e. Improved recruitment trends should influence staffing decisions.
- f. Suggestions were made for income-generating activities (short courses, executive education).
- g. There was a desire for flexibility and more redeployment opportunities for Foundation Year staff.
- h. The exclusion of Apprenticeships from pooling was raised.
- i. Several comments and suggestions were made around student recruitment, and these are being picked up outside of the consultation by the Admissions and Recruitment Teams.
- j. Several responses made suggestions as to alternative approaches to the structures in Faculty.

3.5.2. Significant Changes Made:

- a. Marketing and International Business retained together due to curriculum synergies and improved recruitment. Combined with Tourism and Aviation to ensure balanced portfolios and schools.
- b. Foundation Year integrated with Apprenticeships.
- c. Reductions in posts revised downward in several areas (Marketing, Accounting/Finance/Economics, Graduate School of Business, General Business) due to improved student recruitment and retention of specialist expertise.

3.6. Faculty of Technology, Education and Social Sciences

3.6.1. Key Feedback

- a. Endorsement of moving Childhood & Youth courses to School of Education and English.
- b. Agreement on removing the title of Teaching Practice Coordinator.
- c. Concerns about loss of social science expertise impacting civic agreements, research, REF, and community engagement. (No changes made as the University is committed to monitoring research, REF, and student experience impacts and taking mitigating actions).
- d. Questions about Childhood & Youth course location (Luton or Bedford).

3.6.2. Significant changes made:

- a. No changes made to the original proposals.

3.7. Faculty of Health, Community and Life Sciences

3.7.1. Key Feedback:

- a. Strong representation for preserving the specialist identity of Life Sciences to maintain sector confidence and recruitment.

- b. Concerns about Continuing Professional Development (CPD) provision being centralised rather than subject specific.
 - c. Importance of unique programmes (Dental Law & Ethics) and the potential for growth.
 - d. Compliance issues raised regarding Forensic Sciences staffing and PSRB requirements.
 - e. The closure of low-recruitment postgraduate course (International Social Welfare) was questioned but the closure is confirmed due to low recruitment.
- 3.7.2. Significant changes made:
- a. The School of Life Sciences will at present remain as a school to give time for firm links with industry to be established, whilst a review is undertaken to show that there is a strong potential for growth.
 - b. Grade 9 post in Nursing/Midwifery repurposed to lead Dental suite development.
 - c. Medical and Dental Ethics courses retained under new portfolio lead.

4. General Feedback

- 4.1. In addition to the feedback on the job description and restructuring proposals, general feedback on the proposals was received via the Consultation Response and Change Team email accounts, as well as through individual, group meetings and trade union colleagues. A link to a summary of the feedback provided via email can be found [here](#).
- 4.2. In headline terms, the feedback included the following:
- 4.2.1. Workload and Staffing
Calls for dynamic workload planning, phased implementation, and retention of permanent staff for continuity.
Concerns about over-reliance on Hourly Paid Lecturers and requests for clarity on pooling and Full Time Equivalent (FTE) changes.
 - 4.2.2. Research and REF
Emphasis on retaining research-active staff to support REF 2029, postgraduate supervision, and research-informed teaching.
 - 4.2.3. Recruitment and Growth
Proposals for a five-year recruitment strategy, improved digital presence, pre-Master's pathways, and embedding AI across the curriculum.
Suggestions to expand short courses, CPD, executive education, and consultancy, with more agile approval processes for new initiatives.
 - 4.2.4. Student Experience and Communication

Concerns about the timing of the consultation during the semester, the impact on National Student Survey (NSS) scores, and requests for clearer, more transparent communication with staff and students.

4.2.5. Equality and Governance

Calls for early sharing and independent review of the Equality Impact Assessment (EIA) and reassurance on fair and transparent processes.

4.2.6. Strategic Vision

Questions on whether proposals are short-term cost-saving measures or part of a longer-term growth strategy; concerns about leadership structure and organisational efficiency.

4.3. Leadership Responses

4.3.1. The Vice Chancellor's Executive Group (VCEG) thanks colleagues for their feedback and recognises the themes raised across workload, research, recruitment, communication, equality and strategic direction. This feedback has informed the final proposals and will continue to shape implementation.

4.3.2. Workload and Staffing:

Steps have been taken to mitigate the impact of staffing changes. Heads of School will continue to work with colleagues to ensure workload allocations remain manageable and to support continuity of teaching and assessment.

4.3.3. Research and the REF:

The importance of research-active staff, postgraduate research (PGR) supervision and preparation for REF 2029 is recognised. These factors have been considered during the consultation and will inform future planning within the new Research and Innovation structures.

4.3.4. Recruitment and Growth:

Suggestions on strengthening recruitment, including improvements to digital presence, new pathways, CPD and curriculum development, align with ongoing work to diversify income and support long-term sustainability.

4.3.5. Student Experience & Communication:

The VCEG acknowledges concerns about timing and impact on students. Measures are being taken to align transition periods with academic needs, and communication processes will continue to be strengthened.

4.3.6. Equality and Governance:

The Equality Impact Assessment has been actively monitored throughout the consultation and will continue to inform decision-making. Feedback on transparency and timing will be used to refine future processes.

4.3.7. Strategic Vision:

Work on the Transforming Bedfordshire 2026+ Strategy is underway and will provide clearer direction on growth, sustainability and academic development. Further updates will be shared as this work progresses.

5. Overview of impact of changes to structures

- 5.1 As part of the consultation process, the impacts of the proposed changes to posts were categorised 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 The final structure document for each Faculty details the numbers of colleagues who fall into each of these categories and the impact on individual posts, as of 23rd January 2026. Affected colleagues in categories 1 to 4 will receive an individual letter on 23rd January setting out their personal position and, for colleagues in Categories 3 and 4, their next steps in terms of selection and redeployment.

5.3 At a University level, the breakdown of colleagues in each category as of 23rd January 2026 is as follows:

Change Category (Headcount)

Grade	1	2	3	4	Staff member left	Grand Total
Grade 5		2				2
Grade 7		64	21	2		87
Grade 8		183	60	4	1	248
Grade 9	25	9	6	2		42
Spot					1	1
Spot Profs		14				14
Grand Total	25	272	87	8	2	394

As of 23rd January, the number of staff at risk (Categories 3 and 4) equals 96 and there are 61 pooled posts.

5.4 Note that the deadline for accepting voluntary redundancy decisions is 30th January. The finalisation of VR decisions may result in a reduction in the number of colleagues at risk and the number of pooled posts. Where a category changes between 23rd and 30th January, a revised letter will be sent to the affected colleagues and the summary table will be updated.

5.5 The position on 23rd January differs from the original consultation document from 6th November 2025 which identified a total of 104 colleagues at risk, of which 92 were in Category 3 and 12 in Category 4 as summarised in the table below.

	Not at Risk	Category 3	Category 4	Other *	Total
6 th November 2025	290	92	12	0	394
23 rd January 2026	297	87	8	2	394

* Other = no longer at the University of Bedfordshire

5.6 The differences can be explained by several factors, including:

- Changes in response to feedback from the consultation
- Adjustments to pooling resulting from the changed number of required post reductions in the Business School
- Resignations and other staffing changes outside of the restructuring process.

Selection and Redeployment: Next steps

6. Outcome Letters

- 6.1 Colleagues will receive an outcome letter on 23rd January explaining what the changes mean for them. Depending on the category they end up in, colleagues will receive a letter confirming one of the following:

No changes to Job Description (Category 1)

- Colleagues who remain in category 1 will receive an outcome letter confirming that there is no change to their job description.

Post remains (Category 2)

- Colleagues who remain in category 2 will receive an outcome letter confirming their new job description. Job descriptions are not contractual, so unless their job title has changed they will not be asked to sign a contract variation letter.

Fewer posts (Category 3)

- Colleagues who remain in category 3 will receive an outcome letter confirming the decision has been taken to reduce the number of posts and therefore their post remains at risk of redundancy. The letter will also include details of the selection process.

Post deleted (Category 4)

- Colleagues who remain in category 4 will receive an outcome letter confirming the decision has been taken to delete their post and therefore they are now at risk of redundancy. The letter will advise them that they will be invited to a further meeting to discuss their ongoing employment which could result in termination of their employment on the grounds of redundancy.

7. Supporting Statement

- 7.1 Colleagues in category 3 will be asked to complete a supporting statement form explaining how they meet the essential criteria for the role they have been pooled for.
- 7.2 Graduate School of Business colleagues in category 3 will be asked to complete a slightly modified supporting statement identifying up to two core specialist areas in which they believe they can demonstrate relevant expertise ([GSB Supporting Statement](#)).

- 7.3 Where colleagues have been pooled for multiple posts, they will only need to complete one form.
- 7.4 The form will be used to support selection decisions – not for shortlisting. We recognise that some colleagues will be better at expressing themselves in interview, while others will be better at expressing themselves in writing.
- 7.5 The form should be submitted to P&C@beds.ac.uk by 5.00pm on Monday 2nd February 2026.

8. Voluntary Redundancy

- 8.1 The deadline for voluntary redundancy applications closed on 9th December 2025. Panel meetings have now been held to consider the applications and outcomes have been shared. Colleagues will have until Friday 30th January to sign their settlement agreement. This will provide all colleagues with the opportunity to see the final structures before making a decision.
- 8.2 This does mean we are communicating individual outcomes before we know the full voluntary redundancy position. To mitigate against this, we are encouraging colleagues to sign their settlement agreement before the 30th January if they are certain they want to accept voluntary redundancy irrespective of the consultation outcome. We hope this will open up redeployment opportunities and allow us to slot colleagues in without going through a selection process.

9. Interview Process

- 9.1 Interviews are scheduled to take place from the week commencing 3rd February for approximately four weeks.

10. Selection Criteria

- 10.1 Selection decisions will be based on the following:
 - 10.1.1. Qualifications, Knowledge, Experience, and Skills - Assessed against the essential criteria in the person specification for the role.
 - 10.1.2. Live Disciplinary or Capability Warnings - Considered only where candidates score equally on the above criteria.
 - 10.1.3. Equality Impact Assessment - Considered where scores are equal and no live warnings exist, to ensure fair and equitable outcomes. This must be done in partnership between managers and People and Culture.
 - 10.1.4. Colleagues will be asked 6 – 10 interview questions based on the essential criteria in the person specification. We have committed to

share the broad question areas in advance. Interview performance will be scored using the following criteria:

- 0 - Does not meet criteria
- 1 - Partly meets criteria
- 2 - Meets criteria
- 3 - Exceeds criteria

10.1.5. Colleagues who have been pooled for more than one role will only need to attend one interview.

11. Redundancy and Dismissal Meetings

- 11.1. We remain committed to avoiding compulsory redundancies wherever possible. Colleagues in category 4 and colleagues in categories 3 who are unsuccessful in their selection interview will be invited to a redundancy dismissal meeting. The meeting will be chaired by a VCEG lead and colleagues will have the right to be accompanied by a trade union representative or workplace colleague. We anticipate these meetings will take place from 3rd February onwards. Generally, we would expect colleagues to work their notice, but there may be room for negotiation on a case-by-case basis. We will continue to proactively seek redeployment opportunities during an employee's notice period.
- 11.2. Colleagues have the right of appeal against dismissal on the grounds of redundancy. The appeal will be heard by a panel of 3 Board Members. We anticipate any appeal meetings taking place from 23 February onwards.

12. Redeployment

- 12.1. All colleagues at risk of redundancy will be placed on a redeployment register and will have the opportunity to apply for vacant posts. Colleagues in category 4 will be placed on the register at the end of the consultation period. Colleagues in category 3, who do not secure a post in their initial ring-fenced pool, will be placed on the redeployment register as soon as they are informed of the outcomes from this process.
- 12.2. The redeployment register will serve as the central database for tracking and matching colleagues with potential vacancies.
- 12.3. For more information about redeployment see [here](#).

13. Trial Period

- 13.1. Colleagues who are offered a suitable alternative role may be entitled to a statutory trial period of four weeks (this may be extended up to 12 weeks, e.g. if

training is required). This trial period allows both the employee and the University to assess whether the new position is suitable. Colleagues will be entitled to a trial period where the University has given notice of redundancy and made the offer of alternative work before the end of a colleague's employment, and where the new role begins on or within four weeks of the end of the old contract.

- 13.2. Trial periods will be managed in a supportive and fair way. Colleagues will have regular check-ins with their line manager during the trial to review progress and address any concerns. If, during or at the end of the trial, either the employee (providing the University agrees) or the University decide the new role isn't suitable, the employee's redundancy rights — including any entitlement to redundancy pay — will be protected. For more information about trial periods [here](#).

14. Support

- 14.1. We recognize this remains a difficult time for colleagues. Details of the support available can be found on the University Restructure Consultation Hub and includes:

- Reasonable work time off to complete applications/ prepare for interviews.
- Application and interview skills workshops (you can book onto these on the People Development Hub).
- Career platforms and resources (which can be accessed on the University [People Development Hub](#)).
- Career Transition support – We have teamed up with an organization called Working Transitions who are offering three coaching sessions with a dedicated career coach. The support is entirely tailored to the individual, and could include: job search strategies, enhancing LinkedIn and social media profiles, confidence building and resilience, application support and interview preparation. Specialised guidance is available for colleagues on working visas and we have made sure coaches have diverse backgrounds, so colleagues can request a match with a coach with similar lived-experience to them, if wanted. This is available to all colleagues in categories 3 and 4 (see section 5 above).
- Paid time off – Colleagues who have been issued notice of redundancy are entitled to reasonable paid time off to look for new employment or to make arrangements for training for future employment.

- 14.2. Wellbeing support can also be accessed from our [Employee Assistance Programme](#), [Mental Health First Aiders](#), [Trade unions](#), and [Treehouse Chaplaincy Team](#).

15. Reasonable Adjustments

- 15.1. We are committed to supporting all our colleagues, and that means going beyond our legal responsibilities. While we have a duty to make reasonable adjustments to the selection and redeployment process for anyone with a disability — whether or not it has been formally disclosed — our aim is to create an inclusive and supportive environment for everyone. Should colleagues require any special arrangements, reasonable adjustments, or additional support at any stage of this process, please contact P&C@beds.ac.uk to discuss further.

16. Equality Impact Assessment (EIA)

- 16.1. We have completed a Stage 2 Equality Impact Assessment (EIA) that can be viewed using [this link](#).
- 16.2. The EIA data analysis has been reviewed and used to inform the final proposal for the restructure and refine the mitigating actions that are being taken.
- 16.3. The next stage of the restructure process will be important in minimising the impact where possible on staff from diverse backgrounds who are disproportionately impacted.

17. Timescales

- 17.1. An overview of the timescales is set out below.

Date	Action
Friday 23 rd January	Final structures shared Staff in categories 1-4 receive individual outcome letters
Friday 30 th January	Deadline to sign settlement agreement in respect of VR
Monday 2 nd February	Deadline to submit Supporting Statement Form for pooled posts
Tuesday 3 rd February onwards	Redundancy dismissal meetings commence
Tuesday 3 rd February for approximately 4 weeks	Interviews take place
From 1 st March	New structures implemented

18. FAQs

- 18.1. 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 will be updated on a regular basis as required. The FAQs can be found [here](#).