

FINAL ORGANISATIONAL STRUCTURE

Faculty Structures

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Reviewed by:	• Executive Dean CATS • Executive Dean EES • Executive Dean HSS • Executive Dean UBBS	Date 29/05/25 Date 29/05/2025 Date 29/05/25 Date 28/05/2025
Approved by:	• PVC Education and Student Experience • PVC Research and Innovation	Date 29/05/25 Date 29/05/25

1. Introduction

- 1.1. This document outlines the final structure for the faculties following the launch of a proposed restructure on 11 March 2025 and a consultation period from 11 March to 2 May 2025.
- 1.2. During the consultation period, feedback was provided through individual and group meetings, trade union colleagues, and via the Consultation Response and Change Team email accounts. In total, over 270 consultation response emails were received, of which a quarter related to the faculties, including the academic leadership staff, technicians and administrative staff in scope.
- 1.3. The Vice Chancellor's Executive Group (VCEG) recognise 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.
- 1.4. This document first references the original proposal for a restructure from 11 March 2025. It then considers the feedback that was received during the consultation period and identifies the outcome of that feedback in terms of any changes to the proposed structures, posts and job descriptions. The document then outlines the final structures, including organisation charts, and summarises the impact of the changes on posts. It also provides information about next steps.

2. Original proposed restructure

- 2.1. Details of the original proposed restructure, including the background to the restructure and the need to ensure the University remains sustainable and fit for the future, can be found [here](#).

3. Summary of Feedback Received

- 3.1. During the consultation period between 11 March and 2 May, 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 can be found [here](#).
- 3.2. Individual and/or personal issues have been responded to on a case-by-case basis with staff concerned. Process queries have also been responded to, such as, regarding pooling decisions or changes and queries around being able to apply for a particular faculty or post through an expression of interest.

The feedback can be summarised as follows.

Faculty and School Structure feedback:

- Queries around the title of faculty 2 varied from the suggestion that computing did not reflect the other subject areas and that the creative industries was not included within the title, as well suggesting that the other subjects i.e. sport and social sciences were included in the title. There was also a concern around the potential acronym of the suggested new faculty title.
- Queries around why life sciences is not in with Computing, Sciences and Technology and why sport is not in with health.
- The title of the proposed name of the School of Education and English as a Foreign Language was raised.

Academic Leadership feedback:

- How decisions were made regarding pooling and how current duties were taken into account.
- A request to enable Grade 8 staff to be able to apply for the Associate Head of School.
- Job descriptions for Grade 9s being too generic and overlap across the HoS, AHoS and PLs.
- The strategic purpose of the quality role was questioned regarding whether it was to drive all education or just compliance?
- Concerns were raised regarding how the faculty and central quality posts align and the relative seniority of the central quality post.
- Requests for staff leaving to be able to continue with PhD, PGR supervision or research via Visiting Fellowships.
- The proposals in the university restructure consultation included a new leadership role of a Faculty Research Lead in each faculty. Feedback noted that whilst the role was to be welcomed more clarity was needed on how the Faculty Research Lead would align with the new structures arising from the research institute review and the restructure consultation proposals for changes to faculty and school structures.

The consultation made proposals on the future of academic leadership within Faculties and the pool in which Associate Professors were placed was defined as all the grade 9s based in the faculties. The proposals defined a new leadership structure, and the pooling was proposed to give all faculty based grade 9s the opportunity to apply for the academic leadership roles. The staff based in the research institutes were not included, as they are funded from external income, and are subject to a review of research institutes that is currently on-going. The consultation response has received a relatively high number of comments regarding Associate Professors that can be summarised as follows:

- The recently promoted Associate Professors play key roles in the research culture of the university, the REF submission and Grade 9 Associate Professors are the university's future research leaders. If Associate professors leave the university this may harm research culture in future.
- Grade 9 Associate Professors have a wide range of roles covering education, research, practice and leadership. There were concerns that these different activities may not have been reflected in pooling decisions, with inconsistencies around the job description that colleagues were working under.

- Grade 9 Associate Professors in schools are being treated differently compared to Associate Professors in research institutes but Associate Professors based in schools also have generated considerable external research funding that is allocated to research institutes.
- Associate Professors who have generated external research funding are in scope that will create risks for the university in terms of managing externally funded projects. If Grade 9 Associate Professors leave the university this potentially compromises the medium to long term impact of research income and may harm the REF2029 performance resulting in a reduction in Quality Research income generated by REF results.
- Grade 9 Associate Professor based in schools play important roles in research institutes and if they were to leave the university this may have negative implications for delivering the changes to research structures arising from the research institute review that have already been discussed in a number of university and research institute meetings.

Technician and administrative staff feedback:

- Rather than reducing the number of faculty executive administrators from 14 to 9 an alternative approach would be to appoint one faculty executive administrators in each of the nine proposed new schools and 0.6-0.5FTE faculty executive administrators in each faculty.
- Administrative staff wanted to be able to apply for a particular faculty and campus location.
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- Faculty staff were concerned that the proposed reductions in Research Graduate School administrative staffing could have implications for PGR student experience.
- Technical staff, especially in creative courses, play a valuable role in the university.
- Technicians job titles should include the word demonstrator as this is a key aspect of the role.
- Some technician staff raised a confusion with their job titles being the same as another when the role was different as working in a different subject area; this occurred across the same and different grades.
- Technical staff lack a career structure, as required by the national technician commitment, it was proposed that all technicians should be grade 5 except for one grade 4 staffmember as this would allow grade 5 staff to focus on more skilled work and create a career structure for the grade 4 staff members.
- A number of university administrative procedures could be made more efficient including timetabling, the staff intranet, the academic calendar and exam board organisation.

4. Reflections on the feedback

- 4.1. The feedback received has been considered genuinely and transparently. Detailed responses to the feedback can be found in the accompanying feedback document [here](#).

- 4.2. As a result of the feedback, the following outcomes are detailed showing either changes to the original proposals in response to the consultation or an explanation is summarised where no change is taking place.

Faculty and School structure feedback outcomes:

Changing four faculties to three

- There were no comments from staff on the proposed move from four faculties to three therefore the proposal will go ahead with forming three new faculties.

Faculty 2 Title and its composite School Titles

- Owing to the queries raised around the title of faculty 2 the final title will be the Faculty of Technologies, Education and Social Sciences, that is a broader title capturing the range of subject areas.
- The School titles capture the separate titles of the creative industries, sport and psychology, not named within the overarching faculty title.
- Queries were made around why life sciences is not in with Computing, Sciences and Technology and why sport is not in with health. We recognise that there are a number of combinations that could be put forward, but the final combinations are considered to provide good interdisciplinary activity with a wider number of combinations possible across, for example: computing and education; computing and creative industries; education and sport, psychology and social sciences.
- The current faculty structures do not preclude intra-faculty work in addition to inter-faculty activity.
- The School of Education has been changed to the School of Education and English.

Academic leadership feedback outcomes:

Pooling decisions and changes

- The University pooled staff based on whether a post was considered to be a suitable alternative (as set out within the redeployment policy), that took into two factors as follows:
 - Whether there is a significant similarity between a colleague's current duties and their knowledge, skills, qualifications and experience compared to the new post.
 - Whether the new post is at the same grade, or one grade below, and attracts an equivalent package of terms and conditions of employment
- Changes to staff pooling have been made to some grade 9 staff to allow staff to be pooled for a wider range of roles such as both the Portfolio Lead roles within an area and PSRB lead.

Associate Head of School (AHoS)

- Staff eligible to apply for the AHoS is restricted to Grade 9 staff as the AHoS is a grade 9 role and thus, it aligns with staff already at this level. Whilst it is staff development opportunity for grade 9 staff to apply for the AHoS role, so that they can gain experience in a different role, it is not intended for this to be a promotion opportunity that may then create a 'top heavy' management structure with more grade 9 staff than are needed.

Changes to job descriptions

- The job descriptions of the HoS, AHoS and PLs have been updated to ensure no overlap of roles. The PL job descriptions have updated the principal accountabilities section into broad headings to provide greater clarity on the generic duties that are separate to the rest of the job description that is tailored to each role of the PLs and PSRB leads. The aspects of the Job description that differentiates each post holder are evident within the context, specific duties and the person specification.

University Quality

- The Pro-Vice Chancellor, Education and Student Experience will meet with the 3 new Heads of Quality and Practice to discuss how faculty quality leads can feed more into the Education and Student Experience Strategy to help drive the direction for university quality.
- The seniority of the central quality role is considered to be at the right level having a Director level role with overall responsibility for quality as well as student records, to provide additional leadership and support for the Head of Quality post.

Staff research and post graduate commitments when leaving the University

- Staff with external funding commitments for research projects, will be dealt with through the VR application process on a case-by-case basis.
- Where an employee leaves the university for reasons of redundancy (compulsory or voluntary), no PhD/MPhil fees relating to the period before the date of redundancy will be repayable. If the employee is registered for a PhD/MPhil at the University of Bedfordshire, this issue is being considered by VCEG and any change will be incorporated into the staff PGR policy. . If the employee is registered for a PhD/MPhil award at another university they will be liable for all fees and future enrolment arrangements.
- If an employee who is made redundant (compulsory or voluntary) is an approved MPhil/PhD supervisor at the University of Bedfordshire they can apply to continue in the supervisor role as an hourly paid lecturer at the standard pay rate for supervisors until the student submits their thesis. The application should be made by email with the approval of the employee's line manager at the time of redundancy and should indicate that other staff employed at the university are not available to take on the supervisory role. This application will be subject to the approval of the Vice Chancellor or Pro Vice Chancellor Research and Innovation and should not normally propose more than 90 hours of paid supervision per year. Payments for supervision will not be made during periods of interruptions to studies and will not normally be made beyond the date of normal duration of study as stated in the academic regulations for the award for which the student is supervised. Payments will be subject to the

annual approval of the Research Degrees Committee who will consider the former employee's participation as a supervisor.

Associate Professors and the Faculty Research Leads

- The University recognises the significance of the feedback from the restructure consultation relating to Faculty based Associate Professors and the range of views expressed. The University is making a strategic response to this feedback that will focus on clarifying the roles and responsibilities for research leadership, the role of grade 9 Associate Professors and the Faculty Research Leads in line with the research institute review.
- We are, therefore, taking grade 9 Associate Professors out of scope to give the university a further opportunity to review and launch the new research institutes and the related research structures taking account of the feedback. The launch of the new institutes will take place in August 2025 to align with the timelines for the University restructure.
- This further review will enable the university, in response to feedback, to undertake a process that will define more fully the role of Professors, Faculty Research Leads and faculty-based grade 9 Associate Professors in the new faculties and the research institutes. As part of this process a revised job description for grade 9 Associate Professors will be produced. We will involve grade 9 Associate Professors in the process of establishing new institutes and structures. Once the process of review is complete we will advertise any new roles such as the Faculty Research Lead roles. Following this review, if any of the proposals impact the number of roles required in the new research institutes and structures, an appropriate consultation process would be undertaken.

Technician and Administrative Staff Feedback Outcomes

- We recognise the logic of having one faculty executive administrator in each of the nine proposed new schools but the university's financial challenges and student numbers mean this level of faculty executive administrator staffing resource cannot be supported.
- It has been confirmed to the administrative staff that they will be asked for their preference for a particular faculty and campus location.
- The registry final structures document indicates that negotiations are under way to move responsibility for PGR Admissions into the Admissions Team. If this can be achieved, then it is considered that the new structure has sufficient resource to manage the number of existing PGR students.
- The university's technical staff play an important role in supporting teaching, research and the student experience but given the reductions in courses and students, there is a need for an associated reduction in technician staff.
- It is recognised that there are a range of different titles of the technician staff therefore, based on the feedback we have streamlined the job titles. New JDs will be issued to reflect this once the new structures are in place.

- None of the technician or administrative staff will be regraded as job descriptions were evaluated prior to the consultation and were agreed to be appropriate for the grade.
- The SITS change programme has enabled the exam board organisation to be quicker and we will be able to learn from the experiences in this year's operation to improve for future boards.
- We have identified the need to improve the staff intranet, and work on this will be taken forward.
- The Registrar/University Secretary is reviewing the academic calendar with the Deans and HoS and will seek staff input through this review process.

5. Final structures

5.1. The organogram for the final structure for the faculties is provided in [Annex A](#).

5.2. Job Descriptions for each new or revised post in the final structure can be found [here](#).

6. Impact of Changes

6.1. As part of the consultation process, the impact of the proposed changes were categorised as follows:

Category	Impact on post	Status	Impact on colleague
A	No changes to Job Description (JD).	No change therefore out of scope	No impact - out of scope.
B	Minor changes to JD (e.g. Job Title).	Not at risk	Colleague is matched to updated post.
C	Changes to JD, but considered to be a suitable alternative.	Not at risk	Colleague is slotted into updated post.
D	No changes to JD, but more people than posts.	At risk	Colleague is 'pooled' with other at risk colleagues performing the same job.
			Post is ring fenced for at risk colleagues.
			Colleagues are selected through a written submission/ interview process.
E	Changes to JD, but still considered to be a suitable alternative & more people than posts.	At risk	Colleague is 'pooled' with other at risk colleagues performing the same job
			Post is ring fenced for at risk colleagues.

			Colleagues are selected through a written submission/ interview process.
F	Post is deleted and does not exist in the new structure.	At risk	Colleague added to redeployment register.

6.2. Following the consultation process, the breakdown of posts in each category for the faculties is as follows:

GRADE / CHANGE SCENARIO	A	B	C	D	E	F	TRANSFER	OUT OF SCOPE	GRAND TOTAL
4	1	1					6		8
5	16	4	4	14			5	1	44
6	8	2		2	1	1	1	3	18
7	1	1	1			3	1	1	8
8					1			1	2
9			26	6	3	2		14	51
Spot	1	1	7		14	1	2	4	30
Other						2			2
GRAND TOTAL	27	9	38	22	19	9	15	24	163

6.3. Please note that the table focuses on posts. Applications for Voluntary Redundancy are still being considered and so the actual impact on colleagues may change up to 6 June.

6.4. A summary of the impact by current role is provided in the table below.

Faculty / Directorate	ROLE TITLE as of 11 March	GRADE	FINAL CHANGE SCENERIO	ROLE TITLE as of 1 August
TBD	Faculty Executive Administrator	5	D	Pooled for Faculty Executive Administrator
TBD	PA to the Executive Dean / Faculty Administrator	6	E	Pooled for PA to the Executive Dean
TBD	Associate Dean (Quality & International)	Spot	E	Pooled for Head of Quality and Practice
TBD	Associate Dean (Student Experience & Recruitment)	Spot	C	Associate Dean Education and Student Experience

TBD	Associate Dean Education and Student Experience	Spot	C	Associate Dean Education and Student Experience
TBD	Associate Dean Student Experience	Spot	C	Associate Dean Education and Student Experience
TBD	Executive Dean Creative Arts, Technologies and Science	Spot	E	Pooled for Executive Dean
TBD	Executive Dean Faculty of Education, English and Sport	Spot	E	Pooled for Executive Dean
TBD	Executive Dean Faculty of Health and Social Sciences	Spot	E	Pooled for Executive Dean
TBD	Executive Dean University of Bedfordshire Business School	Spot	E	Pooled for Executive Dean
TBD	Head of Quality & Practice	Spot	E	Pooled for Head of Quality and Practice
Health, Community & Life Sciences	Faculty Records Administrator	5	OOS	Faculty Records Administrator
Health, Community & Life Sciences	Faculty Recruitment Administrator	5	A	Faculty Recruitment Administrator
Health, Community & Life Sciences	Laboratory Technician/Demonstrator	5	A	Technician / Demonstrator (Life Sciences)
Health, Community & Life Sciences	Senior Technician and Demonstrator	5	A	Technician / Demonstrator (Life Sciences)
Health, Community & Life Sciences	Technical Officer/Demonstrator	5	A	Technician / Demonstrator (Life Sciences)
Health, Community & Life Sciences	Technician	5	A	Technician / Demonstrator (Life Sciences)
Health, Community & Life Sciences	Technician (Life Sciences)	5	A	Technician/ Demonstrator (Life Sciences)
Health, Community & Life Sciences	Technician for Healthcare Simulation and Clinical Skills	5	A	Technician / Demonstrator (Healthcare Simulation and Clinical Skills)
Health, Community & Life Sciences	Technician/Demonstrator (life sciences)	5	A	Technician/Demonstrator (Life Sciences)

Health, Community & Life Sciences	Administrator - IASR	6	OOS	
Health, Community & Life Sciences	Community Researcher Talk, Listen, Change (TLC) Workforce Research Programme	6	OOS	
Health, Community & Life Sciences	Partnerships Coordinator	6	A	Partnerships Coordinator
Health, Community & Life Sciences	Placement Co-ordinator	6	A	Placement Co-ordinator
Health, Community & Life Sciences	Technical Co-ordinator	6	A	Technical Co-ordinator (Life Sciences)
Health, Community & Life Sciences	Technical Team Leader Healthcare Simulation and Clinical Skills	7	A	Technical Team Leader (Healthcare Simulation)
Health, Community & Life Sciences	Lead for Health Care Development	A9(4)	C	Principal Lecturer (Health Care Development and Simulation)
Health, Community & Life Sciences	PL Associate Professor and PL Medical and Dental education and CPD nursing and midwifery	A9(4)	C	Principal Lecturer Medical and Dental education and CPD
Health, Community & Life Sciences	PL Midwifery and Neonatal Health	A9(4)	C	Principal Lecturer (Midwifery and Neonatal Health)
Health, Community & Life Sciences	PL Nursing Associate programme (apprenticeships and direct entry)	A9(4)	C	Principal Lecturer Nursing Associate
Health, Community & Life Sciences	PL Social Work	A9(4)	C	Principal Lecturer (Social Work)
Health, Community & Life Sciences	Principal Lecturer in Adult Nursing	A9(4)	C	Principal Lecturer Interprofessional Learning & Student Recruitment
Health, Community & Life Sciences	Principal Lecturer in Biochemistry	A9(4)	D	Pooled for Principal Lecturer in Life Sciences
Health, Community & Life Sciences	Principal Lecturer in Biomedical Science	A9(4)	D	Pooled for Principal Lecturer in Life Sciences
Health, Community & Life Sciences	Principal Lecturer in Public Health	A9(4)	E	Pooled for PL Public Health and Health Social Care (including Study Centres)

Health, Community & Life Sciences	Principal Lecturer Practice Learning	A9(4)	C	Principal Lecturer (Practice Learning)
Health, Community & Life Sciences	Principal Lecturer with Portfolio responsibilities Health & SC & Study centres	A9(4)	D	Pooled for PL Public Health and Health Social Care (including Study Centres)
Health, Community & Life Sciences	Principal Lecturer, Allied Health	A9(4)	E	Pooled for PL Allied Health and Policing portfolio in School of Society Community and Health, PL Curriculum Development lead in Faculty 3
Health, Community & Life Sciences	Principal Lecturer/Portfolio Lead Pre-registration Nursing	A9(4)	C	Principal Lecturer (Adult Nursing)
Health, Community & Life Sciences	Principal Lecturer: School Apprenticeship Lead	A9(4)	C	Principal Lecturer Faculty Apprenticeship Lead
Health, Community & Life Sciences	Principal Research Fellow	A9(4)	OOS	Principal Research Fellow IASR
Health, Community & Life Sciences	Principal Research Fellow in Health Services Research (E-PLAYS-2)	A9(4)	OOS	Principal Research Fellow in Health Services Research (E-PLAYS-2)
Health, Community & Life Sciences	Associate Dean External Relations	Spot	B	Associate Dean External Partnerships and Recruitment
Health, Community & Life Sciences	Head of School Nursing, Midwifery and Health Education	Spot	C	Head of School Nursing, Midwifery and Health Education
Health, Community & Life Sciences	Head of School of Life Sciences	Spot	C	Head of School of Life Sciences
Institute	Administration Coordinator (BLMKhub)	6	OOS	
Technologies, Education & Social Sciences	Support Worker	4	A	Support Worker
Technologies, Education & Social Sciences	Technical Support Assistant	4	B	Technical Support Assistant (Computing)
Technologies, Education & Social Sciences	ACI Technician (Fashion)	5	A	Technician/ Demonstrator (Creative Industries)

Technologies, Education & Social Sciences	Administrator (English Language)	5	A	Administrator (English Language)
Technologies, Education & Social Sciences	Partnership and Data Administrator	5	A	Partnership and Data Administrator
Technologies, Education & Social Sciences	Research Administrator	5	C	Faculty Research Administrator
Technologies, Education & Social Sciences	Technician	5	B	Technician / Demonstrator (Psychology)
Technologies, Education & Social Sciences	Technician	5	B	Technician / Demonstrator (Psychology)
Technologies, Education & Social Sciences	Technician - Education	5	A	Technician / Demonstrator (Education)
Technologies, Education & Social Sciences	Technician - Sport & Exercise Science	5	A	Technician / Demonstrator (Sport)
Technologies, Education & Social Sciences	Technician (Computer Science)	5	B	Technician / Demonstrator (Computing)
Technologies, Education & Social Sciences	Technician (Engineering Workshop)	5	A	Technician / Demonstrator (Engineering)
Technologies, Education & Social Sciences	Technician / Demonstrator	5	C	Technician / Demonstrator (Creative Industries)
Technologies, Education & Social Sciences	Technician / Demonstrator Creative Tech)	5	B	Technician / Demonstrator (Computing)
Technologies, Education & Social Sciences	Technician/Demonstra tor	5	C	Pooled for Technician/Demonstrator
Technologies, Education &	Technician/Demonstra tor (Art & Design)	5	A	Technician/Demonstrator (Creative Industries)

Social Sciences				
Technologies, Education & Social Sciences	Senior Partnership Administrator	6	A	Senior Partnership Administrator
Technologies, Education & Social Sciences	Senior Partnership Administrator (Education Services)	6	A	Senior Partnership Administrator (Education Services)
Technologies, Education & Social Sciences	Senior Technician	6	A	Senior Technician (Sport)
Technologies, Education & Social Sciences	Senior Technician (Networking)	6	A	Senior Technician (Computing)
Technologies, Education & Social Sciences	Technical Co-ordinator	6	B	Senior Technician (Creative Industries)
Technologies, Education & Social Sciences	Technical Co-ordinator (Senior Broadcast Network and Media Technician)	6	B	Senior Technician (Creative Industries)
Technologies, Education & Social Sciences	Technical Services Manager	7	B	Technical Services Manager (Computing, Engineering, & Creative Industries)
Technologies, Education & Social Sciences	Technician Team Leader	7	C	Technician Team Lead (Sport, Psychology, Social Science)
Technologies, Education & Social Sciences	PL Media	A8(3)	E	Pooled for Principal Lecturer Creative Industries
Technologies, Education & Social Sciences	Academic Portfolio Leader (UG and PG Education Portfolio Leader)	A9(4)	C	Principal Lecturer (Education and English)
Technologies, Education & Social Sciences	PL Advanced social sciences PG	A9(4)	D	Pooled for PL (Social Sciences)
Technologies, Education & Social Sciences	PL Art & Design	A9(4)	D	Pooled for Principal Lecturer Creative Industries

Technologies, Education & Social Sciences	PL Society welfare and Justice UG	A9(4)	E	Pooled for PL (Social Sciences), PL (Curriculum Development Lead), PL (Allied Health & Policing)
Technologies, Education & Social Sciences	Principal Lecturer	A9(4)	C	Principal Lecturer(Teacher Education Partnerships)
Technologies, Education & Social Sciences	Principal Lecturer - Computing & Information Systems	A9(4)	C	Principal Lecturer (Computing)
Technologies, Education & Social Sciences	Principal Lecturer - Teacher Education	A9(4)	C	Principal Lecturer(Teacher Education Curriculum Lead)
Technologies, Education & Social Sciences	Principal Lecturer in Psychology	A9(4)	C	Principal Lecturer (Psychology)
Technologies, Education & Social Sciences	Principal Lecturer in Sports Biomechanics	A9(4)	C	Principal Lecturer(Sport)
Technologies, Education & Social Sciences	Principal Lecturer in Teacher Education	A9(4)	C	Principal Lecturer (Teacher Education and Ofsted)
Technologies, Education & Social Sciences	Director, Centre for English as Foreign Language	Spot	A	Director of Centre for English as a Foreign Language
Technologies, Education & Social Sciences	Head of School of Computer Science and Technology	Spot	C	HoS Computing, Engineering and Creative Industries
Technologies, Education & Social Sciences	Head of School of Education	Spot	C	HoS Education and English
Technologies, Education & Social Sciences	Head of School of Psychology	Spot	E	Pooled for HoS Sport, Psychology and Social Sciences
Technologies, Education & Social Sciences	Head of School, Arts & Creative Industries	Spot	OOS	
Technologies, Education &	Interim Head of School of Sport and Physical Activity	Spot	E	Pooled for HoS Sport, Psychology and Social Sciences

Social Sciences				
Technologies, Education & Social Sciences	Technician - Education and Science	Support D DMU terms	A	Technician (Education and Science)
UoB Business School	PL Apprenticeship	A7(2)	OOS	
UoB Business School	PL – Partnerships and LSC Acting 0.5	A8(3)	OOS	
UoB Business School	Principal Lecturer in Accounting & Finance	A9(4)	C	Principal Lecturer (Accounting & Finance)
UoB Business School	Principal Lecturer in Aviation and Tourism	A9(4)	C	Principal Lecturer (Aviation & Tourism)
UoB Business School	Principal Lecturer in Business Foundation Studies	A9(4)	C	Principal Lecturer (Foundation Level Studies)
UoB Business School	Principal Lecturer in Business Management, MSc course suite	A9(4)	C	Principal Lecturer (Business Management, MSc Course Suite)
UoB Business School	Principal Lecturer in HRM	A9(4)	C	Principal Lecturer (HRM)
UoB Business School	Principal Lecturer in International Business and Marketing	A9(4)	C	Principal Lecturer (International Business and Marketing)
UoB Business School	Principal Lecturer in Law	A9(4)	C	Principal Lecturer (Law)
UoB Business School	Principal Lecturer in Leadership Business Management, UG course suite	A9(4)	C	Principal Lecturer (Management, UG Course Suite)
UoB Business School	Principal Lecturer in Logistics	A9(4)	F	
UoB Business School	Principal Lecturer in, Business and Management, MBA Course Suite	A9(4)	C	Principal Lecturer (MBA)
UoB Business School	Associate Dean Recruitment, International and Partnerships	Spot	F	
UoB Business School	Head of Grad School of Business	Spot	E	Pooled for HoS Business and Management, HoS Accounting, Law and Sustainable Tourism, HoS UoB Business School

UoB Business School	Head of School Accounting, Finance and Law	Spot	E	Pooled for HoS Business and Management, HoS Accounting, Law and Sustainable Tourism, HoS UoB Business School
UoB Business School	Head of School Aviation, Marketing & Tourism	Spot	E	Pooled for HoS Business and Management, HoS Accounting, Law and Sustainable Tourism, HoS UoB Business School
UoB Business School	Head of School Leadership & Management	Spot	E	Pooled for HoS Business and Management, HoS Accounting, Law and Sustainable Tourism, HoS UoB Business School
UoB Business School	Professor in Management Practice	Spot Professors	F	
UoB Business School	Professor in Management Practice	Spot Professors	F	
Commercial	Grounds Person	4	TRANSFER	
Commercial	Recreation Assistant	4	TRANSFER	
Commercial	Duty Officer	5	TRANSFER	
Commercial	Research Demonstrator (Production and Broadcast Engineering)	5	F	
Commercial	Sport Administration Officer	5	TRANSFER	
Commercial	Sports Development Senior Officer	5	TRANSFER	
Commercial	Technical Co-ordinator	6	TRANSFER	
Commercial	Sport and Wellbeing Manager	7	TRANSFER	
Commercial	Head of University of Bedfordshire Sport	Spot	TRANSFER	
Registry	Academic Administrator (English Language)	5	TRANSFER	
RIS	Faculty Apprenticeship Administrator	5	TRANSFER	
RIS	Associate Dean Enterprise and Employability	Spot	TRANSFER	

	IT Technician/Demonstrator & Statistics Advisor	6	F	
	Education Services Officer	7	F	
	Education Services Officer	7	F	
	Learning Development Manager	7	F	
	Faculty Technical Services Manager	9	F	

6.5. A link to the job descriptions for posts categorised as B-E can be found [here](#).

6.6. A schedule of vacancies across the University can be found [here](#). Please note that this schedule will be updated regularly up to 31 July 2025 to reflect the latest vacancy position.

7. Next Steps

7.1. An overview of the timescales for the next steps is set out below.

Date	Action
Friday 30 th May	Final structures shared Staff in categories B-F receive individual outcome letters
Friday 6 th June	Deadline to sign settlement agreement in respect of VR
Monday 9 th June onwards	Deadline to submit Application/ Redeployment Form and Supporting Statement Form(s) for new and vacant posts – see University Restructure Consultation Hub for specific deadline for each post
Friday 13 th June	Deadline to submit Application/ Redeployment Form and Supporting Statement Form(s) for pooled posts
Monday 16 th June onwards	Redundancy dismissal meetings commence
Monday 23 rd June for roughly 3 weeks	Interviews take place
Friday 1 st August	New structures implemented

Full details of the next steps for selection and redeployment can be found [here](#). This includes information on:

- Outcome letters
- Opening up new and vacant posts
- Applications and shortlisting
- Voluntary redundancy
- Interview process
- Redundancy dismissal meetings
- Trial period

8. Staff Support

8.1. It is appreciated that change can be an unsettling time for colleagues, whether or not they are directly affected by the restructure. Therefore, a significant amount of support is in place for colleagues. Detail of the staff support can be found [here](#).

9. Reasonable Adjustments

9.1. We're 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's 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.

10. Equality Impact Assessment

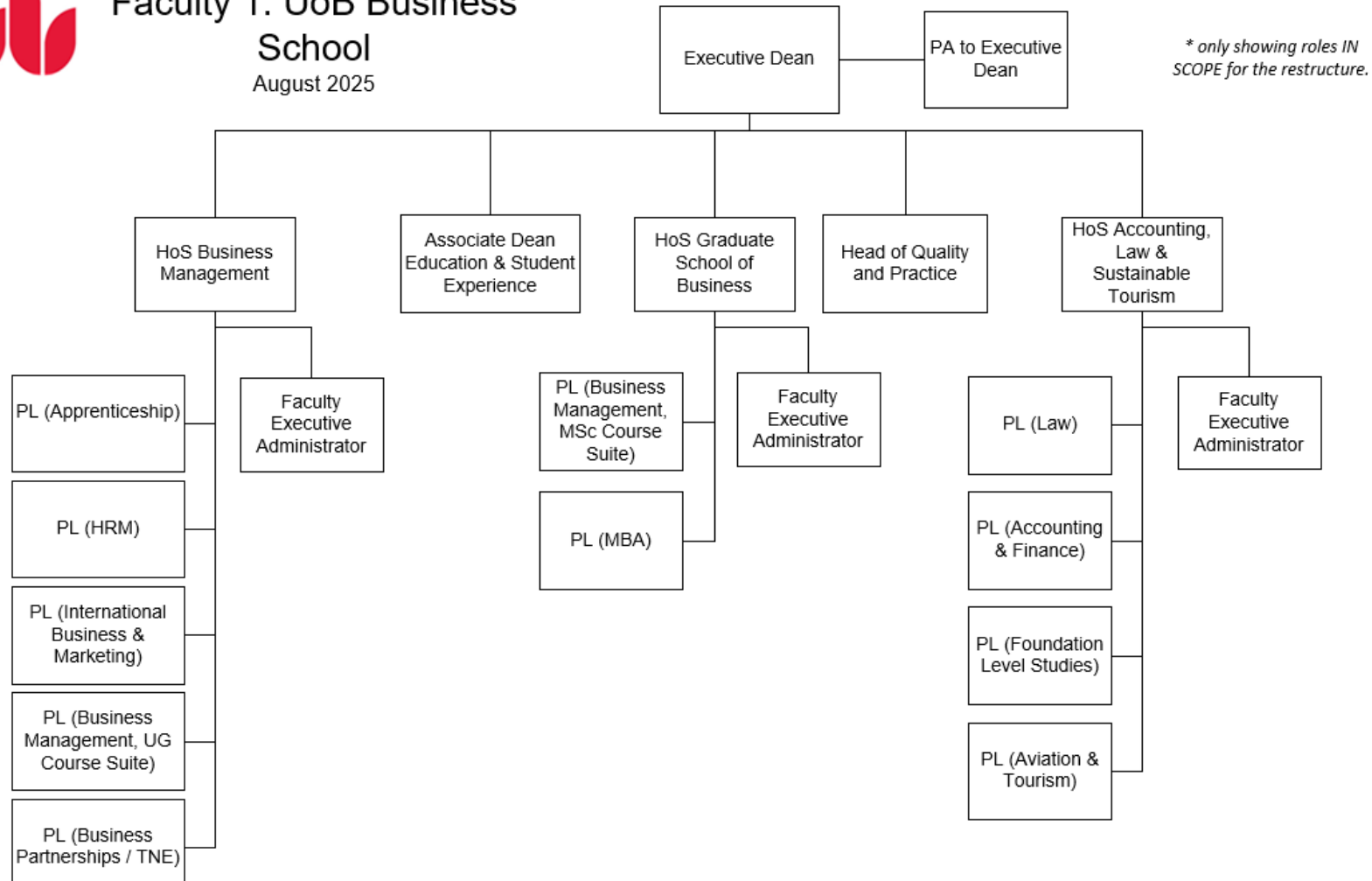
10.1. We are continuing work on our Equality Impact Analysis, with the second stage due to be completed after the 6th June when the voluntary redundancy scheme is concluded. People & Culture colleagues will help those leading the consultation to understand the data and think through potential impacts and mitigating actions that might be undertaken.

10.2. The groups identified as being disproportionately affected at this point include women and Asian/ Asian British colleagues – this is at University level and may look different a team level, or upon the next iteration of the EIA. We have taken steps to mitigate the impact on affected groups. One way we have done this is to emphasize that where roles are identified as full time in the final structures, we will consider flexible ways to fill them, such as part-time working. For further information around how we have sought to make the process more inclusive see: [Making the restructure process more inclusive](#).

Annex A – final structure



Faculty 1: UoB Business School August 2025





Faculty 2: Technologies,
Education & Social
Sciences
August 2025

