

Faculty of Education and Social Sciences

Preface

This document outlines key staffing and structural considerations for the Faculty of Education and Social Sciences at Liverpool Hope University. Declining student enrolment in certain subject areas, financial pressures, and the need for greater operational efficiency require a review of specific roles and school structures. The challenges and key considerations are driven by significant changes in the higher education landscape, including shifts and decline in student demand, rising operational and staffing costs, and declining funding streams. The plan below aims to create a more agile and financially sustainable faculty, better positioned to adapt to future challenges while maintaining financial stability and efficiency.

The aim of this document is to outline the context of the Faculty position, and to explain and outline the current challenges. A range of measures will be implemented to achieve viability and sustainability. The changes are summarised below and the strategy for the short and medium term is detailed in this plan.

An **Equality Impact Assessment (EIA)** has been undertaken as part of this plan and will remain a live document throughout the processes outlined below. The EIA is an attachment to this document.

The Plan

This final plan is based on the outcome of the collective consultation with UCU and individuals.

The future financial sustainability of Liverpool Hope University and the Faculty of Education and Social Sciences requires immediate action in terms of addressing academic staffing balance to declining student numbers, and the realignment of staffing and resources and the two schools – School of Education and School of Social Sciences.

The Faculty has experienced a reduction in student numbers and income over the past 5 years, in spite of efforts to develop new courses. The faculty has seen a decline in UG students and PG student numbers have been static. Consequently, this has led to a reduction of work and a number of posts that are no longer required. Additionally, the Faculty is also exploring different ways of working, including the restructuring and reorganisation of roles, to better align resources with current and future demands.

The Faculty and the two schools, have made significant progress in reducing staff costs through the Faculty restructure in place since September 2024 and the Voluntary Severance scheme operated by the University in 2024. Staffing costs were also reduced by removing increments and allowances from across the Faculty and simultaneously reducing the number of Academic Leads whilst keeping an effective arrangements to fulfil the operational delivery.

Student enrolment numbers for 2024/25 again fell short of targets, and in particular the number of Single Honours across the two schools starting in 2024/5 was 28 firm applications, a third of the 2 previous year intakes. The predicted applications of new entrants for 2025/6 looks to be a smaller cohort for the Faculty.

The Faculty's non-staffing budget has been prudently managed over the last 2 financial years and the Faculty made a 10% reduction in the current financial year. This plan will be implemented in consultation with affected staff during this process.

Faculty and School Leadership roles

The Faculty of Education and Social Sciences will have two schools. The School of Teacher Education and Development and the School of Education and Social Sciences. Currently the School of Education is the largest school within the University. This shift would align the schools and overall structure with the other three faculty structures which all have schools with a head count lower than 45 and FTE lower than 40.

Given the specialist accreditation and OFSTED requirements for Teacher Training, the Director of ITE will become the **Head of School of Teacher Education and Development, this move is cost neutral with no financial impact.** The **Head of Education and Social Sciences will undergo a** competitive process, ring fenced to the two current Head of School post holders. This would result in a Head of School allowance saving. This move would also result in a more equal distribution of staff across the two schools, impact of change indicated below:

	Figures	Total Staff Count	FTE
Current Structure	School of Education	62	56.5
	School of Social Science	34	33
Proposed Structure - including redeployment opportunities	School of Teacher Education and Development	42.6	46
	School of Education and Social Science	42.7	43

The school structures will improve efficiency and introduce more effective ways of working, including the restructuring and reorganisation of roles. While academics are broadly aligned with subject areas, their roles are, by definition, designed to operate flexibly across the wider areas. Custom and practice has been that colleagues work across areas so where appropriate posts have been considered together. This plan will consolidate and streamline subject groupings to better align with current student demand and strategic priorities. As part of the model, staff will continue to be required to teach flexibly across related subject areas to support curriculum delivery and enhance future resource allocation.

The plan aims to maximise the balance between teaching and research activity across the faculty. It includes a sustainable mix of academic staff on teaching and research contracts and those on teaching-only contracts. The Faculty seeks to deliver high-quality teaching while also preserving its research capacity and academic reputation. This balance is critical to meeting both the educational needs of students and the longer-term strategic objectives of the University

Academic Lead Roles

The UCU proposal raised the question surrounding the ambiguity of lead roles. For the avoidance of doubt and as communicated in previous meetings the lead roles will still exist within the faculty and an indicative outline has been provided below.

Within the **School of Teacher Education and Development**, there will be **two academic leads**, one for Primary and Secondary, the **Strategic Lead for Partnerships and Mentoring** who will work with **course leads and programme leads** to deliver UG and PG teacher training, deliver projects such as Ambition Institute, SKE, SCITT and work with lead partners and work with the **UEM** and **Associate Dean External Engagement** to develop, market and deliver CPD in accredited and non-accredited courses. The school will work closely with the Associate Dean (Student Experience) and the Associate Dean (Research, Knowledge Exchange and Scholarship) to enable the School to make a significant contribution to the Faculty Business Plan and the University Strategy.

The School of Education and Social Sciences will have three academic leads (**Childhood and Education, Social Sciences, Social Work and Community Health**), who will work with the Head, the grade 9 and 10 members of staff, course and programme leads to deliver a range of Foundation year, Undergraduate and Postgraduate taught programmes, Network of Hope provision, PGR and to redevelop a University-wide Professional Doctorate. The School leaders will work with the **UEM** and **Associate Dean External Engagement** to develop, market and deliver CPD in accredited and non-accredited courses. The school will work closely with the **Associate Dean (Student Experience)** and the **Associate Dean (Research, Knowledge Exchange and Scholarship)** to enable the School to make a significant contribution to the Faculty Business Plan and the University Strategy.

Challenges and Needs

Current challenges and needs have led to a diminished requirement for employees to carry out work of a particular kind. Key driving points are:

1. **Reduction in Work of a Particular Kind Due to Declining Student Demand** - The Faculty has experienced a sustained decline in student enrolments within specific subject areas over recent years. This has resulted in a **reduction in the volume of teaching and related academic work in those areas**. This reduction in demand and workload makes it necessary to review and adjust staffing levels accordingly.
2. **Rebalancing Staff-to-Student Ratios** - The University is committed to achieving a sustainable and proportionate alignment between staff numbers and student demand. This involves rebalancing staff-to-student ratios to reflect current levels of activity and to ensure the efficient use of resources. This approach is now embedded in the University's annual planning cycle and forms part of routine strategic planning.
3. **Reducing the Staffing Cost Base for Financial Sustainability** - In response to ongoing financial pressures, the Faculty must reduce its staffing expenditure. This step is essential to safeguard the long-term financial viability of the institution and to enable investment in priority areas that support the University's strategic objectives.
4. **Establishing a Future-Oriented Financial and Academic Model** - The proposed changes are intended to create a staffing model that supports the development and delivery of programmes that are academically rigorous, future-focused, and aligned with student demand and market needs. Streamlining current structures will enable the faculty to invest in areas with potential for growth and innovation.
5. **Realigning Structures with Operational and Strategic Priorities** - In order to remain both academically and financially sustainable, the faculty must ensure that its staffing structures reflect actual and anticipated workload requirements. This includes the reorganisation of roles and resources to better support evolving business and educational needs across the schools.

There are 10 staff who have been approved for VR and we await their signed settlement agreements, and on the basis all these proceed to a mutually agreed exit, this would result in 8 staff being classed as no longer at risk. In addition, and in line with the counter proposal presented by individuals from the secondary team, which outlined a nuanced and realistic suggestion for a way forward for the Secondary team. Taking in to consideration matter raised through the proposal and reviewing current numbers my final proposal will remove 3 roles at risk in the secondary team, and **this has resulted in 13 members of staff no longer being at risk**. This has been achieved through review of individual counter proposal, ongoing reviews of SSRs, monitoring current and incoming student numbers.

In the **Faculty of Education and Social Sciences**, in order to meet the imperatives 43 staff are in still at risk of this exercise. At this time, further reductions in staffing numbers are required in the following subject areas and the staff in these subjects remain at risk of redundancy.

Social Sciences – 19 staff continue to be at risk however, this number may be impacted by uptake of VR and redeployment opportunities. Until these processes are finalised the staff continue to be at risk. Redeployment opportunities currently available and may positively impact the figures. May be impacted by staff who have been approved for VR and we await their signed settlement agreements, and the table below highlights the potential impact should all of these proceed to a mutually agreed exit.

Early Childhood, Childhood and Education – 18 staff continue to be at risk however, this number may be impacted by uptake of VR and redeployment opportunities. Until these processes are finalised the staff continue to be at risk. Redeployment opportunities currently available and may positively impact the figures. May be impacted by staff who have been approved for VR and we await their signed settlement agreements, and the table below highlights the potential impact should all of these proceed to a mutually agreed exit.

Secondary ITE is no longer at risk of and individual redundancies. Following an individual counter proposal (not UCU collective proposal), a nuanced and realistic suggestion for a way forward for the Secondary team. The counter proposal accepts the need to change and outlines a restructure of secondary subjects for the 2026/27 academic year. The counter proposal is adopted by the faculty with 2025/26 being a year of transition to a new portfolio for 2026/27. The plan is comprehensive, reasoned and realistic. The Grouped subject model moved the provision from a single subject model to a more sustainable model.

The **Social Work** team will grow by one post, following a successful Authorisation to Recruit process and this reflects an individual's counter proposal highlighting the way in which the Social Work and Health and Community Health teams work. It is anticipated that this redeployment opportunity will reduce the loss of post from 3 out of 6 to 2 out of 6. A further 1 FTE will be retained in **Health and Wellbeing/Community Health** to reflect on the contribution this team makes to Social Work and to recognise the new MA Public Health and potential partnership in Health and Social care is a growth area for the Faculty. 6 staff would continue to be at risk. Redeployment opportunities currently available and may positively impact the figures.

The redeployment opportunities in **Primary ITE** remain open This is a growth area and there is a need for a Course Leader, Early Years, SEN and teaching of research at UG and PG levels.

Consultation will continue throughout with the recognised trade union UCU (although consultation with the staff (individually and in groups) is also important. This consultation will continue throughout the process.

Current Redeployment opportunities

Senior Professional Tutor Primary Education (Early Years) - Fixed Term / limited in the first duration for 12 months

Senior Lecturer in Education (SEND) - Fixed Term / limited in the first duration for 12 months

Senior Professional Tutor in Education (SEND) - Fixed Term / limited in the first duration for 12 months

Senior Lecturer in Teacher Education and BA Course Lead - Fixed Term / limited in the first duration for 12 months

Senior Lecturer in Social Work - Permanent

Summary for Faculty of Education and Social Sciences:

The Faculty will be restructured. As part of the process there will be an overall reduction in staff across the following areas:

Total number of posts to be removed: 5.4 FTE or higher if redeployment posts are not filled.

Total at risk - 43

- **Faculty total potential headcount loss - 19**
- **Total Potential Head Count Loss, should all VR applications finalise, this would reduce the number of potential headcount loss to 9. In addition, there are currently 5 redeployment opportunities advertised**

Education

No staff at risk within ITE

Total at risk in Childhood and Education - 18

- **Current potential headcount loss 8**
- **Total Potential Head Count Loss, should all VR applications finalise this would reduce the number of potential headcount loss to 4. Additionally, this could be potentially further reduced with redeployment opportunities.**

Total at risk in Social Science - 25

- **Current potential headcount loss - 11**
- **Total Potential Head Count Loss, should all VR applications finalise this would reduce the number of potential headcount loss to 5. Additionally, this could be potentially further reduced with redeployment opportunities.**

Proposed headcount for 25/26 - Based on contract type - Based on Faculty and School Need

<u>Contract type</u>	<u>Childhood and Education</u>	<u>Social Sciences</u>	<u>Community Health</u>
<u>Teaching & Research</u>	<u>2 Prof</u> <u>2 PL/AP</u> <u>8 SL</u> <u>3 L</u>	<u>2 Prof</u> <u>3 SL</u> <u>3 L (4 staff however, fte totals equivalent to 2.5 members of staff)</u> VR and redeployment could potentially impact the above figures.	<u>1 PL</u> <u>4 SL</u> - additional post added - original was 3 <u>2 L</u>
<u>Teaching</u>	<u>2 SPT</u> <u>1 PT</u>	<u>2 PT</u> <u>1 SPT</u>	

Proposed - Loss by Head Count

There are 10 staff who have been approved for VR and we await their signed settlement agreements, and the table below highlight the potential impact should all of these proceed to a mutually agreed exit, this would result in 8 staff being classed as no longer at risk. Please note the below figures would also be impacted by potential redeployment. Until this process is finalised assumptions on specific areas cannot be made.

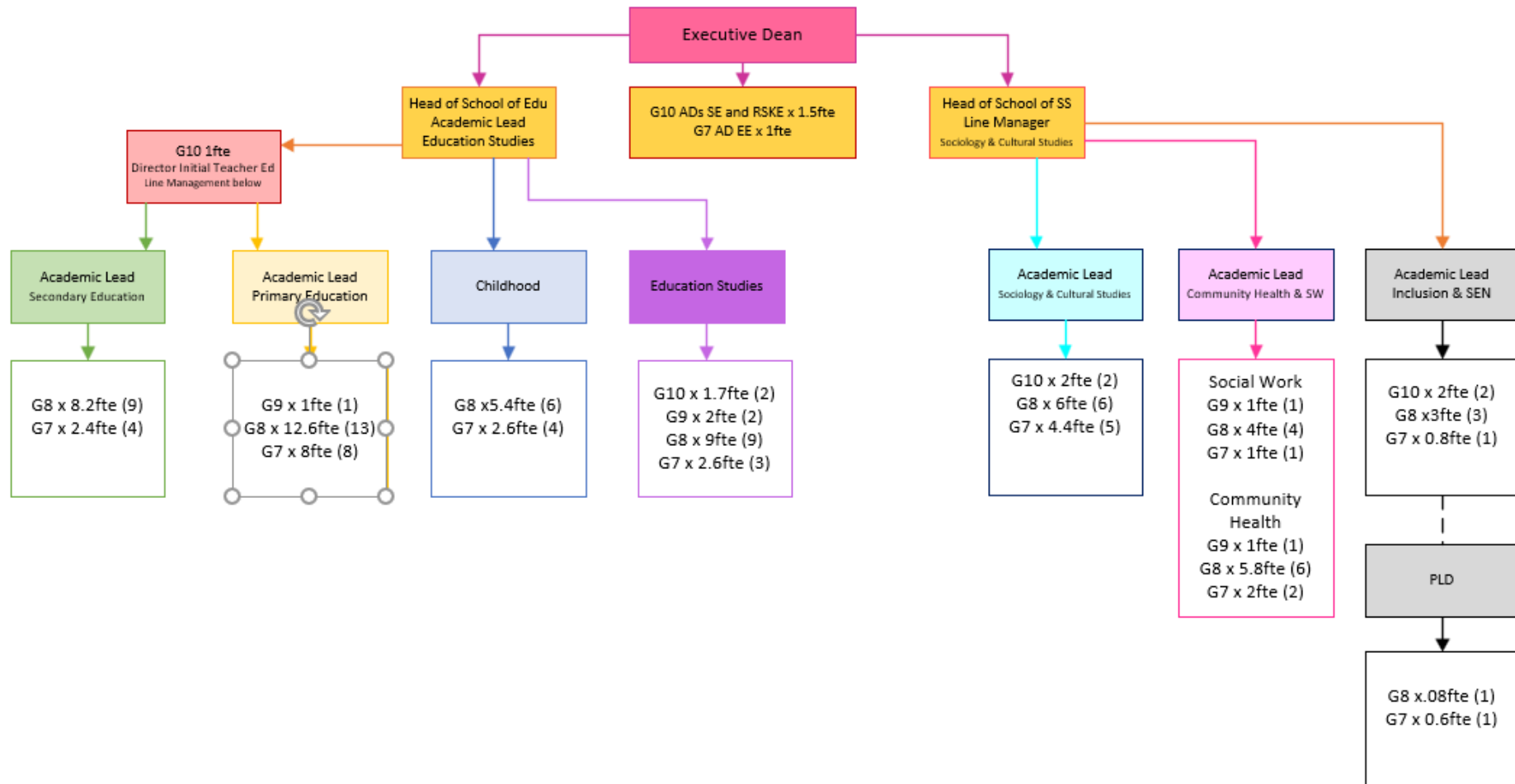
<u>Area</u>	<u>Teaching & Research</u>	<u>Teaching</u>
<u>Secondary</u>	<u>N/A</u>	<u>No longer at risk</u>
<u>Childhood and Education</u>	<u>L - None (4 current staff 2.5 fte)</u> <u>SL - 5 staff members out of 13</u> VR and redeployment could potentially impact the above figures.	<u>PT - 1 staff members out of 3</u> <u>SPT - 1 staff members out of 2</u> VR could potentially impact the above figures and result in both groups no longer at risk
<u>Social Sciences</u>	<u>Prof - 2 staff members out of 4</u> <u>SL - 4 staff members out of 7</u> <u>L - 1 staff member out of 3</u> VR and redeployment could potentially impact the above figures.	<u>PT - 1 staff member out of 3</u> <u>SPT - 1 staff members out of 2</u> VR and redeployment could potentially impact the above figures.
<u>Community Health*</u> *Area title amended from Social Care	<u>SL - 2 Staff members out of 6 - decreased by one as result of counter proposal.</u> <u>L - none (2 current)</u> <u>This assumes out of those currently Community Health</u> No VR implication however redeployment could potentially impact figures	<u>N/A</u>

Loss by area and grade - updated to reflect potential VR and outline redeployment opportunity

Department or School	Subject or Unit To	Grade	Sum of FTE	Count of Name	Sum of FTE	Count of Name	Difference FTE	Difference - Head Cour	Total loss - FTE	Total loss - Head Cour	Growth - FTE	Growth - Headcoun	VR Approved Applications	Remaining At Risk if VR uptake 100%
School of Education	Childhood and Education	Grade 10	1.7	2	1.7	2	0	0	0	0	0	0		
		Grade 9	2	2	2	2	0	0	0	0	0	0		
		Grade 8	14.4	15	9	9	-5.4	-6	-5.4	-6	0	0		
		Grade 7	5.2	7	5	5	-0.2	-2	-0.2	-2	0	0		
	Childhood and Education Total		23.3	26	17.7	18	-5.6	-8	-5.6	-8	0	0	4	4
	Director	Grade 10	1	1	1	1	0	0	0	0	0	0	N/A	N/A
	Director Total		1	1	1	1	0	0	0	0	0	0	N/A	N/A
	Primary	Grade 9	1	1	1	1	0	0	0	0	0	0	N/A	N/A
		Grade 8	12.6	13	16.6	17	4	4	0	0	4	4	N/A	N/A
		Grade 7	8	8	8	8	0	0	0	0	0	0	N/A	N/A
	Primary Total		21.6	22	25.6	26	4	4	0	0	4	4	N/A	N/A
	Secondary	Grade 8	8.2	9	8.2	9	0	0	0	0	0	0	N/A	N/A
		Grade 7	2.4	4	2.4	4	0	0	0	0	0	0	N/A	N/A
	Secondary Total		10.6	13	10.6	13	0	0	0	0	0	0	N/A	N/A
School of Education Total			56.5	62	54.9	58	-1.6	-4	-5.6	-8	4	4	4	4
School of Social Science	Community Health	Grade 9	1	1	1	1	0	0	0	0	0	0		
		Grade 8	5.8	6	4	4	-1.8	-2	-1.8	-2	0	0		
		Grade 7	2	2	2	2	0	0	0	0	0	0		
	Community Health Total		8.8	9	7	7	-1.8	-2	-1.8	-2	0	0	0	2
	Social Work	Grade 9	1	1	1	1	0	0	0	0	0	0		
		Grade 8	4	4	5	5	1	1	0	0	1	1		
		Grade 7	1	1	1	1	0	0	0	0	0	0		
	Social Work Total		6	6	7	7	1	1	0	0	1	1	N/A	N/A
	Social Sciences	Grade 10	4	4	2	2	-2	-2	-2	-2	0	0		
		Grade 8	9	9	4	4	-5	-5	-5	-5	0	0		
		Grade 7	5.2	6	4	4	-1.2	-2	-1.2	-2	0	0		
School of Social Science Total			18.2	19	10	10	-8.2	-9	-8.2	-9	0	0	6	3
School of Social Science Total			33	34	24	24	-9	-10	-10	-11	1	1	6	5
	PLD	Grade 8	0.8	1	0.8	1	0	0	0	0	0	0	N/A	N/A
		Grade 7	0.6	1	0.6	1	0	0	0	0	0	0	N/A	N/A
	PLD Total		1.4	2	1.4	2	0	0	0	0	0	0	N/A	N/A
Total			90.9	98	80.3	84	-10.6	-14	-15.6	-19	5	5	10	9

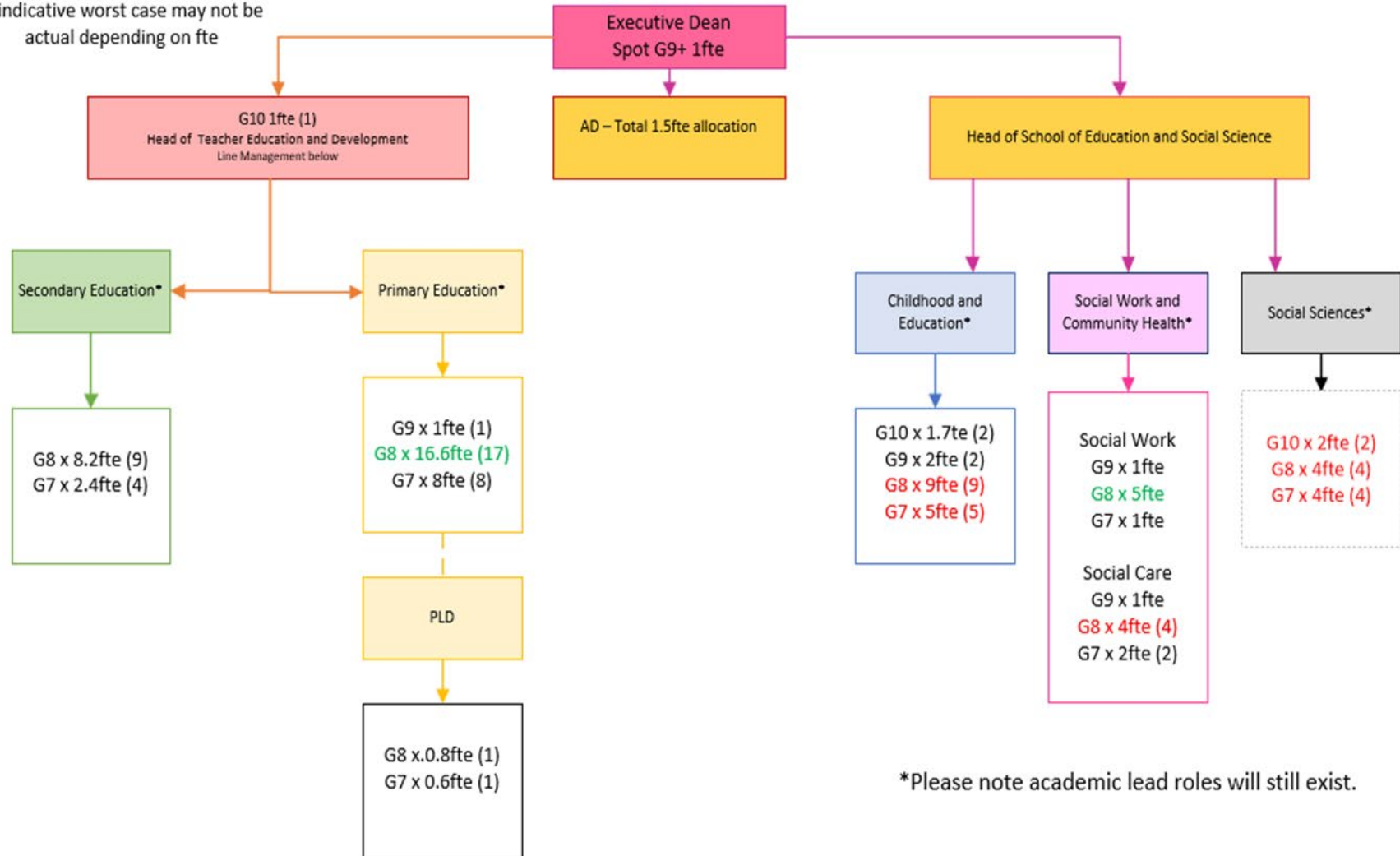
Faculty of Education & Social Sciences – Current Structure

() is headcount



Faculty of Education & Social Sciences - Proposed Structure

() Headcount – please note that this is indicative worst case may not be actual depending on fte



*Please note academic lead roles will still exist.