Proposal – 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 proposal 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 are proposed to achieve viability and sustainability. The changes are summarised below and the strategy for the short and medium term is detailed including a proposal.

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

The Proposals

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 in 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.

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, 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.

The proposed future structure of the two schools aims to improve efficiency by reducing overall staff posts and introducing 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 proposal includes the consolidation and streamlining of 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.

In considering the proposed changes, it is essential to maintain an appropriate balance between teaching and research activity across the faculty. This includes ensuring a sustainable mix of academic staff on teaching and research contracts and those on teaching-only contracts. Any structural adjustments must support the faculty's ability 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

Given the reasons laid out above, the Faculty needs to take steps to both ensure its future financial viability. The steps proposed in this document are designed to ensure that the portfolio is future oriented and facilitates the development of programmes and curricula that are academically principled, future-focused and attractive in the student market place. The steps sit alongside current measures to support prudent resource management (ATR Group and refilling of only key posts) that are already in place.

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.

At this time Primary Education and Social Work are exempt from this targeted reduction of staffing, however may come into scope pending the student numbers anticipated for 2025. Given the Student numbers they will remain under review in this process. There may be some limited opportunities for redeployment to Primary Education and Social Work to fill current skills and expertise gaps in these teams and subject to student recruitment

The proposed mapping is indicative and subject to changes, given the cross-subject nature of the disciplines the overall approach is flexible. The total number of posts that will be removed is currently set at 17.7 FTE.

The Process

Management of Change

The University will work with UCU and colleagues to follow the law on redundancy. At a collective and individual level as confirmed in the S188 forwarded to the Union. The University's primary objective is to minimise the need for compulsory redundancies whenever possible.

Consultation

A key aspect of the University approach is consultation. This is focused through consultation with the recognised trade union UCU (although consultation with the staff (individually and in groups) is also important.

The Proposals

As part of the proposed School restructures; "Community Health and Social Work, will be renamed to "Social Care and Social Work" to more accurately reflect the focus of the provision. Furthermore, the subject areas currently titled "Sociology and Cultural Studies" and "Inclusion and SEN" will be reorganised under a new grouping called "Social Sciences".

ITE (Initial Teacher Education) provision will remain unchanged. However, there is a need to address the current imbalance in Secondary Education. Current "Education Studies" and "Childhood and Youth" programmes will be consolidated and retitled "Childhood and Education," supporting a more integrated and coherent academic offering. Organisation charts have been provided to outline these changes. Growth in Primary has the potential for redeployment opportunities.

The proposal is to reduce the number of academic posts by 17.7 fte. However the is a growth of 7.9 ft within Primary Education.

In the **Faculty of Education and Social Sciences**, in order to meet the imperatives above the following groups of staffing are in scope of this exercise.

In order to reduce staffing to match student numbers, the following subject areas are in focus:

- Sociology and Cultural Studies
- Inclusion and SEN
- Community Health
- Early Childhood/Childhood and Youth
- Education Studies
- Secondary ITE

The total number of posts currently proposed to be removed is currently set at 17.7FTE. With a growth area of 7.9fte in Primary Education.

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:

Proposed total number of posts to be removed: 17.7 FTE (this does not account for growth of Primary of 7.9fte as focus is on potential losses)

Total at risk - 56
- **Total Potential Head Count Loss - 23**

Education
Potentially at risk 31
Potential Head Count Loss - 11

Social Science
Potentially at risk 25
Potential Head Count Loss - 12

Loss by FTE

Department or School	Subject or Unit To	Grade	Sum of FTE	Count of Name	Sum of FTE	Count of Name	Difference - FTE	Difference - Head Count	Total loss - FTE	Total loss - Head Count	Growth - FTE	Growth - Headcount
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**
	Director	Grade 10	1	1	1	1	0	0	0	0	0	0
	Director Total		**1**	**1**	**1**	**1**	**0**	**0**	**0**	**0**	**0**	**0**
	Primary	Grade 9	1	1	1	1	0	0	0	0	0	0
		Grade 8	12.6	13	18.5	19	5.9	6	0	0	5.9	6
		Grade 7	8	8	10	10	2	2	0	0	2	2
	Primary Total		**21.6**	**22**	**29.5**	**30**	**7.9**	**8**	**0**	**0**	**7.9**	**8**
	Secondary	Grade 8	8.2	9	7.5	7	-0.7	-2	-0.7	-2	0	0
		Grade 7	2.4	4	2	3	-0.4	-1	-0.4	-1	0	0
	Secondary Total		**10.6**	**13**	**9.5**	**10**	**-1.1**	**-3**	**-1.1**	**-3**	**0**	**0**
School of Education Total			**56.5**	**62**	**57.7**	**59**	**1.2**	**-3**	**-6.7**	**-11**	**7.9**	**8**
School of Social Science	Community Health	Grade 9	1	1	1	1	0	0	0	0	0	0
		Grade 8	5.8	6	3	3	-2.8	-3	-2.8	-3	0	0
		Grade 7	2	2	2	2	0	0	0	0	0	0
	Community Health Total		**8.8**	**9**	**6**	**6**	**-2.8**	**-3**	**-2.8**	**-3**	**0**	**0**
	Social Work	Grade 9	1	1	1	1	0	0	0	0	0	0
		Grade 8	4	4	4	4	0	0	0	0	0	0
		Grade 7	1	1	1	1	0	0	0	0	0	0
	Social Work Total		**6**	**6**	**6**	**6**	**0**	**0**	**0**	**0**	**0**	**0**
	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
	Social Sciences Total		**18.2**	**19**	**10**	**10**	**-8.2**	**-9**	**-8.2**	**-9**	**0**	**0**
School of Social Science Total			**33**	**34**	**22**	**22**	**-11**	**-12**	**-11**	**-12**	**0**	**0**
	PLD	Grade 8	0.8	1	0.8	1	0	0	0	0	0	0
		Grade 7	0.6	1	0.6	1	0	0	0	0	0	0
	PLD Total		**1.4**	**2**	**1.4**	**2**	**0**	**0**	**0**	**0**	**0**	**0**
Total			**90.9**	**98**	**81.1**	**83**	**-9.8**	**-15**	**-17.7**	**-23**	**7.9**	**8**

Proposed headcount - Based on contract type - Based on Faculty and School Need

Contract type	Childhood and Education	Social Sciences	Social Care
Teaching & Research	2 Prof 2 PL/AP 8 SL 3 L	2 Prof 3 SL 3 L (4 staff however, fte totals equivalent to 2.5 members of staff)	1 PL 3 SL 2 L
Teaching	1 SPT 2 PT	2 PT 1 SPT	

Proposed - Loss by Head Count - Worst Case

Area	Teaching & Research	Teaching
Secondary	N/A	PT - 1 out of 4 SPT - 2 or 3 staff members depending on fte out of 9
Childhood and Education	L - None (4 current staff 2.5 fte) SL - 5 staff members out of 13	PT - 1 staff members out of 3 SPT - 1 staff member out of 2
Social Sciences	Prof - 2 staff members out of 4 SL - 4 staff members out of 7 L - 1 staff member out of 3	PT - 1 staff member out of 3 SPT - 1 staff members out of 2
Social Care	SL - 3 Staff members out of 6 L - none (2 current) This assumes out of those currently Community Health	N/A

Faculty of Education & Social Sciences – Current Structure

() is headcount

Executive Dean

Head of School of Edu
Academic Lead
Education Studies

G10 ADs SE and RSKE x 1.5fte
G7 AD EE x 1fte

Head of School of SS
Line Manager
Sociology & Cultural Studies

G10 1fte
Director Initial Teacher Ed
Line Management below

Academic Lead
Secondary Education

Academic Lead
Primary Education

Childhood

Education Studies

Academic Lead
Sociology & Cultural Studies

Academic Lead
Community Health & SW

Academic Lead
Inclusion & SEN

G8 x 8.2fte (9)
G7 x 2.4fte (4)

G9 x 1fte (1)
G8 x 12.6fte (13)
G7 x 8fte (8)

G8 x5.4fte (6)
G7 x 2.6fte (4)

G10 x 1.7fte (2)
G9 x 2fte (2)
G8 x 9fte (9)
G7 x 2.6fte (3)

G10 x 2fte (2)
G8 x 6fte (6)
G7 x 4.4fte (5)

Social Work
G9 x 1fte (1)
G8 x 4fte (4)
G7 x 1fte (1)

Community
Health
G9 x 1fte (1)
G8 x 5.8fte (6)
G7 x 2fte (2)

G10 x 2fte (2)
G8 x3fte (3)
G7 x 0.8fte (1)

PLD

G8 x.08fte (1)
G7 x 0.6fte (1)

Faculty of Education & Social Sciences - Proposed Structure

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

Executive Dean
Spot G9+ 1fte

Head of School of Edu

AD – Total 1.5fte allocation

Head of School of SS

G10 1fte (1)
Director Initial Teacher Ed
Line Management below

Secondary Education

G8 x 7.5fte (7)
G7 x 2fte (3)

Primary Education

G9 x 1fte (1)
G8 x 18.5fte (19)
G7 x 10fte (10)

PLD

G8 x.0.8fte (1)
G7 x 0.6fte (1)

Childhood and Education

G10 x 1.7te (2)
G9 x 2fte (2)
G8 x 9fte (9)
G7 x 5fte (5)

Social Work and Social Care

Social Work
G9 x 1fte
G8 x 4fte
G7 x 1fte

Social Care
G9 x 1fte
G8 x 3fte (3)
G7 x 2fte (2)

Social Sciences

G10 x 2fte (2)
G8 x 4fte (4)
G7 x 4fte (4)