UNIVERSITY OF CAMBRIDGE OUTBREAK RESPONSE PLAN

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Summary
This plan summarises and provides high level guidance for the Collegiate University’s response in the event of suspected or confirmed COVID-19 cases at Cambridge. This plan has been developed in conjunction with the Cambridgeshire County Council and Peterborough City Council Local Authority Public Health and Cambridge City Council Environmental Health teams and is aligned with their outbreak control plans.
Actions in this plan are not exhaustive and provide high level guidance only. The plan is supported by more detailed continuity and resurgence plans and processes. These plans were tested in a desktop, scenario-based exercise on 24th September 2020 involving the Local Authorities’ Public Health and Environmental Health teams.
The plan is dynamic, with all actions subject to change, especially in response to new advice and guidance being received from the UK Government and Public Health England (PHE).

Overview of key components

1. Prevention
Our approach is to provide a COVID-19 secure environment for work and study, and to support our staff and students to understand and observe national guidance and prevention measures, thereby reducing the likelihood of contracting or spreading the virus.
Some of the key measures that the Collegiate University has put in place include:

- A comprehensive reopening programme of all University buildings, led by the University’s Estates Division in close cooperation with heads of institutions and the SafeSpace Team;
- A Return to the Workplace protocol, supported by individual risk assessments and the Safe Space Circles initiative, that puts flexibility and individual staff wellbeing at the heart of any return to onsite working;
- A blended approach to teaching, in which mass lectures for the 2020/21 academic year will be delivered online, with small group teaching, lab and practical work delivered in person in a safe and secure manner (see Appendix 1 for details of the University’s Education Space: Safety Guidance for In-Person Teaching);

1 Limited sections of the plan may include guidance that has since been updated and communicated through COVID communication channels (see Appendix 9)
• Creating household bubbles for those students resident in Colleges. Our collegiate model will help us provide the support, guidance and information that students will need to live and study safely while getting the most out of their education;
• A symptomatic testing programme for all staff and students and, where capacity allows, their households;
• A weekly asymptomatic testing programme for all students resident in College accommodation (see Appendix 2 for further details);
• The StaySafeCambridgeUni Information Campaign, which provides a range of guidance and resources, and reinforces key public health messages (see below);
• Establishing a COVID-19 Operations Centre (Helpdesk) to provide advice, support and oversight of COVID-19 related support. The Helpdesk will also act as a single point of contact for positive cases and information sharing between the Local Authorities and PHE.

2. Surveillance and Response
We recognise that even with stringent prevention measures in place there will be cases of COVID-19 amongst our staff and student population. Our goal is to identify cases quickly to be able to provide support to the individuals affected and to implement measures to reduce spread.

The key steps in our processes for symptomatic individuals and cases (student and staff), ongoing monitoring and the management of outbreaks are described in high level process maps in Appendix 3.

Early identification of cases is facilitated by our testing programmes - symptomatic testing is available for all staff and students and, where capacity allows, their households. Asymptomatic testing is available for students who are resident in the Colleges.

Staff and students are encouraged to engage with the NHS Test and Trace process in all guidance and communications. To support NHS Test and Trace and other tracing efforts, we are developing processes to capture data for individuals using all parts of the University Estate (see Appendix 4). We are encouraging all staff and students to use the new NHS COVID-19 app in centrally managed teaching spaces and public spaces, and are putting in place building QR codes to support this.

A system that will enable the Helpdesk to carry out ‘settings’ contact tracing has been developed in close consultation with local authority colleagues.

We have worked with clinical colleagues in our Infectious Disease team to put in place processes for early identification of potential outbreaks in all data sources available to us, and will be working with PHE and the Local Authorities in the management of outbreaks.

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2 Note that testing in this programme will be performed in a national testing facility, also used by the NHS testing scheme. While every effort will be made to ensure that the University screening programme will proceed as planned, in circumstances where there is a very high demand for national testing it is possible that the University programme will need to be put on hold until capacity improves. The symptomatic testing made available to all University staff and students will not be affected.

3 Settings contacts are contacts beyond household and community contacts that the individual has not been able to provide the details of to NHS Test and Trace.

The Response Framework (Appendix 5) is a framework for the management of outbreaks. It comprises five escalating phases and outlines the responsible teams and likely actions for each phase. Phases range from Green (isolated cases) through to Yellow and Amber (minor and significant outbreaks respectively) and finally Red/Red + (local restrictions/lockdown). The framework sets out how the phases are likely to correspond to the Government’s tier system and the Department for Education’s educational tiers. The COVID-19 Gold Team, in consultation with PHE and Local Authority Public Health teams, will assess the risk relating to COVID-19 across the collegiate University. This risk-assessment will be based on a range of data-driven and environmental factors and will help the COVID-19 Gold Team determine in which phase the collegiate University sits.

Further plans feed into the Response Framework. Resurgence plans are continuity plans for different parts of the University that detail actions which will be invoked in different scenarios. Appendix 6 describes the approach to teaching provision aligned to each of the Department for Education Tiers. A communications plan is provided in Appendix 7. Together the plans address how the Collegiate University will respond to a range of scenarios. For illustrative purposes. Testing of the plans against complex ‘real-world’ scenarios took place on 24th September 2020, and plans have been updated based on this. All plans will be kept under review and continue to be updated as needed in light of changing circumstances, government guidance and experience.

4. Communication

The University and its Colleges recognise that clear and timely communications are key to managing the spread of the virus and dealing with outbreaks. Our outbreak communications strategy can be broken down into three core areas.

Awareness-raising across the whole University community. The communications actions identified in the Communications Plan (Appendix 7) are dependent on individual students and members of staff understanding what they need to do if they are symptomatic or test positive. It is also critical that Colleges and Faculties and Departments understand their responsibilities, and how they fit into a coherent communications response, if there is a significant outbreak. The outbreak plan was communicated to institutions before the start of term and an update will be sent to all staff and students regarding the new Response Framework (Appendix 5) and particularly its impact on teaching and assessment. The University and Colleges have a wide variety of communications channels (including direct email, websites, social media and online town hall meetings). Key actions and guidance will also be available on our StaySafeCambridgeUni campaign website and supporting materials: www.cam.ac.uk/coronavirus/stay-safe-cambridgeuni.

Communications actions as part of the outbreak plan. The Communications Plan (Appendix 7) outlines the high-level communications required for each of the different response levels in the Response Framework (Appendix 5). Members of the University’s internal communications team are working

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4 Resurgence refers to the resurgence of COVID-19

with the University COVID-19 Helpdesk to support communications around the asymptomatic screening programme detailed in Appendix 2 and the processes for monitoring and managing cases detailed in Appendix 3.

**Crisis communications capability.** The Collegiate University’s incident management teams (Gold for strategic decision-making, Silver for operational response) have key communications personnel and deputies as members, including the Director of Communications (Gold) and the Head of Internal Communications (Silver). These members are supported by various teams and channels – all tested in reactive and extremis situations – to ensure rapid communication to all staff and students, or specific University cohorts, as appropriate.
APPENDIX 1: EDUCATION SPACE: SAFETY GUIDANCE FOR IN-PERSON TEACHING

Introduction
This document sets out guidance to Faculties and Departments of the measures the University expects to be taken to minimise risk from COVID-19. It draws on guidance issued by PHE and the Government, and this second edition reflects the Department for Education guidance for the reopening of universities, issued on 10 September 2020 (the DfE Guidance), as well as the information available through the ‘Stay Safe Cambridge Uni’ webpages.

The University has provided site-specific information in its building protocols. That information should be referred to alongside this document (the ‘Education Space guidance’), which relates to the delivery of in-person teaching activities either in Cambridge or elsewhere.

Ventilation was checked under the building safety (Test 1) process to ensure that systems are operational and where possible set to 100% fresh air intake rather than recirculation. In the light of the DfE guidance, further guidance has been issued to Faculties and Departments by the Estates Division and is available on the buildings section of the COVID Recovery SharePoint site.

Information to Follow

Outbreak planning
The University is required to produce an outbreak plan which includes consideration of teaching under different scenarios (or Tiers), as defined in the DfE Guidance. The outbreak plan builds on contingency planning already underway by the University, including its Faculties and Departments. Further information will be communicated in the COVID Bulletin in late September.

Behaviour Principles

- All members of the University community have a responsibility to themselves and to others to abide by the University’s guidance and follow all required regulations for minimising the exposure and transmission of COVID-19.
- It is predominantly through behaviours that we minimise risk:

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6 Appendix last updated 24.09.20
7 https://www.cam.ac.uk/coronavirus/stay-safe-cambridge-uni
8 https://universityofcambridgecloud.sharepoint.com/sites/COVIDRecovery/SitePages/Buildings.aspx
As a community, we all need to adapt our behaviours to maintain the recommended physical distancing, good hand hygiene and the use of face-coverings.

- If we experience symptoms associated with COVID-19 (such as a persistent cough, high temperature, loss of sense of taste and/or smell) we must self-isolate, access a test and inform the University under new test and tracing protocols being developed.

It is not possible to make any area completely safe from COVID-19, so these behaviours are vital regardless of the setting.

- Use of Personal Protective Equipment (PPE)⁹ (as opposed to ‘face-coverings’) for protection against exposure to the COVID-19 virus is required only in very specific and limited situations and where there is a work-related risk of exposure – i.e. frontline healthcare staff, and in other healthcare and research settings. It is not required in other settings in relation to managing exposure to COVID-19.

- The University has communicated that in ‘University buildings, we expect staff, students and visitors to wear a face-covering where it is not possible to maintain social distancing of at least two metres’¹⁰. For education activities, face-coverings will be needed if consistent two metre distancing is not possible and other control measures such as physical shielding are not possible. Face-shields (plastic shields that cover the entire face) do not reduce downward blow onto equipment but might be appropriate in certain learning settings and/or if there is a reliance on lip-reading. Clear face-coverings are also available and may be preferred where lip-reading is required. Whilst there is an expectation that staff and students bring their own face coverings, it will be useful to have a stock of disposable face-coverings available at our venues.

- It is essential that we are able to adapt to changes in Government and local guidelines, which may include additional periods of lockdown.

**Testing and Tracing – attendance registers**

This Education Space guidance has been issued whilst the University is developing a testing and tracing protocol, which will be communicated separately. If the measures set out below and referenced in this document are followed, the University will be able to provide COVID-secure teaching and workspaces. If staff and students follow these measures, and always limit close contact, this will help reduce the transmission of COVID-19 and the subsequent need to engage with the Test and Trace system should a positive case occur in our facilities. If an individual does declare that they have been in ‘close contact’ with others, the University is very likely to be required to follow up as to who attended the activity where there was suspected ‘close contact’.

Consequently, ‘attendance registers’ for any teaching space will be needed to facilitate rapid identification of possible ‘close contacts’. To take account of local situations, in individual buildings a variety of approaches will need to be adopted. Options include:

a) Installation of card readers locally, which would require everyone to “touch in” on a card reader (like an Oyster card reader).

b) Faculty/Department prepared and held registers of expected attendees for in-person teaching: attendance being assumed and so not checked.

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⁹ Please refer to Key Issues bulletins for current advice. Note: access to this site is restricted. To request access email distmlmcov19@admin.cam.ac.uk

¹⁰ [https://www.cam.ac.uk/coronavirus/stay-safe-cambridge-uni/wear-a-face-covering](https://www.cam.ac.uk/coronavirus/stay-safe-cambridge-uni/wear-a-face-covering) and [https://www.safety.admin.cam.ac.uk/system/files/face_coverings.pdf](https://www.safety.admin.cam.ac.uk/system/files/face_coverings.pdf)
c) Students required to complete a paper-based form positioned at their seat for each teaching event. This would require development of virtual seating plan and resource to position and collect the paper forms pre and post lecture, and to store securely.

The Estates Division is working with contractors on availability of card readers and likely install times, and any Faculty or Department wishing to pursue this option should contact the Helpdesk efhelpdesk@admin.cam.ac.uk. Pending confirmation from ED that card readers are a viable option within their own space, Faculties and Departments should also consider whether option b or c would be most suitable for their own teaching, or to devise their own approach and should determine how their chosen approach would be implemented in their local space.

**Education Principles**

On 16 June 2020, the University and Colleges of Cambridge issued a statement to current students and offer-holders detailing how they were preparing to welcome students to Cambridge for the academic year 2020/21. In this, students were advised that:

‘Teaching will be delivered by a blend of in-person and online teaching, and we will adapt our timetables, teaching methods, course content and locations for delivery of teaching to achieve this. The balance of the blend will depend on the stringency of social distancing and other regulations in force at the time. Where possible, teaching by seminars, practicals, and supervisions will be delivered in person, and it may even be possible for lectures managed in a COVID-secure way to be given on this basis. In any case, all lectures will be recorded and made available online. If large-scale lecturing in person becomes permissible, the University will reintroduce it as soon as possible.’

Noting the aims expressed and using the behaviour principles above, the following four steps will help you to determine what teaching activities need to take place in-person and how these might be delivered to minimise risk.

**1. Review**  
Faculties and Departments need to assess their education activities and decide whether they can be run, and, if they can, what safety measures are required, acknowledging that no space can be 100% risk free. These decisions should be based on the following considerations:

- Enabling students to meet learning outcomes at programme and paper levels.
- Requirements from accrediting bodies.
- Vulnerabilities of staff and/or student, which may mean that the teaching (which can include supervisions and practical work) should be delivered remotely if it possible to do so.

Whether learning activities usually completed in groups can be achieved by working individually or in socially distanced groups and in the space available.

The implications for, and the availability of, teaching/technical teams.

Assessment of the capacity of a room must be done on a local basis, supported by senior management in each Faculty or Department, and according to the ‘review’ criteria in this document. There is no set capacity percentage for numbers of people within a particular area, and the number of people allowed in any area based upon social distancing must be determined on a case by case basis; although with adequate social distancing, capacity can be reduced significantly.

The risk assessment for the teaching space, which must take full account of building access, appropriate routes through buildings, room entry and exit points, room size, ventilation, cleaning between sessions, use of face-coverings.

If current course assessment involves practical activities.

A. Lectures/seminars

Most lectures will be provided online. However, if a Faculty or Department has access to space which allows social distancing rules to be followed (the current requirement is for two metres wherever possible, and only where it is not that one metre plus other mitigating measures may be adopted), including safe entry and exit from the space, it is possible that some lectures may be delivered in person.

Where lectures are delivered in person, Faculties and Departments should continue to record and provide lectures online too in the interests of fairness and equal access for those who cannot attend in person (including those who are vulnerable or self-isolating).

Clear protocols must be created for cleaning between sessions in all teaching space (shared or personal), including provision of appropriate cleaning materials and hand gel/sanitiser, as well as factoring in enough time between sessions for cleaning the space.

Clear protocols for ventilation must also be created.

Use the downloadable resources found at: https://www.cam.ac.uk/coronavirus/stay-safe-cambridge-uni/downloadable-resources

B. In-Person Small Group Teaching/Supervisions

This section should be read in conjunction with the guidance on Supervisions:12

Use and layout of space to allow social distancing where possible.

Use alternative methods of face to face delivery where possible/required. For example, if a face to face supervision would involve working over shared paper, this might instead run using whiteboards/flip charts/touch screens/smart boards/shared monitor in place of the paper, or meeting in person but sharing information through a computer screen (Zoom or Teams could be used with the sound off for this purpose).

Use face-coverings wherever and whenever possible and always when 2 metre social distancing cannot be maintained.

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12 Available within the Education section of the COVID Recovery SharePoint site.
- Clear protocols must be created for cleaning between sessions in all teaching space (shared or personal), including provision of appropriate cleaning materials and hand sanitiser, as well as factoring in enough time between sessions for cleaning.
- Clear protocols for ventilation must also be created.
- If the health of supervisor/supervisee or space constraints dictate that running the supervision online is the preferred mode of delivery, this should be used.

C. Laboratory Settings, including Computer and Language Labs

Social Distancing: is social distancing recommended at the time feasible? If so, apply and determine any consequences. For example:

- limitations in the number that can be accommodated;
- mitigation of this by filming each practical (this could be done by students working as a ‘pair’ with one of them attending each week, the other watching their practical efforts remotely);
- a need to repeat the activity due to the lower capacity;
- the need for technical staff and teaching staff to potentially work altered/varied hours;
- the need to reduce content in the session to remove or lessen the need for staffing longer lab opening times.
- If not, then a further risk assessment must be carried out and risk mitigated through such measures as:
  - Limiting close proximity activities to under 15-minutes and using of face-coverings;
  - Limiting numbers who need to touch equipment;
  - Not sharing pieces of equipment;
  - Regular cleaning of equipment between use by those engaged in the activity (adequate supply of surface wipes/cleaning materials, easily at hand);
  - Require face-coverings to be worn at all times (which could be supplied in the practical class or brought by students);
  - Issuing gloves – but making it clear these do not replace the need for other hygiene measures;
  - Putting perspex screens in place between work stations;
  - Limiting the ‘roaming’ that demonstrators do and/or provide them with a face shield where appropriate;
  - Regular hand washing and freely available hand gel/sanitizer.

Messaging
- It must be very clear to staff and students what is expected: this might involve a briefing at the start of each session setting out guidelines and expectations of all involved.
• It must be clear from both the messaging and behaviour of staff and demonstrators that we are all taking the safety guidelines (regular and COVID-related) seriously.
• Faculties and Departments will determine if material in the live practicals will also be available remotely should someone need to self-isolate
• When carrying out the risk assessment and deciding which measures to implement, a key consideration is that staff and students need to feel confident that the measures will keep them as safe as possible.

D. Performances (e.g. Music)
In the DfE Guidance, specific reference was made to ‘Performing Arts’. The DfE Guidance also cited the Government document ‘Working safely during coronavirus (COVID-19): performing arts’. Key points include:

• Consider new ways of delivering in-person teaching and assessment.
• If face-to-face teaching or group sessions are required, particular effort should be made to maintain social distancing.
• Students and staff can engage in singing and playing wind and brass instruments, but must abide by the Government guidance documents cited above and maintain the routine (2m) social distancing.
• Designate specific areas (‘creative spaces’) where students need to interact beyond the usual teaching environment, and apply mitigation, which might include markings or use of screens.
• Introduce measures for handling equipment, (e.g. instruments and props), such as:
  • avoid sharing equipment if possible,
  • if equipment has to be shared, increase handwashing before and after handling equipment
  • ensure regular and meticulous cleaning of all equipment before and after use and between users/handlers, including shared instruments, desks, sound and lighting equipment, mics and battery packs
  • appropriate handling of paperwork, including music scores, scripts and learning materials.

Other matters to consider for performances include:

• Auditions
  • Undertake online where possible
• Practice
  - Will students be able to access practice space and equipment?
  - Where are these located and what measures are in place to minimise risk?
  - What procedures are in place to clean housed instruments (e.g. piano and organ keyboards)?
- Are practice spaces well ventilated?
- How will practice spaces be booked and cleaned?
- How will time slots be managed to minimise waiting times and to ensure regular ventilation of the room between sessions?
- What is the maximum capacity of each practice space?

• Venue, size of performance and audience
  - Where performances are required, where will these take place?
  - Are you able to maintain social distancing measures around and within the venue?
  - Where audience is required, consider numbers.
  - Will facilities be provided for changing and how will these be managed?
  - Where audience is required, consider numbers, staggering entry times and putting in place systems for managing queues, arranging one-way routes within the building, and allocating seating that is in accordance with social distancing.

E. Assessment
On 10 September 2020, the University issued the Assessment Framework for undergraduate and taught Masters students 2020-21 to Faculties and Departments.

Broadly speaking, the framework stipulates that whilst COVID remains:

- In-person examinations will be exceptional and only where alternative means of assessment are not considered appropriate, even then contingency plans for assessment should be created where in-person examinations are not possible;
- Most assessments/examinations will continue to be delivered using online means;
- Forms of assessment might also include: coursework; presentations; dissertation; oral exams; recital/performance; portfolio of essays.

F. Fieldwork and Field courses
• Where fieldwork/a field course is essential: undertake risk assessment, ensure insurance in place, continually review risk assessment against changing guidelines and (lifting or imposing of) restrictions both within the UK and internationally.

G. Accessibility
• The University has considered issues of fairness and accessibility in making its teaching arrangements, particularly for vulnerable groups.
• Detailed guidance on arrangements for students with Increased Susceptibility to Infectious Diseases (ISID) or a disability, including a mental health condition that can be defined as a disability, which the student has reason to believe would be exacerbated by living in Cambridge under
current circumstances, has been issued\(^\text{13}\). It is important in these circumstances to recognise that fair access cannot mean exactly the same provision for all students.

- It will be important that Faculties and Departments engage closely with, and listen to, their students regarding their emerging needs and experiences.
- Our education should aim to make the general student experience as rich as we can in the circumstances, with reasonable adjustments for those with particular needs/circumstances.

2. Decide

- Which learning outcomes can only be taught by in-person teaching or teaching in a specific setting.
- Whether assessments can be conducted within social distancing and health and safety guidelines.
- What the alternative provision will be for students who will not be resident in Cambridge, or for those with increased susceptibility to infectious diseases, or those who may be self-isolating.

3. Approve

Staff who are responsible on a local level for activities must be supported properly in their decision-making.

- Where possible, the Safety Officer within the Faculty or Department must be able to discuss and approve the plans for all activities with the person responsible for planning those activities. The Chair of the Faculty or the Head of Department is ultimately responsible for seeking assurance that all activities in their Faculty or Department have been risk assessed and resulting control measures have been implemented.
- Where there is any doubt regarding the safety of the activity, advice and support should be sought from the central SafeSpace Team at the Safety Office (https://www.safety.admin.cam.ac.uk/latest-information/safespace-team).
- The Director of Teaching or equivalent and Chair of Faculty or Head of Department must review the activities against the plans developed for the safe operation of the building and confirm, before the activities are undertaken, that they are safe.

4. Deliver

- Hold Safe Space/induction discussions in advance with all participants, which will cover use of face coverings, working safely protocols, expected behaviours.
- Keep arrangements under review to ensure teaching remains appropriate, including against revised Public Health England/Government advice. It will be particularly important that arrangements are reviewed with student representatives at the start of term and subsequently in the light of their experiences and their feedback from other students.

\(^{13}\) Available within the Education section of the COVID Recovery SharePoint site.
APPENDIX 2: OVERVIEW OF RESULTS PATHWAYS FOR ASYMPTOMATIC TESTING PROGRAMME

Results Pathways

1. In general, College households will correspond with testing pools
2. Includes positive (CT<36, greater certainty) or positive at limit of detection (CT>36, less certainty)
3. Until results of individual confirmatory tests available (typically 24 hrs, or 48 hrs if repeat individual tests required)
4. In accordance with UK national guidelines (typically 14 days)

14 Appendix last updated 24.09.20
Note that testing in the asymptomatic programme will be performed in a national testing facility, also used by the NHS testing scheme. While every effort will be made to ensure that the University screening programme will proceed as planned, in circumstances where there is a very high demand for national testing it is possible that the University programme will need to be put on hold until capacity improves. The symptomatic testing made available to all University staff and students will not be affected.
APPENDIX 3: HIGH LEVEL PROCESS MAPS

The key steps in our processes for symptomatic individuals and cases (student and staff), ongoing monitoring and the management of outbreaks are described in the high level process maps that follow.

COVID19: Outbreak Response Plan Process Maps – Key

15 Appendix last updated 24.09.20
Manage Receipt of Positive Staff Test Result

1. **Staff**
   - **Test Negative**
     - Provide all relevant University/College contact details via online form
     - Staff Member
   - **Test Positive**
     - Self-isolate for 10 days
     - Staff Member
     - Database updated
     - Staff Member self-isolated
       - Notify all University/College contacts to self-isolate and submit form
       - Helpdesk
       - Database updated
     - Staff Member
     - Inform household if need to self-isolate for 14 days
     - Staff Member
     - Household self-isolated
       - LA PH Team notified
       - Further guidance received

2. **Staff Member awaiting test results**
   - Receive result of COVID19 test
   - Staff Member
   - Test Positive
     - Provide further details and test results via on-line form
     - Staff Member
     - Database updated
     - Notify Local Authority Public Health Team
     - Helpdesk
     - LA PH Team notified
     - Further guidance received

**Warning:** Printed versions may be out of date. Check Process Library for current version

**This process is new or has been modified since it was last reviewed, the information presented here is subject to approval.**

Process Owner: Director of Regulated Services
Author: Linda Spinks
Last Revised: 2020-09-16
Version: 0.2

Risk assessment:
- High risk
- Medium risk
- Low risk
- Risk not assessed
Manage receipt of negative test result (student and staff)

1. Test Negative
   - Inform Line Manager of return to work
     - Staff Member
   - Sickness absence ended
   - Inform College that no longer self-isolating
     - Staff Member: Student
2. Stop self-isolation for self and household
   - Self-isolation ended
   - Stop additional support
     - Additional support stopped
   - Inform College
     - College informed
   - Update test result via on-line form
     - Staff Member: Student
   - Negative test result reported to Helpdesk
     - High risk
     - Medium risk
     - Low risk
     - Risk not assessed

Warning: Printed versions may be out of date. Check Process Library for current version.
Non-tested, asymptomatic Staff/Student required to self-isolate

- Staff
  - Inform line manager/Dept
    - Staff self-isolate
    - Student
      - Inform college
        - University guidance

- Student
  - Inform college
    - University guidance

- Continue self-isolation and complete form
  - Symptoms start?
    - Yes
      - Symptom reported COVID-19 case
        - Yes
          - Continue to follow COVID-19 guidance
        - No
          - Continue to follow COVID-19 guidance
    - No
      - Continue to follow COVID-19 guidance
Manage COVID-19 Outbreak – Helpdesk Directed

This process is new or has been modified since it was last reviewed, the information presented here is subject to approval.

Process Owner: Director of Regulated Services
Author: Linda Spinks
Last Revised: 2020-09-17
Version: 0.1

- High risk
- Medium risk
- Low risk
- Risk not assessed

Warning: Printed versions may be out of date. Check Process Library for current version.
APPENDIX 4: RECORDING USERS OF PREMISES AND SERVICES

The University is developing a COVID-19 testing and tracing protocol. Until this is fully tested and operational, the measures set out below will assist in providing COVID-secure teaching and workplaces. Staff and students must follow these measures, always limit close contact, and observe other COVID-19 precautionary measures.

If an individual declares that they have been in close contact with others, the University will very likely be required to identify those who attended the related activity and provide this information within two hours of the request. Consequently, attendance registers for any teaching space must be taken to facilitate rapid identification of possible 'close contacts'.

Faculties and departments should determine and implement the most appropriate system to keep attendance registers for teaching held within their buildings. Possible solutions are:

- Students completing a paper-based form, positioned at their seat, for each teaching event. This would require development of virtual seating plans and resources to position and collect the paper forms pre- and post-lecture, and to store securely;
- Faculties/departments preparing and holding registers of attendees for in-person teaching; or
- Use of QR codes. UIS has explored a local QR code-based solution and, pending suitable data-privacy arrangements, this will be made available should manual recording prove problematic.

For centrally managed teaching spaces only, NHS QR codes are displayed. This complies with the University's requirement to utilise the NHS Test & Trace facility via the NHS COVID-19 App. This applies to facilities such as cafes, libraries, museums and exhibition spaces, lecture theatres and other public areas where people might gather for a significant period of time. This requirement does not include meeting rooms, general offices or laboratory space within buildings.

Please note: a previous suggestion to use card readers is not deemed suitable or appropriate and should not be used.

Colleges will have systems in place to support tracking and tracing and will be able to use the systems the University provides where appropriate. Members of each College can be identified using the identity system the University provides. Any visitor to a College will be recorded with contact details.

16 Appendix last updated 27.10.20
APPENDIX 5: RESPONSE FRAMEWORK FOR MANAGING COVID-19 OUTBREAKS (THE RESPONSE FRAMEWORK)

1. Overarching approach

The collegiate University will adopt a partnership model for the management and containment of any outbreaks\(^\text{17}\) of COVID-19, working with Public Health England (East of England) and the Local Authorities’ (LA) Public Health (PH) and Environmental Health teams. The collegiate University has a five-phase framework for the management of outbreaks. The table below summarises how the phases are likely to correspond to the Government’s (HMG) tier system and the Department for Education’s (DfE) educational tiers.\(^\text{18}\)

*The phase agreed by the COVID-19 Gold team (and therefore the indicative impact/actions) will apply to all parts of the collegiate University. However, individual institutions and Colleges may put in place additional restrictions, and/or the Covid-19 Incident Management Team (CIMT) may advise that additional restrictions be put in place, to help them respond to their specific situations.*

<table>
<thead>
<tr>
<th>Collegiate University’s Response Phase</th>
<th>HMG Tier</th>
<th>DfE Tier</th>
</tr>
</thead>
<tbody>
<tr>
<td>Green</td>
<td>Tier 1</td>
<td>1</td>
</tr>
<tr>
<td>Yellow</td>
<td>Tier 2</td>
<td>1, with operational readiness for 2</td>
</tr>
<tr>
<td>Amber</td>
<td>Tier 3</td>
<td>2, with operational readiness for 3</td>
</tr>
<tr>
<td>Red</td>
<td>Tier 4</td>
<td>3, with operational readiness for 4</td>
</tr>
<tr>
<td>Red +</td>
<td>Equivalent to the March 2020 Lockdown</td>
<td>4</td>
</tr>
</tbody>
</table>

2. Assessment of the risk relating to COVID-19 across the collegiate University

The collegiate University’s COVID-19 Gold Team, in consultation with PHE and the LA PH teams, will be responsible for making a determination as to the risk relating to COVID-19 across the collegiate University at any one time. They will do this by reviewing a number of factors, as set out below. Their

\(^{17}\) Defined as two or more linked cases.

\(^{18}\) The COVID-19 Gold Team, in consultation with PHE and the LA PH teams, will have overall responsibility for determining in which of the five phases the collegiate University sits, and in turn, which DfE tier the collegiate University sits. This may not match precisely with the summary shown in the table.
assessment will then determine in which of the five phases the collegiate University sits. These phases in turn define in broad terms how the situation is to be managed. A risk-based approach will be taken to deciding what specific action will be taken under each phase and may need to vary depending on the precise nature of the circumstances. The phases are set out at section 3.

**Factors to be taken into account when deciding in which of the five phases the collegiate University sits**

**Data driven:**

1. What is the incidence rate in the collegiate University – the proportion of positive cases amongst the student population and the staff population? This should include the daily and cumulative figures of positive cases per total number of students and the same for staff. It should also give consideration to the ‘setting’ – i.e. caseload per College, Department or Faculty etc.).
2. What is the geographical spread of cases? This information will include a heatmap of the Collegiate University.
3. Evidence of linkage between cases – are there reasonable grounds to suspect, or reliable evidence of linkage e.g. a reported contact?
4. Has there been a sudden increase in the reporting of symptoms to the COVID-19 Helpdesk?
5. What is the rate of change – how quickly are cases increasing within a particular setting?
6. Is the number of outbreaks increasing – how quickly is this changing?
7. What is the incidence rate in the local community – how quickly is this changing?

**Environmental:**

8. Have there been any suspected point source events (i.e. a single setting with a large number of linked cases) or other apparent linked causes of transmission?
9. What is the risk to the local community of rising cases in the collegiate University?
10. Are there concerns about compliance, in particular the following of social distancing guidance, e.g. within a particular setting or group?
11. Will the proposed actions have an impact on the routes of transmission (both within the collegiate University and the local community)? This will include consideration of the reputational impact of taking or not taking particular actions.

If the COVID-19 Gold Team decides to move to a higher phase, it will also consider (a) how long the phase is intended to stay in place (e.g. for a set period initially, with dates set for future review) and (b) what changes the COVID-19 Gold Team would need to have evidence of to decide to move down again.

This information will be provided to the COVID-19 Gold Team by the COVID-19 Operations Centre in line with the escalation process set out in section 2.1. The COVID-19 Gold Team will also receive a weekly data report from the COVID-19 Operations Centre so that they are aware of the current position.

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19 There may be situations where the COVID-19 Gold Team needs to make a decision in response to externally imposed restrictions.
2.1. Escalation Process

The COVID-19 Operations Centre will monitor case data on a daily basis, reviewing data from the asymptomatic testing programme, internal symptomatic testing and NHS Test and Trace. The Head of the COVID-19 Operations Centre (or, in her absence, the Director of Health, Safety and Regulated Facilities (Director of H&S)) will decide, with input from the LA PH team, to take one of three actions on a daily basis:

1. Maintain a watching brief (e.g. if cases are remaining relatively low or stable);
2. Stand up the COVID-19 Incident Management Team to manage any outbreaks and identify any additional members that need to attend;
3. That further escalation is required (e.g. if the collegiate University may need to move into the next response phase because of more significant outbreaks) in which case the Director of H&S or Head of COVID-19 Operations Centre will alert the Chair of the Silver Team, who will in turn alert the COVID-19 Gold Team.
3. Management of the risk relating to COVID-19 across the collegiate University (the \textit{Response Framework})

This framework is a broad guide to how the collegiate University will respond to different cases of COVID-19. The actions described may need to vary depending on the precise nature of the circumstances. It is therefore an indicative, rather than determinative, document.

<table>
<thead>
<tr>
<th>Response Phase</th>
<th>Responsibilities</th>
<th>Likely Impact/Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Green</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Individual confirmed positive cases, or two or more linked cases where these are confined within a household. | **COVID-19 Operations Centre**
• Daily monitoring of cases.
• Liaise with PHE and LA PH teams.
• Daily reporting to the DfE as necessary.
• Weekly reporting to Silver Team and COVID-19 Gold Team. |

**Head of COVID-19 Operations:**
• Alert Chair of Silver Team if the collegiate University’s response may require escalating to the next phase.

**Likely HMG Tier:**

1

**Likely DfE Tier (for all institutions):** Tier 1\textsuperscript{20}

**Communications:** see Appendix 7 - Outbreak communications plan

\textsuperscript{20}See Appendix 6 – Tiers of Teaching Restriction
<table>
<thead>
<tr>
<th>Response Phase</th>
<th>Responsibilities</th>
<th>Likely Impact/Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Yellow</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minor outbreak(s) Two or more linked cases within a specific setting (outside household groups).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Likely HMG Tier: 2</td>
<td>As in Green, plus:  - Regular liaison (via the Head of the COVID-19 Operations Centre and Director of H&amp;S) with the Silver Team.  - Provide advice to affected institutions in how to respond to outbreaks and, if Head of COVID-19 Operations Centre deems necessary for particular outbreaks, convene meeting(s) of CIMT.  - Increased reporting to Silver Team and COVID-19 Gold Team, as necessary.</td>
<td>Responsibility for managing specific local outbreaks where deemed necessary by Head of COVID-19 Operations Centre, including providing advice to affected institutions in how to respond to outbreaks. As in Green. As in Green.</td>
</tr>
<tr>
<td>Response Phase</td>
<td>Responsibilities</td>
<td>Likely Impact/Actions</td>
</tr>
<tr>
<td>----------------</td>
<td>------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td><strong>Amber</strong></td>
<td><strong>COVID-19 Operations Centre</strong></td>
<td>As in Yellow.</td>
</tr>
<tr>
<td></td>
<td><strong>COVID-19 Incident Management Team</strong></td>
<td>As in Yellow but engagement likely to be more intense.</td>
</tr>
</tbody>
</table>
| | **Silver Team** | As in Yellow, plus:  
| | | • Lead on organisational/operational management issues across the collegiate University. |
| | **COVID-19 Gold Team** | As in Yellow, plus:  
| | | • Lead on strategic issues and make all decisions that will have a significant impact on the collegiate University, including reputational impact. |
| | | Unaffected institutions operate as in Yellow. |
| | | Affected institutions will be advised by CIMT on appropriate action/implementations. More widespread restrictions are likely. |
| | | **Likely DfE Tier (for all institutions):** Tier 2, with operational readiness for Tier 3. |
| | **Communications:** See Appendix 7 – Outbreak communications plan |
| **Red** | **COVID-19 Operations Centre** | As in Amber. |
| | **COVID-19 Incident Management Team** | As in Amber, but noting additional liaison with, and receipt of guidance from, Silver Team and COVID-19 Gold Team. |
| | **Silver Team** | As in Amber, plus:  
| | | • Manage organisational/operational issues across the collegiate University in line with the strategy set by COVID-19 Gold Team. |
| | **COVID-19 Gold Team** | As in Amber, plus:  
| | | • Lead on wider operational decisions that have an impact across the collegiate University.  
| | | • Decide on implementation of appropriate measures in liaison with LA and PH team. |
| | | As in Amber, plus:  
<p>| | | • Remote working for the majority of staff where possible. |
| | | <strong>Likely DfE Tier (for all institutions):</strong> Tier 3, with operational readiness for Tier 4. |
| | <strong>Communications:</strong> See Appendix 7 – Outbreak communications plan |</p>
<table>
<thead>
<tr>
<th>Response Phase</th>
<th>Responsibilities</th>
<th>Likely Impact/Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>COVID-19 Operations Centre</td>
<td>COVID-19 Incident Management Team</td>
<td>Silver Team</td>
</tr>
<tr>
<td>Red +</td>
<td>Lockdown measures in place.</td>
<td>Lockdown</td>
</tr>
<tr>
<td>Silver Team</td>
<td>As in Red.</td>
<td>Implement actions decided by COVID-19 Gold Team.</td>
</tr>
</tbody>
</table>

Likely DfE Tier (for all institutions): Tier 4.

Communications: See Appendix 7: Outbreak communications plan.

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21 Those buildings may include research labs where research is being undertaken relating to COVID-19 or other areas in the immediate national interest; buildings where business-critical activity needs to take place on site; buildings where animal or plant care is necessary or buildings required for other academic imperatives as approved by the COVID-19 Gold Team.
4. **Groups involved in the handling of COVID-19 across the collegiate University**

There are six principal bodies referred to in the response framework. Three include College representation. The table below summarises the roles, responsibilities and the membership of each group.

<table>
<thead>
<tr>
<th>Group</th>
<th>Role</th>
<th>Key Responsibilities</th>
<th>Membership</th>
</tr>
</thead>
</table>
| COVID-19 Gold Team     | Overall responsibility for decision-making relating to COVID-19, including specific responsibility for all decisions which will have a significant impact on the collegiate University, including reputational impact. | - Making all decisions that will have a significant impact on the collegiate University, including reputational impact and the level of teaching restrictions in place;  
- Ownership of the Outbreak Plan;  
- Directs external and significant internal communications  
- Decides when to escalate, or de-escalate, the University’s response and move, either up or down to a different phase in the response framework.  
- Confirm that the University’s Accountable Officer should report to the Office for Students when Gold takes the decision to move into Tiers 3 and 4 | - Vice-Chancellor (Chair)  
- Senior PVC (Education)  
- PVC (Institutional and International Relations)  
- PVC (Business and Enterprise and Business Relations)  
- Chief Financial Officer  
- Registrary  
- Head of the Clinical School  
- Head of the School of Biological Sciences  
- Deputy Director of Communications  
- Chair of Colleges’ Committee  
- Chair of the Advisory Group on Communicable Diseases/CVMT  
- Secretary of Senior Tutors’ Committee  
- Chair of Bursars’ Committee  
- PHE (East of England) and Public Health Team representatives from the Local Authorities (see Silver) attend for discussions and to inform decisions on outbreak response, Each member has at least one deputy. The Team is supported by the Head of the Vice-Chancellor’s Office. |

<table>
<thead>
<tr>
<th>Basic Function</th>
<th>Role</th>
<th>Key Responsibilities</th>
<th>Membership</th>
</tr>
</thead>
</table>
| Gold Team      | Overall responsibility for decision-making relating to COVID-19, including specific responsibility for all decisions which will have a significant impact on the collegiate University, including reputational impact. | - Making all decisions that will have a significant impact on the collegiate University, including reputational impact and the level of teaching restrictions in place;  
- Ownership of the Outbreak Plan;  
- Directs external and significant internal communications  
- Decides when to escalate, or de-escalate, the University’s response and move, either up or down to a different phase in the response framework.  
- Confirm that the University’s Accountable Officer should report to the Office for Students when Gold takes the decision to move into Tiers 3 and 4 | - Vice-Chancellor (Chair)  
- Senior PVC (Education)  
- PVC (Institutional and International Relations)  
- PVC (Business and Enterprise and Business Relations)  
- Chief Financial Officer  
- Registrary  
- Head of the Clinical School  
- Head of the School of Biological Sciences  
- Deputy Director of Communications  
- Chair of Colleges’ Committee  
- Chair of the Advisory Group on Communicable Diseases/CVMT  
- Secretary of Senior Tutors’ Committee  
- Chair of Bursars’ Committee  
- PHE (East of England) and Public Health Team representatives from the Local Authorities (see Silver) attend for discussions and to inform decisions on outbreak response, Each member has at least one deputy. The Team is supported by the Head of the Vice-Chancellor’s Office. |
<table>
<thead>
<tr>
<th>Group</th>
<th>Role</th>
<th>Key Responsibilities</th>
<th>Membership</th>
</tr>
</thead>
<tbody>
<tr>
<td>University</td>
<td>The Silver Team is responsible for leading on operational management</td>
<td>• Responsible for the development, implementation and maintenance of the University’s resurgence plans.</td>
<td>• Registrary (Chair of the Silver Team, Gold liaison)</td>
</tr>
<tr>
<td>Silver Team</td>
<td>issues across the collegiate University. It is also responsible for</td>
<td>• Ongoing assessment of the scale, duration and impact of the incident</td>
<td>• Head of the Governance and Compliance Division</td>
</tr>
<tr>
<td></td>
<td>implementing actions decided by Gold.</td>
<td>• Oversight of routine internal communications, including the COVID-19 Bulletin</td>
<td>• Head of Internal Communications</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Alerting legal advisors and insurers.</td>
<td>• Head of Research Office</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Head of Education Services</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Director of Estates</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Interim Director of Human Resources</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Director of H&amp;S</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• University Senior Security Operations Manager</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Head of Strategic Partnerships Office</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Academic Secretary (Deputy Chair)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Director of UIS</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Group Financial Controller</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Interim Head of Legal Services</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Public Health Team representatives from the Local Authorities (Cambridgeshire County Council and Peterborough City Council and Cambridge City Council) attend for discussions and to inform decisions on outbreak planning.</td>
</tr>
</tbody>
</table>

Each member has one or more deputies. The Team has a dedicated Support Officer.
<table>
<thead>
<tr>
<th>Group</th>
<th>Role</th>
<th>Key Responsibilities</th>
<th>Membership</th>
</tr>
</thead>
</table>
| COVID-19 Incident Management Team (CIMT) | The CIMT is responsible for coordinating and managing the collegiate University’s response to routine or minor outbreaks, following public health guidance for managing outbreaks. | - Manage specific local outbreaks and provide advice to affected institutions in how to respond to outbreaks.  
- Liaise with local teams (e.g. in Colleges and/or Departments/Faculties) to identify and put in place measures to control the source of infection;  
- Monitor the effectiveness of interventions intended to contain the increase in numbers;  
- Recommend changes as necessary to prevent a recurrence;  
- Issue regular situation reports to the Silver Team and COVID-19 Gold Team;  
- Record details considered/advice given with respect to outbreaks and share learning with other Colleges. | Core membership:  
- Head of COVID-19 Operations Centre OR the Director of H&S (Chair of the CIMT, Silver Team Liaison)  
- Public Health representative, Cambridge County Council and Peterborough City Council  
- Public Health representative, East of England Public Health England  
- Environmental Health Manager, Cambridge City Council  
- Chair of the COVID Management Team (CVMT) (who is also a College representative)  
- Member of University Infectious Diseases team  
- COVID-19 Operations Communications representative  
Others will be asked to attend CIMT meetings dependent on the nature and location of the outbreak (for example, the COVID leads or chairs of departmental Silver or Gold Teams and/or nominated representatives from Colleges as necessary depending on the outbreak). The Team is supported by a member of the COVID-19 Operations Centre. |
| COVID-19 Operations Centre   | The COVID-19 Operations Centre is responsible for handling all matters relating to the management of positive COVID-19 cases and being the principal source of advice for the collegiate University on COVID related matters. | - Daily monitoring of cases;  
- Liaison with PHE and LA PH teams, Colleges and Departments.  
- Daily reporting to the Department for Education as necessary;  
- Weekly reporting to CIMT, Silver Team and COVID-19 Gold Team. | n/a |
<table>
<thead>
<tr>
<th>Group</th>
<th>Role</th>
<th>Key Responsibilities</th>
<th>Membership</th>
</tr>
</thead>
</table>
| COVID-19 Management Team (CVMT) | The CVMT is responsible for advising on principles, policies and protocols in relation to the Colleges’ operational planning and in alignment with the University’s operational planning. | • Liaise and collaborate with the Colleges (via intercollegiate Committees and the Office of Intercollegiate Services) on specific advice in relation to the Colleges’ response to issues arising from COVID-19  
• Respond to specific queries raised by the Colleges and Student Unions  
• Share information on University operational planning and national and local guidance and advice | • Chair of Advisory Group of Infectious Diseases (Chair of CVMT)  
• Director of H&S  
• Head of COVID-19 Operations Centre  
• Occupational Health Nurse Manager  
• Head of Education Services  
• Secretaries, Senior Tutors’ Committee  
• Deputy Chair of Advisory Group of Infectious Diseases  
Representatives of:  
• College nurses  
• College Bursars  
• PHE, East of England  
• LA Public Health teams  
• Senior Tutor representative  
• Student Union  
• Office of External Affairs and Communications  
Other officers from across the collegiate University may attend meetings for specific items. The Team is supported by a member of the administrative staff of the collegiate University. |
APPENDIX 6: TIERS OF RESTRICTION FOR TEACHING

The Department for Education has provided guidance to Higher Education Institutions on tiers of restriction for education provision. The restrictions and actions described below are top level and will operate in conjunction with the decisions and communications made by the Covid-19 Gold Team in accordance with the Response Framework (see Appendix 5).

- **Tier 1 (default position):** HE providers are expected to provide blended learning, with face-to-face tuition, following the provisions of this guidance, and public health guidance, including, for example, the appropriate use of face coverings.

At Cambridge, most lectures will be delivered online and made available to students in recorded format for the whole academic year 2020-21. Where practicable, small group teaching (supervisions for both undergraduate and of PhD students), seminars and classes will be delivered face to face. Practical classes (labs and other teaching requiring for example handling of materials or performance) will be delivered in COVID-secure settings (with social distancing where possible, and with use of masks and screens where distance cannot be maintained).

- **Tier 2 (fallback position):** HE providers should move to an increased level of online learning where possible. Providers should prioritise the continuation of face-to-face provision based on their own risk assessment. We expect that, in the majority of cases, this will be for those courses where it is most beneficial (for example, clinical or practical learning and research).

As for Tier 1 except small group teaching (supervisions (undergraduate and of PhD students, seminars and classes) will be moved on online. Practical classes will remain face-to-face. PhD research to continue in University buildings.

- **Tier 3 (where stricter measures are needed):** HE providers should increase the level of online learning to retain face-to-face provision for priority courses (for example, clinical and medical courses), and in as limited a number of situations as possible.

As for Tier 2, except non–essential practical classes will be moved online where possible (using, for example, an instructor in the lab with students watching remotely) or deferred to later in the year.

Face to face practical teaching will retained for essential practical teaching defined teaching of core skills required by a professional body (e.g. clinical skills). For essential practicals, class sizes will be reduced where possible, and the length of sessions minimized by use of blended teaching (for example introductions and follow up conducted online where possible, with only practical elements done face-to-face).

PhD research to move to remote activity where possible.

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22 Appendix last updated 27.09.20
Depending on the triggers, implementation under this tier may be required for all practical teaching or for teaching in a particular department if there is a localized outbreak in that department.

- **Tier 4 (last resort):** We expect the majority of provision to be online, with buildings open for essential workers only. This should include the continuation of essential research.

As for Tier 3 expect essential practicals will be deferred to later in the year where possible. Review of PhD research to ensure this is restricted to only essential in person activity.
APPENDIX 7: COMMUNICATIONS PLAN

1. Ongoing action at all response levels

- Ensure there is a good level of awareness across the University and Colleges of the StaySafeCambridgeUni campaign and other collegiate University guidance, and that staff and students are aware of their responsibilities if they have COVID-19 symptoms or test positive (see table below)
- Engage with trade unions and the Cambridge Student Union on a regular basis, and inform both bodies of any decision to change the outbreak response level
- A senior member of the Office of External Affairs and Communications (OEAC) to provide dedicated support to the COVID-19 Incident Management Team. They will attend all CIMT team meetings, offer ‘in the moment’ guidance on external and internal communication needs, and provide daily briefings to the communications representatives on the Gold and Silver teams
- The collegiate University’s current response phase to be published on external and internal channels, including the Stay Safe Cambridge Uni webpages, the weekly COVID Bulletin and on the COVID Recovery SharePoint site
- A change in status to be communicated by email to all staff and students, via the COVID Bulletin, and via the Office of Intercollegiate Services with a request to cascade to staff (institutions) and students (Colleges). This may be reinforced via the Vice-Chancellor’s regular message to staff and students.

2. Checklist of communications actions by response phase

Yellow
- Current status as at 28 October 2020
- Be ready to move to amber

Amber
- Confirm status using channels described above
- OEAC support for CIMT in place
- Institutions, staff and students should be ready to move into Red phase, which would include:
  - Remote working for the majority of staff where possible
  - Responding to the needs of DfE Tier 3 as outlined in Appendix 6 of this outbreak plan

24 Appendix last updated 28.10.20
**Red**
- Confirm status
- OEAC support for CIMT in place
- Respond to decision and actions arising from Gold and Silver team meetings
- Institutions, staff and students should be ready to move to Red+ phase, in which:
  - All staff, except those providing business critical onsite support, would work from home
  - Institutions and Colleges would need to adjust to the needs of DfE Tier 4 educational provision as outlined in Appendix 6 of this outbreak plan
- Reminder to University institutions to activate, or be prepared to activate, local incident management plans
- Consider whether staff and students should be reminded of HMG restrictions. Responsibility to rest with Colleges for students

**Red+**
- Confirm status
- Gold and Silver teams directing communications across the University
- All University institutions to implement local and line manager communications.

3. **Supporting materials for institutions and Colleges (to be made available on the SharePoint site)**
- Link to the latest version of the outbreak plan and response framework
- Playbook for Colleges and institutions on dealing with communications needs during an outbreak

4. **Table summarising COVID Operations Centre (Helpdesk) interactions with staff and students**

<table>
<thead>
<tr>
<th>Student</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reporting symptoms:</strong></td>
<td><strong>Staff member informs line manager, having filled out COVID Monitoring Form</strong></td>
</tr>
<tr>
<td>• Student informs College, household, any close contacts and Faculty/Department</td>
<td>• COVID-19 Helpdesk writes to staff member with instructions and advice.</td>
</tr>
<tr>
<td>• Student fills out COVID Monitoring Form to say they are symptomatic</td>
<td></td>
</tr>
<tr>
<td>• COVID-19 Helpdesk writes to student explaining actions that they need to take and how to access support</td>
<td></td>
</tr>
<tr>
<td>• Helpdesk writes to College</td>
<td></td>
</tr>
<tr>
<td>• College writes to student to tell them to self-isolate (and reminds them to advise fellow household members to self-isolate), take a test and update COVID Monitoring Form to say that they are self-isolating</td>
<td></td>
</tr>
</tbody>
</table>
| If test positive: | • If informed positive via symptomatic testing pathway, student tells College, updates online form. Student will also be informed by Helpdesk to self-isolate for required period.  
• Helpdesk tells student and College of positive result via asymptomatic testing pathway and advises of requirement to self-isolate  
• Helpdesk reminds College of student who has tested positive (through any pathway) of responsibilities with respect to household isolation and cleaning requirements | • Informs line-manager having updated online form. |
**APPENDIX 8: KEY UNIVERSITY, LOCAL AUTHORITY PUBLIC HEALTH AND LOCAL CONTACTS**

These contact details are not included in the publicly available version of the plan for confidentiality reasons. Members of the University can request a copy by emailing distmlmcov19@admin.cam.ac.uk

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25 Appendix last updated 27.10.20
APPENDIX 9: KEY RESOURCES AND SOURCES OF INFORMATION

Publicly accessible webpages:
StaySafeCambridgeUni: plain English guidance on all aspects of staying safe while working and studying at Cambridge University. Aimed at staff and students.
Coronavirus webpages: More detailed guidance – primarily for students – on policies and procedures that may affect them in light of the pandemic.
Individual College websites: (see Newnham College as an example): General information about studying and living in College with links to University information.

Internal channels:
Note: some of these are restricted to members of the collegiate University so the hyperlinks provided will not work for everyone.
SharePoint site (access for members of the collegiate University only): Restricted section for heads of department, operational leads and equivalents in the Colleges, with access to new policies, protocols and key aspects of the University’s COVID-19 recovery plan. Separate all-staff section covering most of these issues.
Key Issues bulletin (on restricted section of SharePoint site): Weekly internal news update to support the SharePoint site.
Vice-Chancellor’s message: Fortnightly community message to all staff and students.
Online briefings: Three separate ‘town hall’ style events, including all heads of departments; all College heads and principal officers; all staff, to generate discussion and feedback on live issues

Social:
Twitter, Instagram, YouTube and Facebook.
Pastoral networks and student societies in the Colleges.

26 Appendix last updated 28.10.20
### APPENDIX 10: GLOSSARY

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Full title</th>
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<tbody>
<tr>
<td>CIMT</td>
<td>COVID-19 Incident Management Team <em>(see Appendix 5)</em></td>
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<tr>
<td>CVMT</td>
<td>COVID-19 Management Team <em>(see Appendix 5)</em></td>
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<tr>
<td>DfE</td>
<td>UK Government Department for Education’s Educational Tiers of restriction for education provision (^\text{22})</td>
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<tr>
<td>Director of H&amp;S</td>
<td>University’s Director of Health, Safety and Regulated Facilities</td>
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<tr>
<td>HMG Tier</td>
<td>UK Government’s tier system of restrictions ranging from Tier 1 to Tier 4 (the highest level of restrictions)</td>
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<tr>
<td>LA</td>
<td>Local Authorities (i.e. the local County and City Councils)</td>
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<tr>
<td>OEAC</td>
<td>Office of External Affairs and Communications (University of Cambridge)</td>
</tr>
<tr>
<td>PH team</td>
<td>Public Health team (the Local Authorities’ team)</td>
</tr>
<tr>
<td>PHE</td>
<td>Public Health England</td>
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<td>Version</td>
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<td>2.0</td>
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| 3.0     | 29.10.20 | Principal updates:  
- Appendix 4 Recording users of premises and services – updated in line with recent guidance.  
- Appendix 5 Response Framework - replaces both the previous Appendix 5 continuity plan and Appendix 7 Accountability Chart.  
- Appendix 7 new Communications Plan.  
- Former Appendix 8 Scenarios flow-chart - related to former continuity plan and therefore removed. Appendices re-numbered accordingly.  
- Appendix 10 - new glossary of acronyms  
Other updates are minor text changes made throughout the document. |
| 3.1     | 27.01.21 | Updated HMG Tiers from previous system of *Medium, High, Very High* covid alert levels to latest system of Tiers 1 to 4 |