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 Local Authority Public Health Team 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 Authority Public Health Team. 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);
- 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);¹
• The StaySafeCambridgeUni Information Campaign, which provides a range of guidance and resources, and reinforces key public health messages (see below);
• Establishing a COVID-19 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 Authority 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, and are putting in place building QR codes to support this.

A system that will enable the Helpdesk to carry out 'settings'² contact tracing is being developed in close consultation with local authority colleagues.

We are working 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 the Health Protection Team and Local Authority in the management of outbreaks.

3. Incident Management and Continuity Planning
The Continuity Plan (Appendix 5) is a high-level plan of actions based on a series of trigger points, from no cases through to potential and positive cases, clusters and confirmed outbreaks. A final trigger point is local area restrictions. For each trigger point, the plan sets out the incident management level, impact and actions, and associated communications.

¹ Please 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.

² 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.
Further plans feed into the Continuity Plan. Resurgence plans\(^3\) 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\(^4\). An overview of the accountability is provided in Appendix 7. Together the plans address how the Collegiate University will respond to a range of scenarios. For illustrative purposes, Appendix 8 provides four potential ‘real-world’ scenarios, as described in the Government guidance for HE institutions, along with the key trigger points and pathways. Testing of the plans against complex ‘real-world’ scenarios took place on 24th September 2020, and the underlying 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 our Continuity Plan 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. Therefore, the outbreak plan will be widely communicated before the start of term. The University and Colleges have a wide variety of channels (including direct email, websites, social media and online town hall meetings) to do this. Key actions and guidance will also be available on our StaySafeCambridgeUni campaign website and supporting materials: [www.cam.ac.uk/coronavirus/stay-safe-cambridge-uni](http://www.cam.ac.uk/coronavirus/stay-safe-cambridge-uni).

**Communications actions as part of the outbreak plan.** The final column of the Continuity Plan (Appendix 5) states the high-level communications required for the following triggers: no cases reported; staff or student reporting symptoms; unlinked positive cases; suspected significant outbreak; significant outbreak confirmed; city or local area lockdown. Template letters, where required, have been drafted.

**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.

\(^3\) Resurgence refers to the resurgence of COVID-19

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 20204 (the DfE Guidance), as well as the information available through the ‘Stay Safe Cambridge Uni’ webpages.5

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.6

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:
  - 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.

5 https://www.cam.ac.uk/coronavirus/stay-safe-cambridge-uni
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)\(^7\) (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’\(^8\). 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.

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.

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\(^7\) Please refer to COVID Bulletins for current advice

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.

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• 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: 10

• 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.

• 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.

10 Available within the Education section of the COVID Recovery SharePoint site.
• 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\textsuperscript{11}. 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.

\textsuperscript{11} Available within the Education section of the COVID Recovery SharePoint site.
Please 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

- Activity including responsibility
- Output from previous action
- Start/end of process
- Related process, number of processes indicated by value
- Decision
Record Suspected Staff COVID-19 Case

1. Staff
   - COVID-19 Symptoms Experienced
     - RECOMMENDED Take test within University Testing Process
       - Staff Member
     - Take NHS approved COVID-19 Test
       - Staff Member
     - Self isolate pending results
       - Staff Member
       - (See self-isolation guidance)
     - Staff member self isolated
       - Staff Member
       - Inform Line Manager about serious absence
         - Staff Member
   - University Guidance - Self Isolation
     - Staff Member
   - Test Taken Results Pending
     - Staff Member
   - Complete online form (add link to form)
     - Staff Member
     - Online form completed
       - Staff Member
     - Remind Staff member about support available
       - Support information via email
       - Staff Member
       - Staff Member awaiting test results
       - Staff Member
       - Inform household that must self-isolate until results known
         - Staff Member
         - Household self isolated
         - Staff Member

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 Health and Safety
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 Positive Staff Test Result

Staff

1. Receive result of COVID19 test
   - Staff Member

2. Test Positive
   - Self-isolate for 10 days
   - Staff Member

3. Inform household of need to self isolate for 14 days
   - Staff Member

4. All relevant contacts identified
   - Database updated

5. Notify all University/College contacts to self-isolate and submit form
   - In inbox

6. Notify Local Authority Public Health Team
   - In inbox

7. LA PH Team notified
   - In inbox

8. 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
Non-tested, asymptomatic Staff/Student required to self-isolate

1. Staff
   - Inform line manager/department
2. Student
   - Inform college
3. University guidance
4. Continue self-isolation and complete form
5. Symptom start?
   - Yes
     - Is there a reported COVID case?
       - Yes
         - Continue to follow self-isolation guidance
       - No
   - No
     - Continue to follow self-isolation guidance
APPENDIX 4: RECORDING USERS OF PREMISES AND SERVICES

The University is in the process of exploring the options for recording who has attended any part of the University estate. The solutions we are looking at are: i) based on using the existing University Card, which is used for access control across the estate; and ii) locally generated QR and text codes distinct from the NHS QR codes which can be deployed at very fine granularity across the Collegiate University. We are using existing technology so that we can implement them without major and time-consuming investment. We will also be developing other means by which to record attendance where these technologies cannot be used, including, where appropriate, implementing manual contact logging at points of entry.

The University will also be encouraging the use of the NHS COVID-19 app. We are therefore putting in place the necessary NHS QR codes in public spaces to support the app’s operation.

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.
## APPENDIX 5: CONTINUITY PLAN FOR RESPONSE TO ESCALATION OF CASES

<table>
<thead>
<tr>
<th>Stage</th>
<th>Trigger point</th>
<th>Incident management level</th>
<th>Impact and actions</th>
<th>Communications</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>No cases reported</td>
<td>N/A</td>
<td>No Impact</td>
<td>• Ensure that there is a good level of awareness across the University of the StaySafeCambridgeUni campaign, that the campaign webpages are up-to-date, and that staff and students are aware of their responsibilities if they have COVID-19 symptoms or test positive. Keep trade unions informed of significant issues affecting staff.</td>
</tr>
</tbody>
</table>
| 2     | Staff or student reporting symptoms (no positive cases) | • Monitoring by COVID-19 Helpdesk (student and staff required to notify helpdesk) | • Individual to self-isolate and be tested  
• Household isolating  
• Colleges to activate support for self-isolating student/s  
• Low level operational impact if involvement of key staff roles | If student:  
• Student informs College, household, any close contacts and Faculty/Department  
• Helpdesk writes to student explaining actions that they need to take and how to access support  
• Helpdesk writes to College  
• 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 complete online form  
If staff:  
• Staff member informs line-manager, having filled out online form  
• Helpdesk writes to staff member with instructions and advice |
| 3     | Individual confirmed positive case or | • Monitoring by COVID-19 Helpdesk  
• Helpdesk reports update on cases daily to Director of Regulated Services and Local | As above plus:  
• Helpdesk to identify and contact settings based contacts | If student:  
• If informed they are positive via symptomatic testing pathway, tells College, updates online |
<table>
<thead>
<tr>
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<th>Impact and actions</th>
<th>Communications</th>
</tr>
</thead>
</table>
|       | unlinked positive cases (defined as a cluster) | Authority Public Health (LA PH) Team, weekly to Chair of Silver Team and CVMT | • Students – affected Institutions / Colleges to invoke continuity/resurgence plans and follow guidance provided through email communication to all staff and students (also published on University homepage), the COVID-19 Bulletin and on COVID-19 Recovery SharePoint site  
• Staff – affected Institutions to invoke continuity/resurgence plans and to follow guidance as for students | 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 positively (through any pathway) of responsibilities with respect to household isolation and cleaning requirements |
| 4 | Outbreak (defined as two or more linked cases) |  
• Director of Regulated Services to liaise with PHE and LA PH team  
• For University: Gold and Silver Team to decide on implementation of appropriate measures as detailed in resurgence plans and in liaison with LA PH team and Outbreak Control Team where convened  
• For College(s): emergency response teams to decide on implementation of actions | As above plus implementation of measures as detailed in resurgence plans and as commensurate with Government/PHE/LA PH team/Outbreak Control Team advice.  
Actions to be determined by risk assessment of the specific nature of the outbreak and can include:  
• Checking safety measures in place and being complied with  
• Restrictions on certain activities (e.g. face to face teaching) and suspension of non-essential activities (e.g. socialising) and gatherings  
• Buildings (including Colleges and public-facing institutions such as museums and galleries) potentially placed on lockdown or subject to increased restrictions | If suspected significant outbreak in College or University building:  
• News item in COVID-19 bulletin (sent to all heads of department/deputies/operational heads and equivalents in the Colleges) to be prepared for potential all staff/student communication. Include links to relevant guidance  
• Communicate any early restrictions agreed  
• Tone will be calm and reassuring  
If significant outbreak in College:  
• College communicates with staff, students and visitors (Email, website)  
• All staff and student email after sign-off from Gold Team  
• Status summary on University website/SharePoint site |
<table>
<thead>
<tr>
<th>Stage</th>
<th>Trigger point</th>
<th>Incident management level</th>
<th>Impact and actions</th>
<th>Communications</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><em>See Appendix 7 for reporting and decision-making processes</em></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 5     | City / Local Area Lockdown Restrictions Imposed | - Government/PHE/LA PH team/Outbreak Control team advises Director of Regulated Services of action required by the Collegiate University.  
- For University: Gold and Silver Team to decide on implementation of appropriate measures as detailed in resurgence plans and in liaison with LA PH team  
- For College(s): emergency response teams to decide on implementation of actions | As above plus:  
- Potential travel restrictions preventing easy access to University/Colleges  
- Students may be confined to certain areas (e.g. Colleges) | - Gold and Silver directing communications across Collegiate University  
- All University institutions to implement local and line manager communications |
APPENDIX 6: TIERS OF RESTRICTION FOR TEACHING

It is assumed that the Department for Education will determine trigger points and communicate progression between the tiers described in the updated guidance to Higher Education Institutions\(^{12}\). It is not clear whether this will be at national level (for all HEIs) or at a local level, but the restrictions set out below will operate regardless. The actions described are top level and will be communicated to Faculties and Departments, and to Colleges, as will information about where the University sits in terms of tiers. Decisions under Tiers 3 and 4 will be made by the Gold Team.

- **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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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: OVERVIEW OF ACCOUNTABILITY

Accountability Chart

COVID-19 Help Desk

BAU reporting of cases and outbreaks
- Daily updates
- Weekly updates
- Weekly updates
- Daily updates

Managing of routine/smaller outbreaks (as part of BAU)
- CVMT

Managing outbreaks (escalation route)
- LA/PHE consider actions based on reported cases through help desk and discuss actions with Director Reg. Services
- Director Reg. Services contacts College/Chair of Silver Team with details of potential actions
- College/Chair of Silver Team activates emergency response team to implement continuity and reurgence plans as appropriate
- College Emergency Response Team
- University Silver Team
- COVID-19 Gold Team (Incl. LA/PHE)

Help Desk Team will report all outbreaks to LA/PHE as soon as possible.
Director Regulated Services and LA/PHE associate to managing outbreaks (if process 7 appropriate and based on data submitted daily reporting and other alerts).
APPENDIX 8: SCENARIOS

The flow-charts below illustrate how the trigger points in the Continuity Plan lead to the invoking of the Collegiate University’s emergency management response and plans for the four potential scenarios:

- a localised outbreak in student accommodation
- a localised outbreak involving a particular student or staff member, faculty or department
- increased prevalence of infection locally that requires interventions on the whole community, including students and staff
- a large-scale outbreak that may result in substantial restrictions implemented at a local level that impact on the activities of the University.

### Continuity Plan
**Trigger point:** City/Local Area
**Lockdown Restrictions imposed**

**University Gold and Silver Teams and Colleges’ emergency response teams** determine appropriate measures based on resurgence plans

**Communications issued to staff and students in accordance with plans for relevant scenarios**
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: (Newnham College provided as a sample): General information about studying and living in College with links to University information.

Internal channels:
SharePoint site: 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.
COVID Bulletin: twice-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.