



## Employee Health & Safety Representative Meeting

*Date:* 20 August 2020

*Time:* 3:00 – 4:00 PM

*Location:* Zoom (meeting ID 867665841)

*Chair:* Ms Deanne Catmull, HSR Melbourne Dental School

### MINUTES

The University employee Health and Safety Representatives acknowledge the Wurundjeri people who are the Traditional Custodians of this Land. We pay respects to the Elders, past, present and emerging of the Kulin Nation and extend that respect to other Indigenous Australians.

<b>1</b>	<p><b>INTRODUCTIONS</b></p> <p>HSRs and guests were introduced, and Deanne Catmull welcomed the attendees.</p> <p><b>WELCOME</b></p> <p>A brief around-the-table introduction was conducted to introduce the Committee members and guests. Attendance was noted by recording the Zoom meeting.</p> <p><b>ATTENDANCE</b></p> <table border="1"> <thead> <tr> <th>Name</th> <th>DWG</th> </tr> </thead> <tbody> <tr> <td>Cathy Alizzi</td> <td>Arts/Faculty of Arts</td> </tr> <tr> <td>Sasha Andrusiak</td> <td>Science/Burnley</td> </tr> <tr> <td>Cheryl Augustine</td> <td>Medicine, Dentistry and Health Sciences/Melbourne Medical School - St Vincent's</td> </tr> <tr> <td>Harpreet Bhatia</td> <td>University Services/Academic Services - Stop 1 and Student Service Coordination</td> </tr> <tr> <td>Lynda Boldt</td> <td>University Services/Research, Innovation &amp; Commercialisation (Parkville)</td> </tr> <tr> <td>Deanne Catmull (C)</td> <td>Medicine, Dentistry and Health Sciences/Melbourne Dental School</td> </tr> <tr> <td>Benjamin Cirona</td> <td>Medicine, Dentistry and Health Sciences/Faculty Operations and individual centres - Faculty Services (B)</td> </tr> <tr> <td>David Chan</td> <td>Engineering/Melbourne School of Engineering</td> </tr> </tbody> </table>	Name	DWG	Cathy Alizzi	Arts/Faculty of Arts	Sasha Andrusiak	Science/Burnley	Cheryl Augustine	Medicine, Dentistry and Health Sciences/Melbourne Medical School - St Vincent's	Harpreet Bhatia	University Services/Academic Services - Stop 1 and Student Service Coordination	Lynda Boldt	University Services/Research, Innovation & Commercialisation (Parkville)	Deanne Catmull (C)	Medicine, Dentistry and Health Sciences/Melbourne Dental School	Benjamin Cirona	Medicine, Dentistry and Health Sciences/Faculty Operations and individual centres - Faculty Services (B)	David Chan	Engineering/Melbourne School of Engineering
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	Wayne Davidson	Medicine, Dentistry and Health Sciences/Melbourne School of Population and Global Health (A) and (B)
	Shirley Els	Science/Physics
	Robert Gordon	Engineering/Melbourne School of Engineering
	Andrew Hammond	Medicine, Dentistry and Health Sciences/School of Biomedical Sciences – Physiology
	Amy Hampson	Medicine, Dentistry and Health Sciences/Melbourne Medical School - Otolaryngology (B)
	Kate Hayes	Chancellery/Chancellery
	Colin James	Medicine, Dentistry and Health Sciences/Faculty Operations and individual centres - Faculty Services (A)
	Peter Mason	?
	Leanne McCredden	University Services/Academic Services - Scholarly Services West
	Paula Mitchell	Medicine, Dentistry and Health Sciences/School of Biomedical Sciences - MDHS @Doherty
	Ben Michael	Fine Arts & Music/Film & Television
	Aira Nuguid	Medicine, Dentistry and Health Sciences/School of Biomedical Sciences (Anatomy and Neuroscience)
	Charmaine Peters	Fine Arts & Music/Academic Support Office
	Meredith Potter	Science/Chemistry
	Victoria Rayner	Medicine, Dentistry and Health Sciences/Faculty Operations and individual centres - Centre for Youth Mental Health
	Graham Sadler	Engineering/Melbourne School of Engineering
	Juan Saavedra	University Services/Project Services
	Paulo Vaz-Serra	Architecture/Academic
	Bill Shieh	Engineering/Melbourne School of Engineering
	Lynn Trann	Medicine, Dentistry and Health Sciences/School of Biomedical Sciences(Biochemistry and Molecular Biology)
	Rebekha Wunder	Chancellery/Chancellery
	<b>APOLOGIES</b>	
	<b>Name</b>	<b>DWG</b>
	Christopher Nolan	Fine Arts & Music/Performing Arts (Music Theatre)
	Jessie Malinaggi	University Services/Academic Services – Student Success
<b>2</b>	<b>CONFIRM PREVIOUS MINUTES</b>	
	Meeting minutes from Meeting 2/2020 were confirmed by Deanne Catmull and seconded by Juan Saavedra as a true and accurate record of the meeting.	
<b>3</b>	<b>ACTION ITEMS</b>	
	PLEASE NOTE: <i>When HSRs bring issues to the forum which then become Action Items, it is advised that they follow up on these items promptly so that they can be reported back at the next meeting with the intention of resolution. Action Items will be deleted from the lists if the person responsible does not follow up or attend the next two meetings to provide clarification and a subsequently amenable resolution.</i>	
	<b>3.1 Incident/Near Misses Reporting</b> Chair to check with the HSR for Physics if progress is being	<b>Chair/Physics HSR: ON HOLD (due to COVID19)</b>

	<p>made regarding the reporting of incidents/near misses and if communication is improving locally.</p>	
	<p><b>3.2 HSR List</b> HSR list to be reviewed to confirm DWGs.</p>	<p><b>Health and Safety Services Team: ON HOLD</b> (due to COVID19).</p>
	<p><b>3.3 Coffee with an HSR Program – Financials</b> Chair to follow up on potential funding options.</p>	<p><b>Chair: ON HOLD</b> (due to COVID19).</p>
	<p><b>3.4 HSR alternate on OHSC (maternity leave replacement)</b> Heather Daykin commenced maternity leave in July 2020. Harpreet Bhatia and Meredith Potter agreed to attend the OHSC meetings in 2020 for Heather.</p>	<p><b>Chair: COMPLETED</b></p>
<p><b>4</b></p>	<p><b>OCCUPATIONAL HEALTH AND SAFETY COMMITTEE</b></p>	
	<p><b>4.1 What's happening at the OHSC</b></p> <p>Deanne C requested of the OHSC committee organiser Hexing Yang to send through the agenda for the OHSC to HSR's and alternates going forward.</p> <p>Raised concerns about the election process for HSR's, especially for outgoing HSR's. HSR's are asked to lookup and study the process for the nomination and election. Also be aware of when office is coming up for renewal/expiry and follow correct election procedures where relevant.</p> <p>Report from Dani Norman on property and campus update on the various works that have been completed across campus, and regular slip and trip audits are continuing. There was an incident at the Glyn Davis building where glass shattered spontaneously and a contractor was injured.</p> <p>Discussion around WFH and return to work documentation. Upcoming survey from HR for what services people would like in place to return to campus safely. There is an additional module on TrainMe – WFH assessment process. Remind staff there is specialist equipment available (wifi dongles, specialist office equipment etc) with a touch free pickup service.</p> <p>There is some space available for staff and students who don't have an appropriate environment. This was at 11 Barry street for staff and Bouverie Street for graduate researchers. These arrangements have been put on hold with current restrictions in place, but are likely to be in place when they ease.</p> <p>Reminder about a COVID TrainMe module required when you return to work. Only need to complete this Module once. The OHS business partner gets a copy of completion along with security to give building access. Each local area will have different daily check in procedures. Reminder – ensure permitted worker permit expires after 13 September.</p>	<p><b>Deanne Catmull</b></p>
	<p><b>4.2 Progress of items previously raised at the OHSC</b></p> <p>Items already discussed or have been postponed</p>	<p><b>Deanne Catmull</b></p>

	<p><b>4.3 Items to be raised at the OHSC</b></p> <p>David C raised the topic of sending certain experiments to students' homes, given practical experiments are a significant component for students in his Faculty. His team have put together SOP's and risk assessments for some experiments that can be done at home. David has shared the risk assessment for 'Remote Practical Work' (see attached).</p>	<p><b>Deanne Catmull</b></p>
<p><b>5</b></p>	<p><b>OTHER BUSINESS</b></p> <p><b>5.1 Emergency management plans during COVID 19</b></p> <p>Emergency management plans need to be considered and raised with Health and Safety Partners. Discussions around what are the emergency management requirements as staff slowly transition back to working on campus. Considerations should include what happens if there are no first aiders or fire wardens, chief fire warden? What measures in place if there is an emergency and these staff aren't present. Trial for Barry Street being implemented. Lynn T also advised that door shut down/locked out needs to be considered in the emergency management plans. HSR asked to bring up in relevant committees.</p> <p>Paula M raised that this is the perfect opportunity to review after hours processes and how they align with the emergency management plans. Working Alone policy have been revised and on PROMAP.</p> <p><b>5.2 ERMS COVID behavioural reporting</b></p> <p>ERMS has a COVID behavioural reporting, to ensure return to work plans and government regulations are being followed. It allows people to report when people aren't adhering to the procedures or spaces not correctly configured.</p> <p><b>5.3 Digital communication and work stress in universities</b></p> <p>NTEU have been hosting national HSR meetings, providing a networking space to discuss relevant issues.</p> <ul style="list-style-type: none"> <li>• High job insecurity</li> <li>• High digitalisation</li> <li>• High zoom fatigue</li> <li>• Survey in 6-12 months to see how people are sleeping, occupation fatigue, working engagement and arrangements.</li> <li>• Job crafting – things people can do to increase autonomy and decrease the pressure in their role. Helps employees to craft their jobs to their own strengths.</li> </ul> <p>Stay tuned for more information in the coming months. The NTEU are requesting HSRs to help disseminate this information to their local areas.</p> <p><b>5.4 Workplace Wellness Festival 2020 – report</b></p> <p>Talks around workplace wellness over two days.</p> <p>A variety of topics were covered including:</p>	<p><b>Deanne Catmull</b></p> <p><b>Deanne Catmull</b></p> <p><b>Deanne Catmull</b></p> <p><b>Deanne Catmull</b></p>

	<ul style="list-style-type: none"> <li>• Meditation to manage isolation and loneliness when working from home, increase productivity, mood and motivation.</li> <li>• Protecting our mental health during a pandemic: creating an inclusive and respectful environment, developing holistic wellness/wellbeing programs (e.g Step-tember) and how the government has/is assisting Victorian workers through advertising and care packages.</li> <li>• Engaging with men and getting male employees discussing mental health-: “Man-up documentary”.</li> <li>• Structuring a workplace that promotes wellbeing and company values.</li> <li>• Creating relevant wellbeing programs.</li> <li>• Workplaces of the future. Revamping the open plan office space and utilising spaces for bigger impact. Re-inventing workspaces to accommodate more flexible working arrangements and wellness culture.</li> <li>• Lessons from Australia’s best workplaces: Listening and engaging with staff, share success stories, keep it simple, and consultation.</li> <li>• Impacts of diet and exercise on mental health and wellbeing.</li> <li>• Using mindfulness, compassion and selflessness in the workplace to change your wellbeing. Wellbeing should be more important than a KPI. Compassion = empathy with action.</li> </ul> <p>A key message was the introduction of a ‘wellness break’ or “wello” where the break taken is short but is both meaningful and purposeful. Examples include breathing exercises, meditation and stretching, wellness rooms, wellness pods, apps on devices and computers.</p> <p>In addition, do small things to create space to separate work and home. The pandemic is exacerbating mental health issues or creating ones and mindfulness/meditation can help. Play a going home song to finalise your day, have a separate work/home mug, have 15 minutes of guilt free in your day, build your ideal day with use of oils, naps, podcasts, decorating your workspace etc always remembering that change takes time and it is ok to have periods of not feeling ok.</p>	
	<p><b>5.6 Campus Activity Framework</b></p> <p>Victoria asked whether the campus activity framework document had been approved. Deanne C confirmed she had seen a finalised copy.</p>	<p><b>Victoria Rayner</b></p>
	<p><b>5.6 Mental Health Champions Program</b></p> <p>Mental Health Champions program in the Faculty of Science is being run by the HR dept. The program is creating a group of Mental Health Champions who check in on colleagues within workplaces. Important to make HSR’s are made aware of the program, as wellbeing is important in our roles as HSR. Rolled out next week.</p>	<p><b>Sascha Andrusiak</b></p>
<p><b>6</b></p>	<p><b>NEXT MEETING</b></p> <p><i>Tuesday 10 November 2020, 3:00 – 4:00 pm</i>  <i>Seminar Room A, Ground Floor, Royal Dental Hospital of Melbourne OR via Zoom (TBC).</i></p>	

Circulation: All Employee HSRs

University HSR 2020 Meeting Schedule

Location:

Meeting 1 and Meeting 4: Seminar Room A, Ground floor, RDHM.

Meeting 2 and Meeting 3: 5<sup>th</sup> floor meeting room, RDHM.

<b>Time</b>	<b>Day</b>	<b>Date</b>
<del>11am</del>	<del>Thursday</del>	<del>13 February</del>
<del>11am</del>	<del>Tuesday</del>	<del>19 May</del>
<del>3pm</del>	<del>Thursday</del>	<del>20 August</del>
3pm	Tuesday	10 November

## TERMINOLOGY/ABBREVIATIONS:

**DWG:** A Designated Work Group is a grouping of employees represented by an elected employee HSR.

**ERMS:** Enterprise Risk Management System. ERMS contains modules to carry out Workplace Inspections, store risk registers, Incident reporting, Incident/Hazard register please see the link: <https://www.riskcloud.net/prod/?ccode=uom>

### **Health and Safety business partner:**

Health and Safety business partners are available to provide support and advice on health and safety matters in your area (eg. OHS Manager, OHS coordinator, OHS advisor, Laboratory Manager etc). To find your local Health and Safety Business partner, click here: <https://safety.unimelb.edu.au/people/community/local-contacts>

**HSR:** Health & Safety Representatives (HSRs) are employees elected by members of a Designated Work Group to represent and safeguard their health and safety interests.

An HSR elected for a DWG may, under the *Occupational Health and Safety Act 2004* (Vic), do any of the following:

- Inspect any part of a workplace in which a member of the DWG works after giving reasonable notice, or without delay in the event of an incident or immediate risk to health or safety.
- Accompany an inspector during a workplace inspection involving their DWG.
- Require the establishment of a health and safety committee.
- If the member of the DWG consents, attend interviews on health or safety matters between that person and an inspector or employer.
- If the HSR is authorised to represent an independent contractor and that person consents, attend interviews on health or safety matters between that person and an inspector or employer.

**OHS Act:** The Occupational Health and Safety Act 2004 (OHS Act) is the main workplace health and safety law in Victoria. It sets out key principles, duties and rights about OHS.

**OHS Regulations:** The Occupational Health and Safety Regulations 2017 (OHS Regulations) build on the OHS Act. They set out how to fulfil duties and obligations, and particular processes that support the OHS Act. For example, they include requirements for:

- safe operation of major hazard facilities and mines
- training for high risk work
- managing and removing asbestos
- licences for specific activities

The OHS Regulations came into effect on 18 June 2017 and replaced the (old) OHS Regulations 2007.

**OHSC:** The Occupational Health and Safety Committee is a representative consultative committee.

The Committee provides the peak OHS consultative mechanism of the University for management, staff and students to

- facilitate cooperation between Management, staff and/or students in instigating, developing and carrying out measures designed to ensure the health and safety of staff and/or students throughout the University;
- formulate review and disseminate standards, rules and procedures relating to health and safety that are to be carried out or complied with throughout the University.

**OHSC Executive committee:** The OHSC executive committee meets on an ad-hoc basis to discuss urgent matters that require action PRIOR to the next committee member. One ELECTED HSR committee member from the OHSC is a member of this committee along with the Associate Director of Health and Safety.

**OREI:** Office of Research Ethics and Integrity. The office maintains its commitment to responsible research with honesty, responsibility and accountability, which demonstrates respect for animals used in research, research participants and the environment.

**P/G:** Post graduate.

**TOO:** Term of Office. Refers to the length of served as a HSR. According to the OHS Act 2004, the TOO for a HSR is a period not exceeding 3 years. After this time a HSR can be re-elected, but must go through a formal election process within their DWG.

**TrainMe:** Train Me is the University online training platform for most core compliance and Health and Safety Specialist courses. See the following link for more information: <https://safety.unimelb.edu.au/#training>

**U/G:** Under graduate.

**VTHC:** Victorian Trades Hall Council. The Victorian Trades Hall Council helps organise activities and campaigns with and on behalf of affiliated unions. Trades Hall is comprised of 40 affiliated unions, representing approximately 430,000 members in Victoria. They are supported by 8 Regional Trades and Labour Councils around Victoria, which represent workers in regional areas and organise around local issues. The Council of Trades Hall meets monthly with delegates from affiliated organisations, and is the major industrial, political and social forum for Victorian unionists. It can consider and make policy on any matter - political, industrial and otherwise.

**WFH – Working from Home**

**Worksafe:** WorkSafe Victoria is the trading name of the Victorian WorkCover Authority, a statutory authority of the state government of [Victoria, Australia](#). WorkSafe Victoria plays a critical role in the lives of Victorian employers and workers - as the state's health and safety regulator and as the manager of Victoria's workers compensation scheme. In both capacities, employers and workers are at the heart of their service.

**WPI: Work Place Inspection**

**Yammer:** University social media platform. Yammer is an enterprise social networking platform, designed to help us easily communicate and collaborate. Yammer lets us exchange knowledge, information, files and ideas in real-time and connect with colleagues we might not otherwise have the opportunity to connect with. For more information, see: <https://staff.unimelb.edu.au/about/university-services/the-way-we-work/output-pdfs/Yammer101US.pdf> Health and Safety has its own group you can join once you have a Yammer account via The University of Melbourne Groups tab.

**Zoom:** Zoom is a high quality video and audio online conferencing tool for desktops and smartphones. It's ideal for online classes, meetings, special events, webinars, remote working and job interviews.







# HEALTH & SAFETY GENERAL RISK ASSESSMENT FORM

<b>Ra No./ERMS Ref:</b>	<b>Date:</b> 18 June 2020	<b>Version No.:</b> v1.2	<b>Review Date:</b> 18 Sept 2020	<b>Authorised by:</b> TBC (9/6/2020)
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## STEP 1 – ENTER INFORMATION ABOUT THE ACTIVITY/TASK, ITS LOCATION AND THE PEOPLE COMPLETING THE RISK ASSESSMENT

<b>Location name:</b> Remote learning/practical classes	<b>Building No.:</b> N/A	<b>Room No.:</b> N/A	<b>Assessed by:</b> David Chan/Jonathan Yip/David Watson (Lab Technical Support Team) Theresa Walsh/Deanna Strangis (HSW Team)	<b>HSR/Employee representative:</b> David Chan
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### Description of activity/task:

EEE are planning to provide 'pack & post' kits to students both onshore in Australia and worldwide (including countries such as China, India, Malaysia, Australia, Sri Lanka etc) to provide students in five subjects (as listed below) across EEE. The works will be based around an 'Analog Discovery 2 (AD2)' device, which will be used by all 5 subjects. The AD2 allows students to use a homebased computer/laptop to test and measure the performance of electronic circuits that students will build at home.

#### Undergraduate subjects

ELEN20005 – Foundations of Electrical Networks (FoEN)  
ELEN30009 – Electrical Network Analysis and Design (ENAD)  
ELEN30013 – Electronic System Implementation (ESI)

#### Masters level or higher

ELEN90053 – Electronic System Design (ESD) – this is the subject requiring soldering, where additional specific risks are highlighted below.  
ELEN90056 – Electronics Circuit Design (ECD)

### Workplace conditions (Describe layout and physical conditions - including access and egress)

These activities are designed to be safely conducted in a workplace remote from the University Campus due to COVID-19 access restrictions. It is likely that the students will be conducting these works in their home/residential setting.

### List systems of work for the activity/task:

- Training
- SOPs
- Emergency situations
- Inspections
- Existing controls

Instrument must not be used outside of purpose and conditions explicitly instructed by UOM.

#### T – student training to be multilayered:

1. Majority of students will have previous UOM practical experience in supervised labs. The Take 5! RA will ask this question and if "no" is the answer then these students must identify themselves to the Demonstrator
2. Attendance of an Online Lab Induction. The content of the current Online Lab Induction is being reviewed and updated to make it appropriate for Home-Based Practical/Laboratory work and this will be done by 30/6/2020
3. Demonstrators will provide instruction via Online Lab Sessions that students must attend when performing home-based practical/lab work. The first 10 to 15 minutes of these Online Lab Sessions will include familiarisation of the work to be done during that session and include a review of the Take 5! RA by students and the demonstrator.

	<p>4. An instruction manual on how to use the AD2 device will be available from subject online CANVAS LMS pages and students will be instructed to download and read the manual prior to commencement of Home-Based Practical/Laboratory work.</p> <p>5. Students will be also instructed, via email, online subject CANVAS LMS pages and in lab manuals to refer to equipment manufacturers' user manuals (for the AD2 device, soldering stations and other equipment).</p>
<p><b>Is there past experience with the activity/task that may assist in the assessment?</b></p> <ul style="list-style-type: none"> <li>● Existing controls</li> <li>● Industry standards</li> <li>● Training</li> <li>● SOPs</li> <li>● Incidents &amp; near-hits</li> <li>● Incident Investigation</li> <li>● Standards</li> <li>● Legislation &amp; Codes</li> <li>● Guidance material</li> </ul>	<p>AS/NZS 3820 (2009) Essential safety requirements for electrical equipment</p> <p>AS/NZS 4417.2 (2012) Regulatory compliance mark for electrical &amp; electronic equipment</p> <p>Existing Risk Assessments (RAs) and Standard Operating Procedure (SOPs) for equipment that will be used by students</p> <p>ELEN90053 - Soldering training</p>

## STEP 2: RISK RATING – RISK MATRIX AND DEFINITIONS

	Consequence					
		Insignificant	Minor	Moderate	Major	Severe
Likelihood	Almost certain	Medium	High	High	Extreme	Extreme
	Likely	Medium	Medium	High	Extreme	Extreme
	Possible	Low	Medium	Medium	High	Extreme
	Unlikely	Low	Low	Medium	High	High
	Rare	Low	Low	Low	Medium	High

Likelihood
Almost certain – will occur in most circumstances when the activity is undertaken (greater than 90% chance of occurring)
Likely - will probably occur in most circumstances when the activity is undertaken (51 to 90% chance of occurring)
Possible – might occur when the activity is undertaken (21 to 50% chance of occurring)
Unlikely – could happen at some time when the activity is undertaken (1 to 20% chance of occurring)
Rare – may happen only in exceptional circumstances when the activity is undertaken (less than 1% chance of occurring)

Consequence
Insignificant – First aid treatment, minor injury, no time off work
Minor – Single occurrence of medical treatment, minor injury, no time off work
Moderate – Multiple medical treatments, non-permanent injury, less than 10 days off work
Major – Extensive injuries requiring medical treatment (e.g. surgery), serious or permanent injury/illness, greater than 10 days off work
Severe – Severe injury/illness requiring life support, actual or potential fatality, greater than 250 days off work

Risk Rating Priority for Action			
	Risk acceptance guide	Action	Recommended action time frame
Extreme	Not acceptable	Cease or isolate source of risk	Immediate
		Implement further risk controls	Up to 1 month
High	Generally (in most circumstances) not acceptable	Monitor, review and document controls	Ongoing
		Implement risk controls if reasonably practicable	1 to 3 months
Medium	Generally (in most circumstances) acceptable	Monitor, review and document controls	Ongoing
		Implement risk controls if reasonably practicable	3 to 6 months
Low	Acceptable	Monitor and review	Ongoing

**STEP 3 – IDENTIFY HAZARDS AND ASSOCIATED RISK RATINGS AND CONTROLS**

For each of the following prompts:

- **Review the prompts/examples** for each hazard that may potentially exist for the activity/task;
- Determine and record an **inherent risk score** by using the risk matrix;
- In the **comments** box, describe when and where the hazard is present;
- Specify the risk **control type**, for each current or proposed risk control;
- Provide a **control description** for each inherent or proposed risk control;
- Where **proposed risk control(s)** have been identified complete an [Health & Safety: Action plan](#);
- Determine the **residual risk score** using the risk matrix

**Hierarchy of Control (Control Type)**

- El – Elimination
- S – Substitution
- En – Engineering      Is – Isolation      G – Guarding
- Sh – Shielding
- A – Administrative      T – Training      In – Inspection
- M – Monitoring      H – Health Monitoring
- P – PPE

Category	Inherent Risk Score	Comments (when/where hazard is present)	Control Type	Control Description (Current and Proposed)	Residual Risk Score
<p><b>1. Procurement of Equipment (pack &amp; post kit)</b></p> <p><b>There is potential for:</b></p> <ul style="list-style-type: none"> <li>• incompatible standards across multiple countries e.g. electrical safety, test &amp; tag, correct cables for o/s countries vs use of adaptor</li> <li>• inherently unsafe equipment to be sent to students</li> <li>• complex/complicated equipment to be sent to students</li> <li>• UOM may be seen as ‘supplier’ of equipment under OHS Act S30</li> <li>• procurement of hazardous solder</li> </ul>	High: Mod x Likely	<p><b>OHS Act S30.1: Supply</b></p> <p>(a) ensure, so far as is reasonably practicable, that it is safe and without risks to <a href="#">health</a> if it is used for a purpose for which it was supplied; and</p> <p>(b) give adequate information to each <a href="#">person</a> to whom the supplier supplies the <a href="#">plant</a> or <a href="#">substance</a> concerning—</p> <p>(i) the purpose or purposes for which the <a href="#">plant</a> or <a href="#">substance</a> was designed, manufactured or supplied; and</p> <p>(ii) any conditions necessary to ensure that the <a href="#">plant</a> or <a href="#">substance</a> is safe and without risks to <a href="#">health</a></p>	S – Substitution T- Training A - Admin	<p>A – use a reputable UOM supplier (X-ON Electronics, herein referred to as X-ON), based in Australia. We have been using X-ON without any issues and complaints from our end for at least the last 5 years.</p> <p>A – seek and review equipment manufacturers’ user manuals from supplier (X-ON) or directly from equipment manufacturer. Equipment manufacturers’s user manuals will be provided to students via subject online CANVAS LMS pages.</p> <p>S – Implement a buy ‘safe’ protocol for the sourcing of equipment to be used by students. Document how decisions are made in choosing the make and model of equipment (e.g. a soldering station or type of solder)</p> <p>A - buy easy to use/simple equipment suitable for student use. Document how decisions are made in the choosing suitable equipment.</p> <p>A – Power pack for all kits supplied to students to include universal slide in adaptor, as shown here: <a href="https://au.rs-online.com/web/p/ac-dc-">https://au.rs-online.com/web/p/ac-dc-</a></p>	Low: Mod x Rare

				<p>adapters/1244702/ Choose a model that provide global options to account for all of our Internation students' locations.</p> <p>T - provide adequate information from UOM &amp; manufacturers, including purpose &amp; conditions of use</p> <p>S - choose less hazardous solder component based on SDS.</p>	
<p><b>2. Onshore &amp; International Transport of Equipment</b></p> <p><b>There is potential for:</b></p> <ul style="list-style-type: none"> <li>● equipment to be damaged during transport and arrive to student in unsafe condition</li> <li>● non-compliance with international importation rules regarding electronic/electrical equipment to international countries</li> <li>● Electronic/electrical equipment that is discovered to be faulty (upon receipt by students) will need to be replaced</li> </ul>	<p>Med: Minor x Possible</p>		<p>S - Substitution</p> <p>A – Admin</p>	<p>S - Outsource transport of kits to a reputable UOM supplier who routinely ships equipment worldwide. We have chosen X-ON, an Australian based company with a demonstrated track record of worldwide shipping.</p> <p>A - Ensure students visually inspect equipment upon receipt and prior to use. Student to acknowledge receipt and condition of goods via subject CANVAS LMS pages.</p> <p>A. Implement a process for exchanging/replacing faulty equipment and to consider the Impact of the delays introduced by equipment replacement on students' experience and progress, including special consideration during assessment phase. This will be implemented by 3/7/2020</p> <p>A - Ensure that the third party has the appropriate risk mitigations in place including packaging of materials and documentation when sending. We will ask X-ON to provide a statement they have a risk management system in place for this.</p> <p>A - Team to consider additional risk considerations e.g. non-HSW</p>	<p>Low: Minor x Rare</p>

<b>3. Use of Equipment</b>					
<p><b>There is potential for harm to student health or safety:</b></p> <ul style="list-style-type: none"> <li>● HIGH risk equipment e.g.: soldering iron &amp; solder for <b>ELEN90053</b> only - risk of <b>exposure to hazardous fumes, fire risk, ignition source, electrical shock</b></li> <li>risk of <b>eye damage, chemical exposure, electric shock, finger/hand cuts, undersized/wrongly installed (bipolar) capacitors can blow, and undersized resistors can burn/melt. Very hot to the touch.</b></li> <li>● MED risk equipment e.g.: 'other electrical equipment' eg. power supply, temperature controller and AD2 &amp; AD1; cleaning. For ELEN90053 only - desoldering braid, wire cutters, wire</li> <li>● LOW risk equip e.g.: breadboard &amp; components, e.g. Electronic components, ie Resistors, Capacitors, Semiconductors (Integrated Circuits, Transistors, FETS, Diodes) - <b>risk of needle stik injury, finger/hand cuts</b></li> <li>● inherently unsafe equipment to be sent to students</li> <li>● complex/complicated equipment to be sent to students</li> </ul>	<p>High: Major x Possible</p>	<ol style="list-style-type: none"> <li>1. Connecting the AD1/AD2 device to PC/Laptop via USB port</li> <li>2. Building electronic circuits on a breadboard with electronic components and jumper wires</li> <li>3. Connecting external power pack (aka plug pack) to power: (a) AD1/AD2, (b) provide additional power for circuits that draws more than the amount provided by the AD1/AD2 device</li> <li>4. Connecting AD1/AD2 to circuits on a breadboard to provide power, to provide driving signals and to measure voltage levels.</li> <li>5. For ELEN90053 only: <ol style="list-style-type: none"> <li>a. Preparing and populating a Printed Circuit Board (PCB) with electronic components</li> <li>b. Soldering electronic components on a PCB</li> <li>c. Connecting AD1/AD2 to a PCB to provide power, to provide driving signals and to measure voltage levels.</li> <li>d. Connecting external power pack (aka plug pack) to the PCB to provide additional power for circuits that</li> </ol> </li> </ol>	<p>A – Admin EN – Engineering P - PPE</p>	<p>A - Ensure students visually inspect equipment each time prior to use. This is done at the start of each Online Laboratory Session as part of the Take 5 RA process.</p> <p>T - UOM to provide adequate instruction, information &amp; supervision via online induction, online laboratory sessions and in lab manuals</p> <p>EN - Provide equipment with inbuilt/complimentary safety equipment For ELEN90053 only: soldering iron charging station with heat/fire protection inbuilt (steel ring between hot &amp; cold part of soldering station &amp; temp controlled. Proposed solder iron: <a href="https://www.jaycar.com.au/duratech-48w-temperature-controlled-soldering-station/p/TS1620">https://www.jaycar.com.au/duratech-48w-temperature-controlled-soldering-station/p/TS1620</a></p> <p>P - Provide necessary PPE e.g. safety glasses for soldering works (only ELEN90053 has this requirement)</p> <p>A - Include a warning in the instructions/tutorials to ensure that students do not plug any probes into the mains via online induction, online laboratory sessions, Take 5 RA and in lab manuals.</p> <p>A - Include a safety message informing student to turn off circuit if there is a smell of burning via online induction, online laboratory sessions, Take 5 RA and in lab manuals.</p>	<p>Med: Major x Rare</p>

		draws more than the amount provided by the AD1/AD2 device,		<p>A - Include a message to remind users to exercise caution if headphones are used. via online induction, online laboratory sessions, Take 5 RA and in lab manuals.</p> <p>A – Provide Instructions to ensure signal amplitude (loudness) is set to low. via online induction, online laboratory sessions, Take 5 RA and in lab manuals.</p> <p>A – For ELEN90053 only: Students are instructed in the safe use of soldering irons, pliers and sidecutters via an online Soldering training session as well as online induction, online laboratory sessions, Take 5 RA and in lab manuals.</p>	
<b>4. Experiment Process</b>	High:		A – Admin	A – Any students unfamiliar with	Med:



<ul style="list-style-type: none"> <li>● UOM may be seen as 'designer' (of experiment/kit) under OHS Act S27</li> <li>● unclear process/instruction leading to unsafe activity</li> <li>● students unfamiliar with equipment and/or safe use – <b>in particular soldering iron (ELEN90053 only)</b></li> <li>● fatigue due to scheduling of class for international student cohort e.g. some timezones may be evening/night/early morning</li> <li>● inappropriate use of equipment e.g. used for purpose other than that instructed/intended by UOM</li> <li>● incorrect use of equipment resulting in risk to student e.g. short circuit</li> </ul>	Major x Possible	The experiment process is described in lab manuals for each experiment.	T - training	<p>experiment process or equipment to be identified via the Take 5 RA.</p> <p>T - provide adequate information from UOM &amp; manufacturer including purpose &amp; conditions of use via online induction, online laboratory sessions, Take 5 RA and in lab manuals.</p> <p>T – student training to be multilayered:</p> <ol style="list-style-type: none"> <li>1. Previous UOM EEE prac experience in supervised lab.</li> <li>2. Attendance of Online Lab induction.</li> <li>3. Equipment Manufacturers' user manuals and Lab Manuals will be made available to students prior to online lab sessions via subject CANVAS LMS pages</li> <li>4. Instructed to read lab and equipment user manuals prior to attendance of online lab session in order to be familiar with the equipment and the work that needs to be done.</li> <li>5. Attendance of Online Lab session.</li> <li>6. Paying attention to Lab Demonstrator during Online Lab sessions and participating in the sessions' Take 5 RAs.</li> </ol> <p>T - Instruct students that there is a requirement for the equipment kit ONLY to be used for the purpose that it is provided for by UOM. This is to be done via email, subject CANVAS LMS pages before kit sent. Students will be instructed to acknowledge that they have read and understood info this requirement via Take 5 RAs.</p> <p>T – remind students of basic lab/experiment safety e.g. Do not eat, drink or smoke during practical work. Wash hands after handling solder wire and after doing soldering work.</p> <p>A – demonstrators to be cognisant that some/many students are in varying timezones and impact. Recommend using different demonstrators for night hours here.</p>	Major x Rare
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				<p>T – Instruct students that they MUST follow all UOM safety instructions provided in lab manuals, online lab induction and online lab sessions BEFORE attempting to use equipment.</p> <p>T - For ELEN90053 only: students using soldering iron MUST:</p> <ol style="list-style-type: none"> <li>1. Watch a youtube video on soldering and completing an online quiz about soldering via their subject CANVAS LMS pages.</li> <li>2. Attend and complete the dedicated online soldering training session.</li> <li>3. During Online Lab sessions, instruct demonstrators to ensure that all students have considered risks of fume, fire alarm/protection devices/deluge systems, others in close proximity to work area, fire/combustion risks, and to acknowledge this via Take 5 RA.</li> </ol>	
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5. Work Environment/Work from home (WFH)					
<ul style="list-style-type: none"> <li>● inherently unsafe equipment to be sent to students and/or equipment arriving with student damaged</li> <li>● student power supply e.g. not consistent with Australian Standards</li> <li>● Unacceptable risk to safety of students or others as a result of:                             <ul style="list-style-type: none"> <li>○ lack of direct student supervision due to remote working</li> <li>○ lack of supervision/present of Technical staff due to remote working</li> <li>○ misinterpretation of safety instructions either due to poor internet connection and/or language or clarity of instruction</li> <li>○ ignorance of safety hazards presented by local work area</li> <li>○ poor ergonomic set up for student work zone</li> <li>○ fire/combustion risk in student work zone – either from power or heat source e.g. use of multiple adaptors/extension cords</li> <li>○ lack of ventilation/extraction in student work zone</li> <li>○ risk of water ingress/damage to equipment</li> <li>○ impact of noise exposure: e.g. loud noise if the device headphone jack output is used to hear signals with headphones</li> </ul> </li> <li>● other hazards from local environment e.g. general housekeeping, slip/trip hazards, risk of dropped objects, hazards to/from others/animals/children in proximity to workzone, adequate lighting for fine tasks, distraction from noise/others</li> <li>● risks introduced by untidy and unclean home work spaces after practical work</li> </ul>	<p>High: Major x Likely</p>	<p>Note that this section will be modified as required when the Take 5 RA process is finalized by 24<sup>th</sup> June 2020</p>	<p>A – Admin T - Training</p>	<p>A – student MUST complete a Take 5 RA assessment of their local workzone prior to stating experimentation. This Take 5 RA may be performed via an online assignment administered through each subject’s online CANVAS LMS page by the start of each online lab session.</p> <p>T – demonstrator to support and guide students to in identifying hazards in their local area and coming up with appropriate risk controls.</p> <p>T – demonstrators to be provided training by the Tech/HSW Team, via an online risk management “Train the Trainer” session, on the student Take 5 RA process and hazard identification – to be organised by EEE</p> <p>T – Demonstrators to quiz students on hazard identification before work commences – to be organised by EEE</p> <p>A – Demonstrators will be provided with a rubric to ensure a standardized way of assessing student’s Take 5 RA - to be organised by EEE</p> <p>T – Demonstrators to be cogniscent of variation of student work areas and pay attention to students who may appear to be struggling or have more challenging work zones with multiple hazards/distractions</p> <p>A – Subject coordinator to assess demonstrators’ ability to perform and assess if the class sizes are appropriate</p> <p>A - all equipment must be set up at a dry area at home, away from areas such as the kitchen counter, sinks etc</p> <p>T – students instructed not to wear headphones to hear signals and to set signal (volume) settings to l</p>	<p>Med: Major x Rare</p>

				T – students are instructed to clean up their workspace after their practical work	
<p><b>6. Disposal of Equipment/E-waste</b></p> <ul style="list-style-type: none"> <li>● safety and/or environmental risk if equipment or waste materials generated are disposed of incorrectly</li> </ul>	Med: Minor x Possible		A – Admin T - training	<p>T - UOM to advise responsible/appropriate disposal of waste materials generated. In Australia, refer student to their local government waste disposal rules. Outside of Australia, refer student to waste disposal rules of the country where they are currently residing in.</p> <p>A – ensure students include ‘lifecycle’ of equipment in final report, purpose of use as stipulated by UOM. EEE to request student to do this via lab manuals, email and subject online CANVAS LMS notices.</p>	Low: Minor x Rare
<p><b>7. Other hazard identification</b></p> <p>Is there potential for?</p> <ul style="list-style-type: none"> <li>● Noise</li> <li>● Infectious agents or materials</li> <li>● Radiation</li> <li>● Animals</li> <li>● Other</li> <li>● Dust</li> <li>● Chemicals</li> <li>● Engineered nanoparticles</li> <li>● Electric shock</li> </ul>					

**STEP 4 – IMPLEMENTATION AND CONSULTATION PROCESS**

Determine the person responsible for reviewing and implementing the risk assessment including the identified controls. Ensure a [Health & Safety: Action plan](#) has been completed, reviewed and signed off where proposed controls have been identified.

Obtain the authorisation of the management representative.

Ensure the HSR (if applicable) has been consulted. Ensure the employees undertaking the activity have been consulted.

**Record below the names of the persons consulted.**

<b>Management representative</b>	Chrsitina Lim / Ampalavanapillai Nirmalathas	<b>HSR/Employee representative</b>	David Chan
<b>Employee(s)</b>	Shangary Sriskkantharajah	<b>Employee(s)</b>	James Bullock
<b>Employee(s)</b>	Michelle Mackay	<b>Employee(s)</b>	Ranjith Rajasekharan Unnithan
<b>Person Responsible for implementation or escalation</b>	Chrsitina Lim / Ampalavanapillai Nirmalathas		

**Extra writing room - use this page to enter extended comments or descriptions**

**S2 workshops** meetings has included the following invitees, who have been involved in safety discussions and planning for this activity:

David Chan <kaic@unimelb.edu.au>; David Watson <dwatson@unimelb.edu.au>; Theresa Walsh <theresa.walsh@unimelb.edu.au>; Deanna Strangis <deanna.strangis@unimelb.edu.au>; Christina Lim <chrislim@unimelb.edu.au>; Shangary Sriskkantharajah <shangary.sri1@unimelb.edu.au>; Michelle Mackay <mrmackay@unimelb.edu.au>; Ampalavanapillai Nirmalathas <nirmalat@unimelb.edu.au>; Alan Lee <alanl@unimelb.edu.au>; James Bullock <james.bullock@unimelb.edu.au>; Ranjith Rajasekharan Unnithan <r.ranjith@unimelb.edu.au>; Brian Krongold <bsk@unimelb.edu.au>; Gavin Buskes <g.buskes@unimelb.edu.au>; Kanchan Katkade [kanchan.katkade@unimelb.edu.au](mailto:kanchan.katkade@unimelb.edu.au)

For use in conjunction with the [Health & Safety: Risk management requirements](#).

For further information, refer to <http://safety.unimelb.edu.au/management/implement> or contact your [Health and Safety Business Partner](#).



# Framework for the Resumption of Campus-Based Activity at the University of Melbourne

## APPROVAL

Authorised by: Pandemic Response Group  
Date: 18 May 2020

# Framework for the Resumption of Campus-based Activity

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## 1. Introduction

### 1.1 Purpose

The University's Framework for the Resumption of Campus-Based Activity outlines the phasing, prioritization, access controls and risk mitigation required to re-introduce activity to campus.<sup>1</sup>

The Framework is designed to enable a doubling of on-campus research activity in May, soon after restrictions are eased, and to return to face-to-face teaching as soon as it is safe to do so.

Operational activity not essential to maintaining the campus or directly supporting research, teaching and learning will return later, as will engagement and recreational activities. Large gatherings, such as for graduations, will return last.

### 1.2 Background

The University's core academic mission has been significantly impacted by public health restrictions and the decisions taken to mitigate the risk of COVID-19 transmission within the University community through campus-based activity. Since 24 March, only essential activities have been permitted to continue on campus.

With current comparatively low levels of infection and community transmission, the Federal government has set out a three-stage plan to re-open the economy and return people to work and education. The Pandemic Response Team has been working on plans for some activity to return to campus in a coordinated way to ensure compliance with continued public health restrictions and to minimize the risk of transmission within the University community. This document outlines the framework to support the phasing, prioritization, access controls and risk mitigation required to safely re-introduce activity to campus. It brings together the recommendations of the Public Health Advisory Group, Chancellery Research and Enterprise and Teaching and Learning advice regarding Winter Term and Semester 2 (see appendices 1 and 2) with the logistics planning undertaken by the Response Team. It is consistent with the COVIDSafe plan announced by the Federal Government on 8 May, and with the advice prepared for *Australian Health Protection Principles Committee (AHPPC)* by Universities Australia.

While some of the actions recommended in this document are already in place for the essential activity currently occurring on campus, there are others that will require further development and some that will require scoping and costing.

### 1.3 Guiding Principles

Planning for the return of activities to campus is aligned with government health advice and the guiding principles underpinning all of the University's decisions and actions in response to COVID-19:

- Our first priority are the people within our community, including our students, staff and stakeholders, and we will do all we can to ensure their welfare
- Our source of expert medical advice is the Commonwealth Department of Health and Victorian Department of Health and Human Services. We will draw on members of our university community with expertise in their field to advise us on our response

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<sup>1</sup> Throughout this document, 'campus' is used to refer to all of the University's campuses.



- Our actions will support our staff to undertake their work and maintain their career momentum to the extent that safety considerations allow
- Our actions will seek to minimise the impact to students, and to seek where possible an equitable outcome
- Our focus will be to maintain the quality and the academic integrity of our programs and student experience
- Our communications will be informed by these principles, they will be accurate and timely
- Our community will work actively to be inclusive, respectful, and welcoming to all students and staff and responsive to their needs
- Our actions will be delivered in collaboration with our stakeholders and partners, including colleagues across the sector
- Our response will include deploying our resources to assist in monitoring and controlling the outbreak
- Our actions will seek to balance our immediate operating requirements with our long-term institutional plans

## 2. Phasing the return to on-campus activity

### 2.1 A phased approach

The return to on-campus activity will occur over a number of phases. These phases are based upon the Federal Government advice of 8 May, noting that State requirements may vary from these. A high-level summary of the activities expected to return to campus in each phase is provided in Table 1 below.

**Table 1: Phasing the return to campus**

General COVIDSafe advice	On-campus activity at the University of Melbourne
<b>Phase 1: Minimize time spent on campus (commences 11 May)</b>	
<ul style="list-style-type: none"> <li>• Workplaces to develop a COVIDSafe plan</li> <li>• COVIDSafe re-opening commences with physical distancing and hygiene</li> <li>• If you can work from home, you must</li> <li>• Stay home if unwell</li> <li>• Avoid public transport in peak hour</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Increased research activity</b> – up to 30% including Graduate Researcher space for those in need</li> <li>• Limited F2F T&amp;L activity. Priority given to more highly <b>specialist interactive teaching</b> activities that cannot be delivered online (placement; performance; fieldwork etc)</li> <li>• In-person <b>assessment</b> for those unable to complete online</li> <li>• Library lending (<b>Baillieu Library</b> only)</li> <li>• <b>Operational activities essential</b> to maintaining campus or directly supporting essential research or T&amp;L</li> <li>• Access by building only; limited movement on campus</li> <li>• Meetings online only</li> <li>• <b>Engagement</b> activity (eg museums, galleries) – online only</li> <li>• <b>Recreation</b> – outdoor sports only, small group =10 people</li> <li>• Take away only catering opportunities available</li> <li>• <b>Accommodation</b> providers follow Covid-19 Management Plan</li> </ul>
<b>Phase 2: Building activity on campus (indicative start date 22 June)</b>	
<ul style="list-style-type: none"> <li>• Re-opening continues with physical distancing and hygiene</li> <li>• Work from home if you can</li> <li>• Stay home if unwell</li> <li>• Avoid public transport in peak hour</li> <li>• Consider interstate travel</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Increased research activity</b> – up to 60%</li> <li>• Increased F2F <b>T&amp;L activity</b> – <b>up to 25% of students</b>. Priority for those subjects that cannot be delivered online</li> <li>• In-person <b>assessment</b> with due regard to social distancing recommences</li> <li>• Informal study spaces available but duration controlled</li> <li>• <b>Operational activities essential</b> to maintaining campus (eg security, cleaning) or <b>critical</b> to supporting research or T&amp;L</li> <li>• Individuals continue to <b>minimize time spent on campus</b> and only attend when they need to</li> <li>• Access by building only; controlled movement on campus to minimize transmission risk</li> <li>• Meetings online only</li> <li>• <b>Engagement</b> activity (eg museums, galleries) – online only<sup>2</sup></li> <li>• <b>Recreation</b> – outdoor sports only, small group</li> <li>• Increased retail and catering opportunities available</li> <li>• <b>Accommodation</b> providers support return to campus activity and review Covid-19 Management Plan</li> </ul>

<sup>2</sup> While the Federal Government plan permits small numbers of visitors to museums, galleries and theatres in Phase 2, engagement activities will not return to campus until Phase 3 to enable a focus on returning research and teaching activity to campus.

General COVIDSafe advice	On-campus activity at the University of Melbourne
<b>Phase 3: Extending activity on campus (indicative start date 3 August)</b>	
<ul style="list-style-type: none"> <li>• Return to workplace with physical distancing and hygiene</li> <li>• Combine work from home with work on campus</li> <li>• Stay home if unwell</li> <li>• Avoid public transport in peak hour</li> <li>• Allow interstate travel</li> <li>• Consider international student travel</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Increasing research</b> activity on campus</li> <li>• Increased F2F <b>T&amp;L activity – up to 50% of students</b>. <i>Lectures and large group teaching remain online</i> to meet physical distancing requirements</li> <li>• Controlled small group <b>student recruitment</b> activities</li> <li>• <b>Specialist operational activities</b> resume on campus but WFH (potentially partial) will continue for many to control density</li> <li>• Individuals continue to <b>minimize time spent on campus</b> and only attend when they need to</li> <li>• Controlled movement around campus remains</li> <li>• Meetings may continue to be online to manage physical distancing requirements but controlled F2F will increase</li> <li>• <b>Engagement</b> activity (eg museums, galleries) – open; <b>visits</b> to campus – re-commence</li> <li>• <b>Recreation</b> – venues open</li> <li>• <b>Public access</b> to buildings is restored</li> <li>• <b>Accommodation</b> density increases under strictly controlled circumstances</li> </ul>
<b>Phase 4: to be determined</b>	
<ul style="list-style-type: none"> <li>• To be determined</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Tours</b> of campus can recommence</li> <li>• <b>Graduation ceremonies</b> re-commence</li> <li>• Other activity to be determined</li> </ul>

These phases will guide prioritization of which activities will return to campus, in what order and at what scale. Each domain – teaching and learning, research and operations – has developed specific criteria to align with the requirements at each phase, and decisions about what will return to campus will need to balance public health requirements with the particular needs of each domain.

It is important to note that:

1. These phases are not necessarily linear. The discovery of a confirmed case or changes in government advice could see some activities return to a remote working pattern, effectively meaning a move backwards from, say, phase 2 to phase 1.
2. The phasing will be asynchronous; different domains and activities, or campuses and buildings, will be re-introduced to campus at different times.
3. When an activity is re-introduced to campus there will be a period of testing and evaluation before it is confirmed that the activity will remain, and additional ones introduced.

The University’s Phase 1 will commence on 11 May, and Phase 2 on 22 June. The Federal Government will assess progress every three weeks against set criteria before determining whether to move to the next step. The best-case scenario would see Step 3 of the Federal Government plan commencing in July, enabling the University’s Phase 3 to commence on 3 August and align with Semester 2.

The Pandemic Response Group will assess progress in each phase and confirm the move to the next phase based on:

1. Federal and State Government advice and restrictions
2. The incidence of any confirmed cases on campus
3. Compliance with the University’s Framework and protocols

For example, if staff and students are not able to maintain appropriate physical distancing in a given phase, it may be determined that it is not safe to introduce more people and activity to campus.

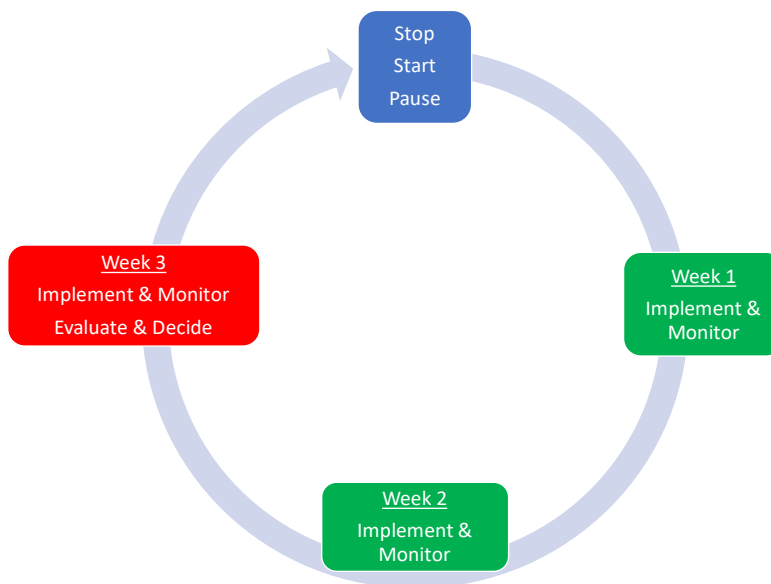
## 2.2 Re-introducing activity in three-week cycles

While the phases will guide prioritization and decision-making about what returns to campus, the reintroduction of people and activity to campus will be managed in a series of three-week cycles. This approach is based on public health advice, which identifies the need to evaluate the effectiveness of each incremental change to monitor for effectiveness before introducing another change, and is consistent with the Government’s approach to assessing progress every three weeks. It supports a scaled reintroduction of campus-based activity and provides time for:

- evaluation of the existing activity and risk control
- planning and coordination of necessary operational support for each additional increment (eg cleaning and preparing buildings to be re-opened)
- indirect risks, such as building or campus density, to be considered prior to the introduction of additional activity.

The cycle approach also allows for the inclusion of new information such as changes (relaxing or strengthening) in government requirements and advice or entry to a new phase with transparent timelines. If physical distancing requirements are relaxed, for example, this change can be incorporated into planning very quickly under the cycle approach, allowing more on-campus activity to be re-introduced faster than originally anticipated. The three-week cycle allows for a fortnight of on-campus incubation activity to be implemented and monitored before evaluation in the third week, enabling the Pandemic Response Group to make decisions about any adjustments to existing activities and mitigation approaches and/or introducing additional activities (see Figure 1 below).

**Figure 1: three-week implementation and evaluation cycles**



### 3. Establishing guidelines and priorities for returning to campus

It is essential that any recommencement of on campus activity complies with Australian and Victorian Government requirements as they apply to the University's operations, and so far as reasonably practical with:

- principles from Australian and Victorian Government for University's operations which do not have mandatory requirements
- COVID-19 industry guidance relevant to specific University operations eg Australian Veterinary Association or Australian Dental Association.

In addition, the following guidelines should underpin all decisions relating to the resumption of campus-based activities in Phase 1, noting that some will not apply in later phases:

- **Needs-based:** those who have **no alternative** for undertaking their research, study, or other activities should be the first to be considered for return to campus. Consideration should be given to those who have no other appropriate place to work or study.
- **Minimise density on campus:** decisions regarding individuals and groups returning to campus must comply with current government advice on physical density (at time of writing this would mean ensuring that the 1.5m and 4m<sup>2</sup> physical distancing can be achieved when people gather together for more than 15 consecutive minutes).
- **Minimise time spent on campus:** on-site attendance will only be approved for the period required to complete essential work; other work (e.g. group meetings and discussions) should be conducted from home. If you can do what you are doing at home – go home.
- **Minimise group size and activities:** only essential group activities can occur, and they must comply with government advice on physical distancing.
  - Plan for how to manage equitable access to limited shared essential resources used in group activities (by rostering use, splitting teams etc).
  - Define maximum class size by facility and teacher/student ratio and the risk mitigation measures in place.
  - Avoid meetings and seminars; online alternatives are available.
  - Identify and avoid potential bottlenecks caused by the flow of large numbers of people towards the same destination at the same time.
  - Hygiene measures should be in place during the group activity that are appropriate to the type of group (e.g. a lab practical vs health practical vs musical group).
  - Alternatives need to be in place for vulnerable and at-risk groups.
- **Consider vulnerable groups.** Some groups are at greater risk; they should be able to come to campus if essential and not be fearful of becoming unwell. They should also be provided with appropriate options if they choose not to come to campus and not be disadvantaged. Staff and students in these groups will be able to continue working from home in Phase 2.

A modified set of guidelines will be developed in due course, taking into account context and government advice at the time, for Phases 2 and 3.

## 2.1 Criteria for returning to campus-based activity: by phase and domain

Table 2 below summarises the criteria for prioritising activities to return to campus by phase and domain (T&L, Research, Operations). More detail of criteria for T&L and research can be found in appendices 1 and 2.

**Table 2: Criteria for returning to campus-based activity: by phase and domain**

Phase	Teaching and Learning	Research	Operations
<b>1</b>	<p>(Refer to Appendix 1 for detailed descriptions of the below criteria)</p> <p>Semester 1 will be completed fully online</p> <p>Small group specialist activities of between 10 – 20 students could be considered for Winter Semester – based on T&amp;L priority criteria</p> <p>Practical and performance classes will be re-established for priority cohorts – eg final year students – but strict density controls will be implemented to facilitate social distancing. This may require repeat classes</p> <p>Field-based study and placements will gradually resume where the University assesses that the environments meet required guidelines</p> <p>Assessment conducted online unless there is a specialist component and/or access to specialist facilities which are difficult to provide via other means. This may also include providing space for vulnerable students to sit online exams on campus</p> <p>Outbound/Inbound Study Abroad and Exchange will not be possible</p>	<p>(Refer to Appendix 2 for detailed descriptions of the below criteria)</p> <p>Approval for researchers and support staff to attend campus or conduct field work for projects that can be safely undertaken with due regard to social distancing and health protocols and considerations of campus and building density (or similar protocol considerations at field work sites) and:</p> <ol style="list-style-type: none"> <li>1. are considered priority on the grounds of exceptional importance, impact and time criticality; or</li> <li>2. underpin responses to the COVID- 19 pandemic; or</li> <li>3. have <u>time-critical</u> activities or which involve inflexible external commitments, where non-continuance at this point in time has a high and demonstrable negative impact on researchers, especially ECRs and graduate researchers</li> </ol> <p>In addition, approval for:</p> <ol style="list-style-type: none"> <li>4. individuals with particularly difficult WFH conditions to work on campus</li> </ol>	<p>Essential staff only, as specified below.</p> <p>Business Services</p> <ul style="list-style-type: none"> <li>• Cleaning</li> <li>• Security</li> <li>• BioResources</li> <li>• Field Services (on-site tech support)</li> <li>• Lessee food and beverage operators in areas where staff have returned</li> </ul> <p>Student and Scholarly Services</p> <ul style="list-style-type: none"> <li>• Health Service</li> <li>• Childcare</li> <li>• Library lending services (Baillieu only)</li> </ul> <p>Academic Divisions</p> <ul style="list-style-type: none"> <li>• Staff directly supporting T&amp;L or Research activities approved to be undertaken on campus</li> <li>• Approval for these staff to return must be sought as part of the request for the specific Research or T&amp;L activity</li> </ul> <p>Approval will be subject to:</p> <ol style="list-style-type: none"> <li>1. compliance with overall campus and building density requirements. As staff and student numbers increase in T&amp;L and Research, the number of essential staff required to attend campus – eg security, cleaning – will also</li> </ol>

Phase	Teaching and Learning	Research	Operations
		5. graduate researchers close to a demonstrably impactful milestone to have controlled access to appropriate space	<p>increase. Requests for business critical operational staff or groups to return will be assessed after these other groups have been accommodated.</p> <p>2. the business-critical nature of the work. This is likely to be lab/workshop/facilities staff, EHS, IT and learning support. Some graduate research and student-facing roles may be considered.</p>
2	<p>Increased activity may comprise:</p> <ul style="list-style-type: none"> <li>Increased F2F T&amp;L activity – up to 25%. Priority for those subjects that cannot be delivered online, first and final year students</li> <li>Coursework students supported on campus with strictly controlled study spaces available</li> <li>Expansion of assessments on campus where there is a project or practical element required</li> </ul>	<p>May involve expansion of the approved numbers within the existing categories, or the development of new categories, while adhering to prevailing government and public health measures.</p> <p>Expect to encourage away from home approvals for activities involving ECRs and graduate researchers, cohorts that are likely to be severely impacted by loss of momentum associated with continued remote work.</p>	<p>Operational activities essential to maintaining campus (eg security, cleaning) or critical to supporting research or T&amp;L</p> <p>Expanded library services such as access to collections but on a time-limited basis</p> <p>Informal study spaces available but duration controlled</p>
3	<p>Anticipated to coincide with Semester 2</p> <p>Most small group teaching of 10-20 students could resume face-to-face</p> <p>Teaching activities of &lt;60 (TBC) students could return in this phase</p> <p>Practical classes available for all cohorts but the use of recorded classes will continue for some cohorts</p> <p>Significant amount of performance teaching for small groups of students could resume subject to strict social distancing protocols</p>	<p>Expansion of the approved numbers within the existing categories, or the development of new categories, while adhering to prevailing government and public health measures.</p>	<p>Specialist operational activities resume on campus but WFH (potentially partial) will continue for many to control density</p> <p>Library: re-establish on-site browsing, including restricted-access collections and lending and single-person study in restricted areas with density restricted to approximately 25% of capacity</p> <p><i>Specialist services: RIC, Legal and Risk, S&amp;SS, HR, Finance, Business Services, Property, OPG, Communications and Marketing, Academic Division professional staff</i></p>

Phase	Teaching and Learning	Research	Operations
	<p>Online delivery of teaching will be provided in Semester 2 for students who are overseas or interstate and unable to return to campus</p> <p>Assessment of subjects with &gt;60 (TBC) students should stay online unless there is a specialist component and/or access to specialist facilities which are difficult to provide via other means. This may also include providing space for vulnerable students to sit online exams on campus.</p> <p>Outbound/Inbound Study Abroad and Exchange will not be possible</p>		

More detail of the priority criteria for Teaching and Learning and Research is provided in Appendices 1 and 2.

## 2.2 Additional considerations for decision-making

- There must be consideration of research that involves access to facilities housed in multiple buildings managed by different faculties, for example access to research infrastructure platforms.
- Consideration should be given to adaptive shared use of buildings, or controlled access to parts of buildings, at least for 2020. Processes may be streamlined if such arrangements can be selected in advance in consultation between faculties and relevant groups.
- Consideration is being given to a University-wide approach to booking designated research spaces, to facilitate managed access to those spaces within approved density limits; some spaces will need to be able to be booked at the sub-room (e.g. 'bench' level)



## 4. Preparing for the return to campus

Re-opening the campus and its buildings will be much harder than closing it. Each building and room will need to be reviewed to assess maximum density under physical distancing requirements. Spaces may need to be re-configured to encourage distancing, reduce touchpoints, and install sanitizer dispensing stations. Signage will need to be installed. An active monitoring and management program will need to be in place. Work processes will need to be reviewed to account for physical distancing and hygiene requirements. A high-level risk assessment has been conducted to identify risks associated with returning to campus-based activity (see Appendix 4) and the suggested mitigation actions are captured throughout the Framework.

The work of preparing the campus for the resumption of activity will occur at the organizational and local levels and is outlined below.

### 3.1 University-wide requirements

The Pandemic Response team is coordinating the work to make the necessary adjustments to the University's physical environment, prepare a public health communications plan, and put in place appropriate mechanisms for ongoing monitoring and management.

#### 3.1.1 Physical Environment

Each building will need to be evaluated before it is re-opened to consider and manage density levels, touchpoints, cleaning and signage.

##### *Density*

Review and establish the maximum density for each building and room to meet the current government physical distancing requirements. At time of writing, the current requirements are 1.5m and 4m<sup>2</sup> when people gather for more than 15 minutes. Potential actions include:

- considering air flow and ways to enhance ventilation: facilities with good air flow are preferred
- reviewing building occupancy capacity based on entry, exit and pathways, including emergency or secondary access, and ability to manage physical distancing within its environmental constraints. eg a large building with a small foyer and one lift will not have a large capacity due to physical constraints at entry and exit<sup>3</sup>
- reconfiguring gathering points, eg remove furniture to reduce density and encourage distancing
- optimization of lift cars to ensure compliance with social distancing requirements
- developing strategies to enable flow to and from and around campus that supports physical distancing targets

##### *Touch points*

- consider and review management of kitchens and lunch spaces, bathrooms and showers
- review touch points in building and work areas. Where possible these should be engineered out or a cleaning program developed to reduce risk from touch points, for example:
  - auto-opening doors, foot control for doors, propping doors open where fire isolation and physical security is not compromised
  - administrative controls such as installation of hand sanitizer dispensers near touch points, or use of paper towel to eliminate direct touch
  - a cleaning program developed to reduce risk from touch points.

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<sup>3</sup> Some density constraints can be managed through scheduling and staggered start and finish times. This will be a matter for the local division or portfolio to consider as part of its consideration of work practices.

- consider decommissioning electric hand-dryers
- install touch-free hand sanitizer dispensers where feasible

#### *Cleaning*

- a new normal routine clean will need to be implemented based on the University's approved cleaning guidelines (see Appendix 3), and with a regular audit and plan for communication
- the cleaning program will be based on occupancy density and type of use, and include meticulous cleaning of bathrooms, kitchens and high touch areas
- all buildings will be assessed and cleaned prior to re-opening

#### *Signage and building-specific information*

- Install signage in common areas, eg:
  - to indicate maximum number of people allowed in each room and in lifts
  - floor stickers and signage for queuing areas
  - floor stickers and signage to support single directional flow or other flow controls
  - at known gathering points to encourage physical distancing

### 3.1.2 Public health communication strategy

A comprehensive communications strategy and plan will need to be prepared to inform staff and students of the University's management of COVID-19, emerging issues and anticipated responses for each phase of the plan. The plan should:

- Identify necessary collateral, such as posters, social distancing stickers, lift signs, hygiene guidelines, behavioural education (eg reducing touch points, avoiding travel to other buildings, infection control), and information specific to buildings and work areas (eg seating numbers)
- Create a positive campus community experience that will support the success of the measures in place. This would include the use of 'nudge' initiatives to support physical distancing behaviours and hygiene behaviours as well as looking supportive, such as:
  - Indoor and outdoor meeting spaces and cafes that are inviting (sheltered, heaters) but set up with appropriate distancing controls to support gatherings of 2-4
  - Staggered hygiene stations (like the ePassport approach at airports) to avoid queuing
  - Creative ways of directing traffic flow
  - Creative use of pop-up initiatives
- Ensure information and training is easy to find and access
- Emphasise key messages such as:
  - Minimise time spent on campus. If you can do what you are doing at home – go home
  - Build trust in the community, we are all in this together,
  - Build accountability – we rely and expect each other to abide by the physical distancing and hygiene strategies
  - Transparency – we will tell you about any emerging issues early
  - Stay at home if unwell
- Identify ways to maintain an inclusive culture in which it is ok to say to others "I am uncomfortable with what you are doing/how close you are... "
- Consider how to engage the 20-30 year-old demographic, which is thought to be the most likely group to transmit COVID-19 via asymptomatic community spread. As we have a large number of this age group within our community we will need ensure that the communication strategy engages this group rather than stigmatising it.

- Incorporate key messaging that racial discrimination is unacceptable and not tolerated by the University
- Include plans for emergency communication in the event that a roll-back is required, as well as positive messaging to balance the information

### 3.1.3 Monitoring and management

A comprehensive monitoring and active risk management approach is going to be required throughout 2020.

- A central case response team will be established to manage potential cases and/or changes to government guidelines. It should:
  - Be supported by a clearly defined process and procedures
  - Consist of an infection control coordinator and representatives from Health Services, Campus Community, Campus Services, Communications and a trained group of local contacts to assist with contact tracing, communications and any physical response required
  - Work closely with local officers in each building who are monitoring local challenges and successes
- Identify and create a Public Health Network of locally designated officers (like Building Wardens) to support local monitoring of successes and challenges in implementing and abiding by the new rules. This group will be invaluable for on the ground pulse checks of how it is all going, and contributing to refinements of the risk mitigation measures
- A rapid open/close plan is required with:
  - guidelines to trigger building and/or campus closures if necessary
  - regular procedural drills to manage the response to confirmed cases (this may be in relation to specific work areas; buildings or campuses)
- The plan should include messaging to staff and students that we are monitoring local data and will be responsive, having tested the process we now know what we can do
- A plan for managing testing and tracing will need to be in place. This should include:
  - Encouraging testing, and advise workgroups of testing underway
  - Undertaking selective temperature screening for on-campus attendees<sup>4</sup>
  - Encouraging people to track where they have been, eg through a diary or a record of interactions, or by downloading the COVIDSafe app
  - Regularly evaluating the effectiveness of current controls, eg through surveys and physical observation, to track compliance with rules for effectiveness and measure the extent to which interventions designed to reduce the spread of COVID-19 are implemented across the campus (e.g., frequency of cleaning of high-touch areas, actual use of hand sanitiser by staff and students)
- It is recommended that management dashboard reports be created to inform ongoing planning and decision-making

## 3.2 Local requirements

Divisions and portfolios will need to consider how they will deliver T&L, research and operational functions within physical distancing requirements and strict hygiene protocols. They will need to revise or create Standard Operating Procedures (SOPs) outlining how activities will be managed within the guidelines, particularly for non-standard and discipline-specific activities. OHS Business

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<sup>4</sup> Note reviews are currently underway globally to determine the best practice for and effectiveness of COVID-19 screening. The research has not concluded that temperature screening is effective. Privacy issues will also need to be considered.

Partners are working with divisions and portfolios to do this, and are sharing them where they may be relevant between groups.

Changes to ways of working that will ensure activities adhere to distancing requirements and minimize exposure while on campus may include:

- staggering start and finish times to minimise density and/or bottlenecks at entry and exit points
- minimising the size of a team allowed in the space at a given time. eg by splitting into two or more separate groups (A and B teams) and avoiding physical interaction between them
- minimising the number of occupants in a room/lab at a time through scheduling
- developing a physical distancing plan for each lab/studio which allows teaching and research to continue within guidelines and which may consider staggered access times
- planning and scheduling work to minimise the time on campus eg attending campus to conduct laboratory work combined with working remotely for writing up
- ensuring effective control of other health and safety risks including working isolation
- minimising physical contact for goods receipt and waste collection by scheduling
- considering how to manage supply chain issues re consumables, as well as dependencies on specialised facilities (library collections, labs, etc)
- establish local procedures for regular cleaning when not provided by Campus Services eg lab cleaning and deep cleaning in the event of a positive case in labs or other facilities where cleaners do not usually attend
- develop SOPs for the cleaning of equipment used in teaching and research environments such as labs (microscopes, computers, lockers, lab coats etc) and performance studios (musical instruments)
- establish plans to pause work at short notice if required (eg in case of local infection requiring an entire workgroup to self-isolate or changed public health advice)

Divisions and portfolios will also need to install University signage and use public health communications in locally-managed areas. They may also need to develop additional signage and communications for specific activities not covered at the University level.

Divisions and portfolios should consider arrangements with external organisations, such as for placements or co-working arrangements, and confirm that host organisations are following government guidelines in place at the time, and that any contractual arrangements in place support this.

Where activities rely on secondary facilities (eg Dookie accommodation) and buildings the University does not control, consultation, cooperation and coordination will be required with the facilities manager and other occupants in the building.

## 4. Managing the return to campus

There are five steps in managing the return to campus:

1. Identify preferred locations for re-opening
2. Identify priority activities
3. Assessment and decision-making
4. Building access granted to individuals
5. Ongoing oversight

### 4.1 Identify preferred locations for re-opening

It will take around 7-10 days to prepare a building for re-opening, so will need to open in a staged way rather than all at once. Re-opening buildings in a priority order will also support spreading people across campus, which will help to manage physical distancing and minimize potential high-traffic flows. It is proposed to manage Phase 1 by increasing density in buildings that have remained open while preparing additional ones to re-open. A list of potential locations in priority order will be developed based on divisional submissions for Phase 1, and will be circulated to divisions for feedback before going to the Pandemic Response Group for endorsement.

### 4.2 Identify priority activities for approval

Divisions and portfolios will need to determine, based on the organizational priorities outlined in Section 2 and appendices 1 and 2, which activities they will prioritise for returning to campus. Deans and Heads of Portfolio are accountable for ensuring that all activities prioritized for a return to campus can be conducted safely and in accordance with physical distancing and hygiene protocols, and that relevant SOPs are in place. In addition, those groups returning in Phase 1 and 2 in particular will need to plan for and be able to close down activities quickly if there is a confirmed case and a building needs to be closed for a deep clean.

Divisions and portfolios should consider their local requirements and constraints in developing the priorities. This will include, for example, reviewing overall subject offerings to consider whether potential requirements for repeat classes or dual delivery online and on campus can be accommodated within the available workforce profile and workload allocation. Additional time constraints imposed by non-standard teaching dates should also be considered. As a broad goal, academic divisions are encouraged to consider how to give all on-shore students access to some face to face teaching this year.

Divisions and portfolios are encouraged to plan ahead and across consecutive three-week cycles, so that they can progress introducing new activities more quickly as conditions are met.

### 4.3 Submitting requests for approval

Divisions and portfolios should submit their prioritised requests to [covid-19-executive-support@unimelb.edu.au](mailto:covid-19-executive-support@unimelb.edu.au) a week before the next three-week re-introduction cycle commences.

Requests to conduct clinical placements, fieldwork, and studio-based activities will also be managed through this process.

Requests from staff and students who need to return to campus because they have no alternative (eg their home working environment is not suitable) should be considered at the divisional and portfolio level before submission to the Response Team.

Requests from staff and students who may be members of vulnerable groups within teams or classes approved to return to campus but who are concerned about returning to campus can continue working from home in Phase 1 and 2 with the approval of their supervisor or subject coordinator and do not need to be assessed by the Response Team.

#### 4.4 Assessment and decision-making

##### *Pandemic Response Team*

The Pandemic Response Team (PRT) will assess requests against the priority building list, confirm that appropriate safeguards (such as SOPs) are in place, and identify any potential bottlenecks or competing priorities between divisions and portfolios. The PRT may seek additional information and advice from portfolios before presenting to the Pandemic Response Group (PRG) for decision. The PRG will then consider the recommendation and provide advice to the Provost, DVC Research or COO who will provide authorisation where appropriate.

##### *Pandemic Response Group*

The PRG, reporting to the Vice Chancellor, is empowered to consider return to campus requests and campus re-population planning on the recommendation of the Pandemic Response Team. The PRG will also consider requests to conduct clinical placements, fieldwork, and studio-based activities.

The PRG is chaired by the Chief Operating Officer and comprises the Provost, Deputy Vice-Chancellor (Research), Vice-President Strategy and Culture, the COVID-19 Incident Coordinator, and the University's Chief Public Health Advisor.

The Provost is responsible for authorising Teaching and Learning and related activity on campus.

The Deputy Vice Chancellor (Research) is responsible for authorising Research activity on campus.

The Chief Operating Officer is responsible for authorising non-teaching and research activity on campus.

The PRG will resolve any disputes where there may be several competing requests for access to the same location from different domains and which cannot be managed within density and public health requirements. The Response team will explore alternatives for managing the competing requests and make recommendations to the PRG.

##### *Outcomes*

Assessment of requests will be turned around in five working days.

Outcomes will be shared with relevant groups (e.g. campus security), and reviewed and potentially rolled back in the event of changes in circumstances and public health measures.<sup>5</sup>

#### 4.5 Campus and building access

Buildings will continue to be locked down in Phases 1 and 2, with access granted only to those staff, students and contractors required to attend campus to conduct approved activities. Public access to buildings will not be restored until Phase 3.

All individuals requiring access must complete:

- an online module outlining the mandatory physical distancing and hygiene protocols and their responsibilities to comply with them

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<sup>5</sup> The usage, holding and destruction of the information collected will be managed in accordance with privacy and legal requirements, including a Privacy Impact Assessment.

- an online self-assessment declaration, which will include agreement to comply with required protocols

Building access will not be provided without the completion of these tasks.

All individuals will also be expected to track their contacts, either by downloading the Commonwealth Government COVIDSafe App (strongly encouraged) or by maintaining a diary or other record.

Parking on campus will be free for staff in Phases 1 and 2 subject to availability.

Staff, students and contractors will be required to comply with transport guidelines current at the time. They will be encouraged to plan their travel to campus carefully to minimise use of public transport, and to follow distancing and hygiene protocols when they do.

**All** staff, students, stakeholders and contractors granted access will be required to:

- minimize time spent on campus, and only attend when they need to
- avoid attending campus if they feel unwell
- take responsibility for following strict physical distancing and hand washing/sanitizing protocols
- clean their workstation and equipment on arrival and departure, where appropriate
- use appropriate PPE, as required
- follow the directions of their supervisor in relation to campus attendance and be ready to return to remote working at short notice if directed to do so

Staff and students who do not comply with these requirements will be subject to the usual disciplinary provisions.

#### 4.6 Ongoing oversight and monitoring

Deans and Heads of Portfolio are accountable for ensuring that activities approved for return to campus are conducted in accordance with physical distancing and hygiene protocols and relevant SOPs, and that they can be rolled back in the event of a confirmed case.

Managers, supervisors and teaching staff are responsible for ensuring that their teams and classes operate in accordance with physical distancing and hygiene protocols and relevant SOPs.

## 5. Summary of roles and responsibilities

The summary of roles and responsibilities provided in Table 3 below represents the minimum requirements for the safe and effective execution of the Framework. Divisions and portfolios may have needs that require more consideration and measures at a local level to safeguard performance.

**Table 3: Summary of roles and responsibilities**

<b>Role</b>	<b>Responsibilities</b>
Provost	<ul style="list-style-type: none"> <li>Establish institutional T&amp;L priorities for each phase</li> <li>Authorise Teaching and Learning and related activity on campus</li> <li>Require every student returning to campus to take an online OHS module and to track their contacts</li> <li>Develop resources to support teaching staff to reinforce protocols and manage non-compliance in teaching environments</li> </ul>
DVC Research	<ul style="list-style-type: none"> <li>Establish institutional research priorities for each phase</li> <li>Authorise Research and related activity on campus</li> </ul>
COO	<ul style="list-style-type: none"> <li>Establish institutional priorities for operational activity for each phase</li> <li>Authorise non-teaching and research activity on campus</li> <li>Coordinate Return to Campus in the context of the University Pandemic Response</li> </ul>
Incident Coordinator	<ul style="list-style-type: none"> <li>Design a framework and process for returning activity to campus</li> <li>Establish a Response Team to facilitate the return to campus</li> <li>Establish a central case response team to manage potential cases, working with the Public Health Unit and HR Network</li> <li>Develop and test a rapid close plan</li> <li>Consider potential supply gaps before introducing more activity to campus</li> <li>Develop a priority order for re-opening buildings</li> <li>Assess submissions, seek additional information as required, explore alternatives for competing requests, and present to PRG for decision</li> <li>Ensure all decisions are documented</li> </ul>
ED Business Services	<ul style="list-style-type: none"> <li>Review and establish the maximum density for each building and room to meet the current government physical distancing requirements</li> <li>Evaluate each building before it opens to consider cleaning requirements, how touch points will be managed, and install signage in common spaces</li> <li>Prepare buildings for reopening upon authorization</li> <li>Create and oversee a network of building wardens to monitor and share local challenges and successes</li> <li>Ensure the University has a reliable supply of PPE and cleaning products</li> <li>Develop an online module outlining the mandatory physical distancing and hygiene protocols</li> <li>Establish and oversee a Public Health Unit and Network of OH&amp;S staff to support safe campus access</li> </ul>
ED UC&Marketing	<ul style="list-style-type: none"> <li>Implement a comprehensive public health communications plan and collateral</li> </ul>
ED Student and Scholarly Services & Academic Registrar	<ul style="list-style-type: none"> <li>Ensure proactive mental health support is in place for people returning to campus</li> <li>Develop, publish and execute a revised timetable</li> </ul>
ED Human Resources and OH&S	<ul style="list-style-type: none"> <li>Require every staff member returning to campus to take an online OHS module and to track their contacts</li> <li>Develop resources to support supervisors to reinforce protocols and manage non-compliance</li> </ul>
Deans and Heads of Portfolio	<ul style="list-style-type: none"> <li>Plan for how activities will be managed within density limits and public health protocols, including which subjects will be delivered and in what modes</li> <li>Prepare local plans outlining priority activities in each phase</li> <li>Develop local Standard Operating Procedures to manage the local environment</li> </ul>



Role	Responsibilities
	<ul style="list-style-type: none"> <li>• Install University public health signage and collateral in locally-managed spaces. Develop additional materials for specific local activities (performance based classes for example) as required</li> <li>• Appoint and support building wardens and OH&amp;S staff to participate effectively in the University Network and ensure that they implement the requirements set by the Public Health Unit</li> <li>• Ensure closure plans are in place in readiness for potential working at home arrangements</li> <li>• Ensure that all prioritized activities can be conducted in accordance with physical distancing and hygiene protocols, that relevant SOPs are in place</li> <li>• Ensure teams and classes operate in accordance with physical distancing and hygiene protocols and relevant SOPs</li> <li>• Ensure all decisions are documented</li> </ul>
Managers, supervisors and teaching staff	<ul style="list-style-type: none"> <li>• Ensure that their teams and classes operate in accordance with physical distancing and hygiene protocols and relevant SOPs</li> </ul>
Staff, students and contractors attending campus	<ul style="list-style-type: none"> <li>• Complete the mandatory online module and health declaration to gain building access</li> <li>• Record contacts, either through the COVIDSafe app or a diary</li> <li>• Comply with physical distancing and hygiene protocols on campus and in travelling to and from campus</li> </ul>

## Appendix 1: Principles for prioritising and approving Teaching and Learning activity

### Planning for the phased resumption of teaching and learning and student activities on campus

#### Summary of UoM Approach

The University's Plan for Resumption of Campus Based Activity anticipates phased return of activities which will be managed in a series of three-week cycles, with a period of testing and evaluation at the end of each cycle before a decision is made to continue, add to or roll back the number of activities in the next cycle. These phases are not necessarily linear or aligned with the Academic Calendar; the phasing may also be asynchronous across different domains and activities, campuses or building, or cohorts.

With these caveats, it is expected that Phase 2 will commence in May - June; Phase 3 may occur in July - August. Lining this up with the Academic Calendar could approximately link the following phases with the corresponding study periods:

- Phase 2 – Winter Term
- Phase 3 - Start of Semester 2
- Phase 4 - Second Half of Semester 2

To illustrate the approximate scale of each phase, 20-25% of activity/student and staff volume may be re-introduced to campus in Phase 2, which would be spread across campus and with up to 25% occupancy within each location, and where current physical distancing requirements can be met. The proportion would rise to 40-50% in Phase 3 and 75% in Phase 4. These percentages are for rough illustrative purposes at this stage and are not targets.

The L&T plan, and student activities, will need to align with the Research and Research Training plans to ensure these thresholds across campuses, building and locations are not exceeded.

The following principles should underpin all decisions relating to the resumption of campus-based activities in Phase 2, noting that some will not apply in later phases:

- **Needs-based:** those who have **no alternative** for undertaking their research, study, or other activities should be the first to be considered for return to campus. Consideration should be given to those who have no other appropriate place to work or study.
- **Distribute density across campus overall and minimise high density at any particular campus locations:** decisions regarding individuals and groups returning to campus must comply with current government advice on physical density (at time of writing this would mean ensuring that the 1.5m and 4m<sup>2</sup> physical distancing can be achieved when people gather for more than 15 minutes).
- **Minimise time spent on campus:** on-site attendance will only be approved for the period required to complete essential work; other work (e.g. group meetings and discussions) should be conducted from home. If you can do what you are doing at home – go home.
- **Minimise group size and activities:** only essential group activities can occur, and they must comply with government advice on physical distancing.
  - Plan for how to manage equitable access to limited shared essential resources used in group activities (by rostering use, splitting teams etc).

- Define maximum class size by facility and teacher/student ratio and the risk mitigation measures in place.
  - Avoid meetings and seminars; online alternatives are available.
  - Identify and avoid potential bottlenecks caused by the flow of large numbers of people towards the same destination at the same time.
  - Hygiene measures should be in place during the group activity that are appropriate to the type of group (e.g. a lab practical vs health practical vs musical group).
  - Alternatives need to be in place for vulnerable and at-risk groups.
- **Consider vulnerable groups.** Some groups are at greater risk; they should be able to come to campus if essential and not be fearful of becoming unwell. They should also be provided with appropriate options if they choose not to come to campus and not be disadvantaged. Staff and students in these groups will be able to continue working from home in Phase 2.

### **Developing L&T criteria for phased return to campus – with possible examples**

Risk mitigation examples are provided to help consider ways of managing risks and modifying current practice to enable activities to be conducted with physical distancing and other requirements; other examples are provided in the University's Plan for Resumption of Campus Based Activity . The local area – eg faculty or operational team – will be required to put specific mitigation measures in place to manage risk in their area and comply with over-arching requirements, rather than be expected to adopt a one-size-fits-all approach.

The priority criteria for return of T&L and student activities to campus will include:

1. Cohort Type
2. Cohort Size
3. Program or Discipline Area
4. Teaching and Learning Formats
5. Assessment Formats
6. Prior Teaching and Learning Restrictions

The Appendix describes these criteria in more detail.

Campus operations, including access to buildings, services and libraries, MUSport and campus retail, will be gradually resumed with decisions informed by social distancing rules and requirements, and the scale and type of activities that will take place on campus. This will also involve the prioritisation of the return of retail, accommodation, MUSport and other critical campus institutions.

Planning for student services will occur alongside the phased return of teaching and learning activities to ensure there is small rotating front-line staff presence on each campus to meet the service needs of the gradually increasing numbers of students. These services will be prioritised around enrolment and course planning advice, wellbeing services, library and scholarly services and support. It is expected that the appropriate services will be visible and present on each campus in areas where students expect to receive frontline services and support, and to support the return of student life to campus.

Examples of how these criteria might be applied to different activities are detailed in the table below.

Table: Examples of priority criteria applied to different activities

Activity	Phase 2	Phase 3	Phase 4	Risk mitigation
<b>Large group T&amp;L</b>	Activities which can occur effectively online should remain online (e.g. Large group lectures). Where there are exceptions, they will need to be held in a venue large enough to enable 1.5m and 4m <sup>2</sup> physical distancing is in place and can be maintained.	Activities which can occur effectively online should remain online (e.g. Large group lectures). Where there are exceptions, they will need to be held in a venue large enough to enable 1.5m and 4m <sup>2</sup> physical distancing is in place and can be maintained. It may be possible for lectures of <60 (TBC) students to return to campus in this phase.	It may be possible, for lectures of (TBC - 250) participants can return to campus.	1.5m and 4m <sup>2</sup> physical distancing can be achieved when people gather for more than 15 minutes  Campus and Building density can be managed within the identified thresholds for Phases 2 – 4.  Timetabling and space usage data will be used to assess requests for return of activities and ensure can return within the thresholds for each phase, and to manage building control, access and crowd control.
<b>Medium group T&amp;L</b>	Activities which can occur effectively online should remain online (e.g. Medium group lectures). Where there are exceptions, they will need to be held in a venue large enough to enable 1.5m and 4m <sup>2</sup> physical distancing is in place and can be maintained.	Teaching activities of <60 (TBC) students could return in this phase	Teaching activities of (TBC – 250) could return in this phase	1.5m and 4m <sup>2</sup> physical distancing can be achieved when people gather for more than 15 minutes  Campus and Building density can be managed within the identified thresholds for Phases 2 – 4.  Timetabling and space usage data will be used to assess requests for return of activities and ensure can return within the thresholds for each phase, and to manage building control, access and crowd control.
<b>Small group T&amp;L</b>	Small group specialist activities of between 10 – 20 students could be considered in this phase – based on T&L priority criteria.	Most small group teaching of 10-20 students could resume face-to-face.	Most small group teaching of 10-20 students could resume face-to-face.	1.5m and 4m <sup>2</sup> physical distancing can be achieved when people gather for more than 15 minutes

Activity	Phase 2	Phase 3	Phase 4	Risk mitigation
				<p>Campus and Building density can be managed within the identified thresholds for Phases 2 – 4.</p> <p>Timetabling and space usage data will be used to assess requests for return of activities and ensure can return within the thresholds for each phase, and to manage building control, access and crowd control.</p>
<b>Labs</b>	<p><b>Cycle 1</b> Staff will be able to record practical experiment classes to facilitate student course progression remotely</p> <p><b>Cycle 2</b> Practical classes will be re-established for priority cohorts – eg final year students – but strict density controls will be implemented to facilitate social distancing. This may require repeat classes.</p>	Practical classes available for all cohorts but the use of recorded classes will continue for some cohorts – for example commencing students – and strict density controls will be in place to facilitate social distancing. This may continue to require repeat classes to facilitate this approach.	Practical classes available for all cohorts, maintaining density controls to facilitate social distancing	<p>Social distancing, cleaning, hygiene protocols are in existence in all phases. Hand sanitizer will be available and floor markings will be introduced to provide density controls and facilitate distancing for staff and students. Staff rotation will be required to manage potential exposure time. Timetabling and cohort segmentation will need to minimise group rotation (to facilitate contact tracing of known and suspect cases). The supervising staff member will be responsible for ensuring surfaces and equipment are cleaned at the end of each session and at the beginning of the following session. A high-level clean will occur at the end of each day.</p>
<b>Performance</b>	Some small group performance activities could be considered in	Significant amount of performance teaching for small groups of	TBC	

Activity	Phase 2	Phase 3	Phase 4	Risk mitigation
	this phase – based on T&L priority criteria. This may require repeat classes.	students could resume subject to strict social distancing protocols		
<b>Field-based study</b>	This will gradually be resumed when the University assesses that the travel arrangements and environments for fieldwork meet appropriate health requirements			
<b>Clinical and other student placements</b>	These will gradually be resumed when the host organisations are prepared to accept student placements and when the University assesses that the environments for placements meet health requirements			
<b>Assessment</b>	Assessment should be conducted online unless there is a specialist component and/or access to specialist facilities which are difficult to provide via other means. This may also include providing space for vulnerable students to sit online exams on campus.	Assessment of subjects with >60 (TBC) students should stay online unless there is a specialist component and/or access to specialist facilities which are difficult to provide via other means. This may also include providing space for vulnerable students to sit online exams on campus.	Assessments of subjects with > 250 (TBC) should stay online unless there is a specialist component and/or access to specialist facilities which are difficult to provide via other means. This may also include providing space for vulnerable students to sit online exams on campus.	1.5m and 4m <sup>2</sup> physical distancing can be achieved when people gather for more than 15 minutes  Campus and Building density can be managed within the identified thresholds for Phases 3 – 4.  Identification of appropriate venues and registration process to provide on campus venues for vulnerable students to sit their exams in.
<b>Library</b>	<b>Cycle 1</b> Maintain the remote lending capability established for staff and students to enable access to materials to facilitate continued research and learning <b>Cycle 2</b>	Re-establish on-site browsing, including restricted-access collections and lending and single-person study in restricted areas with density restricted to approximately 25% of capacity	Study spaces are re-established, some group study is allowed with density restricted to approximately 50% of capacity	Phase 2, cycle 1: standard distancing, cleaning and hygiene protocols  Phases 3 and 4 – students will need to register for a study space to manage volume (and/or for a

Activity	Phase 2	Phase 3	Phase 4	Risk mitigation
	<p>Re-establish on-site lending via dedicated pick up locations with no on-site study</p>			<p>more light touch approach – volume controls at libraries will be in place and a re-design of the physical space to enforce social distancing (i.e. limit the number of seats; rearrange furniture)</p> <p>Phases 2, cycle 2-Phase 4: plexiglass screens, hand sanitizer and floor markings to manage queues at service points. Additional security, high staff rotation. Density management of spaces (restrictions on entry and numbers allowed within a given service area will need to be clearly identifiable) Self-Service model with ‘back-office’ functions in support of service points</p>
<p><b>Student services</b></p>	<p><b>Cycle 1</b> No in-person services; telephone, email, online channels only</p> <p><b>Cycle 2</b> Critical services requiring in-person activity resume. eg hard-copy transcript/ document requests in Stop 1.</p> <p>Accommodations may be made for limited staff to work on campus if WFH environment is deemed to pose a risk.</p>	<p>Drop-in services resume where enquiries are time-limited in nature (e.g. less than 15 mins) and are not appointment-based</p> <p>Increasing numbers of professional staff to return to work on campus likely on a rotational campus/WFH arrangement (~30 - 40%).</p>	<p>Appointment-based enquires resume but with strict limitations on duration – less than 30 minutes</p> <p>Increasing numbers of professional staff to return to work on campus likely on a rotational campus/WFH arrangement (~60 – 80%).</p>	<p>Phase 2, cycle 1: standard distancing, cleaning and hygiene protocols</p> <p>Phases 2, cycle 2-Phase 4: plexiglass screens, hand sanitizer and floor markings to manage queues at service points. Additional security, high staff rotation Density management of spaces (restrictions on entry and numbers allowed within a given</p>

Activity	Phase 2	Phase 3	Phase 4	Risk mitigation
				<p>service area will need to be clearly identifiable)</p> <p>Self-service model with ‘back-office’ functions in support of service points</p>
<b>Retail, food</b>	<p>Some food and retail providers with external shop-fronts/collection points may be able to resume a limited takeaway service</p> <p>Union Building not to be reopened in this phase</p>	<p>An increase in food and retail providers being re-opened to offer takeaway services only – subject to venue volume controls and strict social distancing protocols</p> <p>Partial re-opening of Union Building may be possible to coincide with the start of S2, but with strict volume controls in place</p>	<p>Possibly bars and clubs will be able to re-open, and food offered on managed eat-in basis</p> <p>Possibly expanded opening of Union Building to increase capacity (up to 75% (TBC) but with strict measures in place to manage density and crowd control)</p>	<p>Phase 2: standard distancing, cleaning and hygiene protocols, take-away provision of food and drink only</p> <p>Phases 3 - 4: plexiglass screens, hand sanitizer and floor markings to manage queues at service points. Additional security, high staff rotation</p> <p>Density management of spaces (restrictions on entry and numbers allowed within a given service area will need to be clearly identifiable)</p>
<b>Informal Learning Spaces</b>	<p>A needs-based limited re-opening of informal learning spaces – via a special request process</p> <p>Priority cohorts and students with special needs</p>	<p>An increased re-opening of informal learning spaces – managed for venue density and swipe card access to certain cohorts only and/or managed via a bookings process</p> <p>Priority cohorts and students with special needs</p>	<p>An expanded opening of informal learning spaces (up to 30% (TBC) but with strict measures in place to manage density and crowd control)</p> <p>Opening up to all students, but volume managed via a bookings/access control process</p>	<p>Standard distancing, cleaning and hygiene protocols</p> <p>Students will need to register for an informal learning space to manage volume (and/or for a more light touch approach – design the physical space to enforce social distancing (i.e. limit the number of seats; rearrange furniture)</p>
<b>Computer facilities</b>	<p>A needs-based limited re-opening of computer facilities – via a special request process</p>	<p>An increased re-opening of computer facilities – managed for venue density and swipe card access to certain cohorts only</p>	<p>An expanded opening of computer facilities (up to 75% (TBC) but with strict measures in place to manage density and crowd control)</p>	<p>Standard distancing, cleaning and hygiene protocols</p>



Activity	Phase 2	Phase 3	Phase 4	Risk mitigation
	Priority cohorts and students with special needs	and/or managed via a bookings process  Priority cohorts and students with special needs	Opening up to all students, but volume managed via a bookings/access control process	Students will need to register for a computer space to manage volume (and/or for a more light touch approach re-design the physical space to enforce social distancing (i.e. limit the number of seats; rearrange furniture)
<b>Student accommodation</b>	Advice provided for students who wish to return to University-owned or affiliated student residences.  UoM-owned accommodation open but communal areas closed.	Possible re-opening of communal areas in UoM-owned accommodation.		Re-design the physical space to enforce social distancing (i.e. limit the number of seats; rearrange furniture). Manage in accordance with "Student Accommodation Risk Management Protocols"
<b>Campus tours</b>	None permitted	None permitted	Small group tours with strict social distancing possible	Standard distancing, cleaning and hygiene protocols
<b>Galleries</b>	Closed	Limited reopening subject to volume controls and strict social distancing protocols	Limited reopening subject to volume controls and strict social distancing protocols	Phases 3 – 4: Standard distancing, cleaning and hygiene protocols  Re-design the physical space to enforce social distancing (i.e. limit the number of seats; rearrange furniture) and put in place volume controls.
<b>Student associations and clubs</b>	Activities remain online	Small group activities could potentially resume on campus in larger venues/outdoor venues subject to strict social distancing in place	Increasing number of small – medium group activities could potentially resume on campus in larger venues/outdoor venues subject to strict social distancing in place	Phases 3 – 4: Standard distancing, cleaning and hygiene protocols  Re-design the physical space to enforce social distancing (i.e. limit the number of seats; rearrange furniture) and put in place volume controls.
	Activities remain online	Small group activities could potentially resume on campus in larger venues/outdoor venues	Increasing number of small – medium group activities could potentially resume on campus in larger venues/outdoor venues	Phases 3 – 4: Standard distancing, cleaning and hygiene protocols

Activity	Phase 2	Phase 3	Phase 4	Risk mitigation
		subject to strict social distancing in place	subject to strict social distancing in place (e.g. Open Day activities staggered across a few weeks)	Re-design the physical space to enforce social distancing (i.e. limit the number of seats; rearrange furniture) and put in place volume controls.
	Closed	Small group activities could potentially resume in these outdoor venues subject to strict social distancing in place	Increasing number of small – medium group activities could potentially resume in outdoor venues subject to strict social distancing in place and limits on numbers subject to the health advice at the time.	Phases 3 – 4: Standard distancing, cleaning and hygiene protocols  Re-design the physical space to enforce social distancing (i.e. signage) and put in place volume controls.
<b>Childcare</b>	Open	Open, but may need to manage capacity if increases in students return	Open, but may need to manage capacity if increases in students return	Existing hygiene and social distancing protocols in place to be maintained, and expanded with increasing numbers of students returning to Childcare  Maintain rotational staff rosters
<b>Health Service</b>	Open	Open, but may need to manage capacity if increasing volume of students and staff attend in person (maintain telehealth alongside physical presence)	Open, but may need to manage capacity if increasing volume of students and staff attend in person (maintain telehealth alongside physical presence)	Existing hygiene and social distancing protocols in place to be maintained, and expanded with increasing numbers of clients returning in person  Maintain rotational staff rosters
<b>Counselling</b>	Remain virtual	Remain virtual, but possibility for some return of face to face services	Appointment-based enquires resume in person but with strict limitations on duration – less than 30 minutes. In person and virtual sessions run in tandem (50/50). Remain virtual offering to manage staff and student numbers in clinic	Plexiglass screens, hand sanitizer and floor markings to manage queues at service points. Additional security, high staff rotation Density management of spaces (restrictions on entry and numbers allowed within a given

Activity	Phase 2	Phase 3	Phase 4	Risk mitigation
<b>Sport</b>	Gradual re-opening of limited facilities for fitness and recreation, subject to volume controls and strict social distancing protocols	Increased number and range of facilities re-opening, subject to volume controls and strict social distancing protocols	Resumption of large suite of MUSport activities, subject to volume controls and strict social distancing protocols	service area will need to be clearly identifiable) Plexiglass screens, hand sanitizer and floor markings to manage queues at service points. Additional security, high staff rotation Density management of spaces (restrictions on entry and numbers allowed within a given service area will need to be clearly identifiable)
<b>UoM Carparks</b>	Provide free or discounted parking for the limited number of students permitted to return to campus in this phase – to encourage students to take safe transport options to campus allowing social distancing.	Provide discounted parking for the increasing number of students permitted to return to campus in this phase – to encourage students to take safe transport options to campus allowing social distancing.	UoM carparks return to normal fees; alternative transport options to and from campus promoted and amenities created to facilitate this (e.g. more undercover and secure bike parking; improved amenity for cyclists including paths and change facilities; encourage students to stagger their times on campus so as to flatten the peak times on public transport etc).	Alternative transport options to and from campus promoted and amenities created to facilitate this (e.g. more undercover and secure bike parking; improved amenity for cyclists including paths and change facilities; encourage students to stagger their times on campus so as to flatten the peak times on public transport etc).  Look to stagger class times to accommodate (e.g. review the volume of 8.15 – 9.00am starts and 5.00 – 6.15 finishes and try to stagger, within the constraints of the timetable).

**APPENDIX****Determining a priority system to guide divisions on the phased resumption of teaching and learning on campus**

There need to establish a priority system that will be used to determine which cohorts, classes and modes of teaching and learning can be resumed on a phased basis. The broad objective will be to optimise the on-campus education provided for students by:

- (i) gradually building the overall volume of teaching and learning taking place on campus
- (ii) gradually building the proportion of students who have face-to-face teaching available on campus
- (iii) strictly adhering to the parameters set by Health and Government requirements.

**Possible Parameters**

Several criteria will need to be considered in consultation with Divisions to determine which student cohorts and which teaching and learning activities should be given priority to return to campus. It may also be that criteria need to be considered in combination.

**1. Cohort Type**

There may be an argument to place a priority on certain cohorts by virtue of how far they have progressed in their studies. For example, preference may be given to first year undergraduate students, to final year undergraduate students who are due to complete in 2020 or some other cohort. Undergraduate or graduate student programs are also considerations here.

**2. Cohort Size**

The size of some student cohorts in programs of study will likely affect decisions regarding the possible resumption of on-campus teaching. On the one hand a large number of smaller more boutique subjects and programs could be welcomed on campus; alternatively prioritising a modest number of larger cohorts maybe operationally and logistically easier to bring back to campus early. Depending on the teaching and learning formats within subjects (see below), some subjects may be difficult to teach on campus with social distancing restrictions.

**3. Program or Discipline Area**

It may be that some programs are more suitable to returning to on-campus teaching than others. For example, while not exclusively the case, it may be that the teaching and learning associated with some STEM disciplines may be more difficult to undertake remotely compared to some areas of HASS.

**4. Teaching and Learning Formats**

A key criterion to determine whether cohorts or subjects can return to campus will likely be the teaching and learning formats used within subjects. It will be likely that large group instruction is not possible due to social distancing restrictions and, as such, all direct instruction for medium to large classes in Semester 2 may best be provided online. Priority may then be given to subjects with specialist teaching activities that are particularly dependent on campus resources (e.g. labs, studios, specialist equipment). Interactive seminars and tutorials that can be accommodated within venues to allow for appropriate social distancing may also be seen as a priority.

### **5. Assessment Formats**

For some subjects the assessment will likely require specialist facilities or an assessment environment that is difficult to provide via other means (e.g. performances, observed structured clinical examinations). It may be that these subjects – or potentially the assessment components of them – are given priority in the University's considerations about the return to campus.

### **6. Prior Teaching and Learning Restrictions**

It may be that subjects and students whose teaching and learning activities has been restricted in Semester 1 (e.g. performance studios, laboratory classes, practical classes, design studios) are given priority to return to campus when possible. This may allow staff to provide these students with classes that allow them to catch up on material.

## Appendix 2: Principles for prioritising and approving Research activity

### Principles for prioritising and approving research activity that does not take place “at home”

May 11<sup>th</sup>, 2020

#### **Background**

In late March 2020, most campus-based research was paused and encouraged to continue through work at home arrangements where possible, and only selected research activity was approved to continue using campus facilities. These arrangements reflected State Government restrictions and a concern for staff and student health. From this process several hundred projects, involving around 500 researchers, graduate researchers, and research support professional staff were approved to attend campus locations for designated activities. Currently, around 15% of the overall proportion of normal research activity is being conducted at various campus locations.

This paper outlines University-wide principles through which prudent, managed and safe access can be progressively permitted for research on campus and for approved off-campus research activity such as field work<sup>6</sup> [collectively ‘away from home (AFH)’ activity]. This will allow research to progressively resume on campus while the risks are assessed and managed to be at a level that is no greater than that being experienced in daily life outside the University. University policy will always comply with public health guidelines and government constraints. It is expected that at each point, University policy and divisional practices will take account of our particular circumstances but not be too far from current public health advice<sup>7</sup>. Research involving partner organisations will respect the relevant protocols in place at those organisations. Timings and key settings will be determined by the Pandemic Response Group. Arrangements will be coordinated with analogous movement regarding teaching and learning and other University activities.

The return to on-campus activity is expected to go through a number of phases, with the currently approved activities referred to as Phase 0. The Phase 0 process commenced 24<sup>th</sup> March whereby identifying, reviewing and recommending research activities and related conditions was delegated to Deans, or their delegates, with final approvals by the DVCR. Building access and health protocol arrangements were managed by relevant units. As the scale of on-campus activity increases across phases, the approval process is expected to transition from DVCR decisions derived from divisional advice to DVCR co-ordination and oversight of divisional decisions. The DVCR will define the principles of a phased return to campus-based research and will retain right of veto.

#### **The currently applicable (Phase 0) categories are:**

1. Wherever possible, if research activities can be undertaken by working from home they should be done so, with relevant approvals
2. Selected, on-campus research that is considered priority on the grounds of exceptional importance, impact and time criticality, and that can be safely undertaken with due regard to social distancing and health protocols

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<sup>6</sup> Field work encompasses a broad range of site-specific research activities, usually conducted away from campus or home and may involve contact with people that means it might be inconsistent with current public health guidance and social distancing measures. Field work includes but is not confined to research in communities or organisations, in-person interviews, and research involving animals, plants or people that is time and place dependent. Research at partner organisation sites must respect the relevant protocols in place at those sites.

<sup>7</sup> [Link to approved health and safety criteria for returning activities to campus to be included when available.](#)

3. On-campus research that underpins the immediate and long-term responses to the COVID-19 pandemic, such as that in the Doherty Institute, Bio21 Institute and other labs, with due regard to social distancing and health protocols

It is currently expected that **Phase 1** will occur during May, and is hoped that **Phase 2** will begin in June-July with the aim of approximately doubling the level of research activity on campus at any one time in each of Phase 2 (from 15% to 30%) and Phase 3 (from 30% to 60%). Safely accommodating increased activity will be achieved by a blend of increased time extent and intensity of usage of currently open buildings/facilities, by opening access to additional buildings/facilities, and by efficient rostering of researcher access. Determination of overall campus population limits, building-specific, and room/lab-specific restrictions will be by the Pandemic Response Group.

In addition to the Phase 1 categories, three categories of eligible Phase 2 research have been identified. These categories seek to give AFH priority to time critical activities where non-continuance at this point in time has a high and demonstrable negative impact on researchers, especially ECRs and graduate researchers, on individuals with particularly difficult WFH conditions, and in activities involving demonstrably inflexible external commitments. It is anticipated that the increase in Phase 2 will predominantly involve researchers requiring on-campus access to *specialised* facilities.

#### Categories of eligible Phase 1 research (in addition to Phase 0 categories)

4. All working from home (WFH) avenues have been exhausted, salaries or other financial support are committed, only approved AFH work would enable proper use of the committed resource, and non-continuance would have a highly negative impact on the researcher(s) involved

##### *Examples:*

- a. *I am a postdoc in my last 12 months of contract and I need lab access as my pathogen needs to be re-cultured every month to maintain activity otherwise it will need to be re-derived from frozen stock and this takes ~6 months to grow to current active phase.*
  - b. *I am in the final year of a Future Fellowship and require access to the specialist visual art/archeological collections available in my School (or special collections/manuscripts/ microfiche readers)*
5. Graduate researchers and ECRs with demonstrable urgent need for access to a quiet working environment away from home, or for access to managed and available laboratories for time critical experimental work (e.g. for those close to completion or to some demonstrably impactful milestone); or other personal considerations (including those with substantive caring responsibilities that impact on capacity to productively WFH); it must be evident that access to a controlled University space would make a meaningful difference.

##### *Examples:*

- a. *I am a year 2 graduate researcher who has to collect x samples in the field that are only available once a year (due to plant growth cycle) and bring back to the lab for processing (freezing/grinding etc). This is a critical component of my thesis and I have endorsement from my supervisor, advisory committee and ADR; and relevant approvals from the specific field site to resume research activity.*
- b. *I am living in a one room apartment with my wife and six month old baby, and do not have a desk.*

- c. *I am a final year graduate researcher completing an art installation as a component of my PhD and require access to specialized space and materials.*
6. Externally funded work with critical research-related or contractual time constraints, where on campus activity is demonstrably urgent and essential, and where it has not been possible to renegotiate relevant milestones.

*Examples:*

- a. *I am a senior researcher who runs a plant science research lab. One of my industry contracts (in year 2 of the 3 year contract) supports 2 postdocs. Plants critical to the specifically funded experimental work are coming into flower/seed now. I need to cross them/collect seed now as there is no more seed of this cultivar to grow (and even if there were that would add a further 6-12 months). I seek approval to do that – requiring glasshouse and lab access;*
- b. *I am program leader completing commissioned research for a government department that requires access to sensitive social and economic data and specialist data/software available in my Centre. My home circumstances do not meet security requirements and my team is at risk of defaulting on deliverables with a highly valued partnership that is also providing external funding to support the ongoing employment of experienced research fellows with required expertise.*

### **Responsibilities**

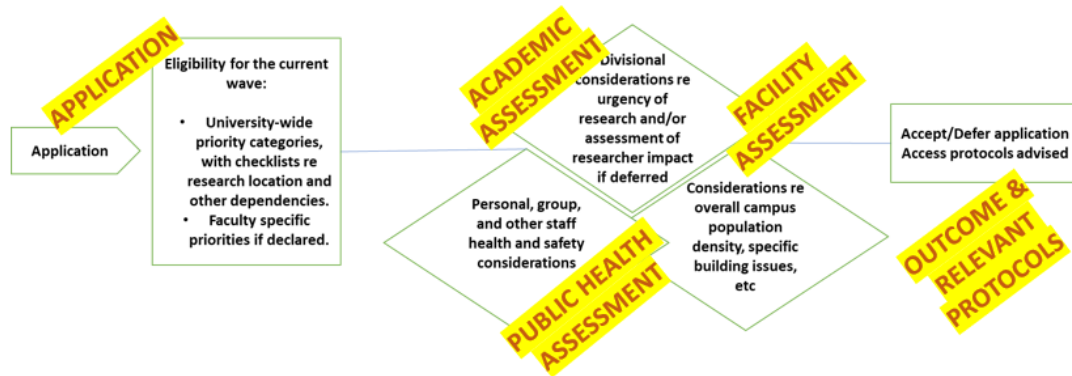
The DVCR establishes eligibility and prioritisation principles in consultation with Academic Divisions and other relevant University groups, and holds the right of final approval. Depending on the phase, the DVCR may delegate decision making to Deans.

Research groups or individuals apply through their Faculties or Schools for approval to conduct research away from home. Researchers will ensure any ethics approval variations required are initiated. A centrally supported approach to gathering applications from individuals and groups is being developed to allow streamlined prioritisation by Academic Divisions and coordination regarding health and safety protocols, facility access, and relevant approvals from other agencies or partner organisations for off-campus research.

Decisions will be recorded in an agreed manner to enable DVCR and Academic Division oversight, to ensure information flow to relevant groups (e.g. advice to approved researchers, campus security regarding approved facility access) and to enable rollback of decisions in the event of a need to withdraw approval because of changes in circumstances and government and public health measures.

While government restrictions are in place, there will be provision for individuals to be excused from being required to attend campus, allowing for personal circumstances (e.g. for those with health compromised conditions, or carer responsibilities, or unable to arrange an appropriately safe mode of transport.) Responsibility for such approvals will normally be held at the Divisional level.





### Notes on Phase 1:

Approvals will permit attendance on site only when essential and only for the period required to complete specified work; other work (e.g. group meetings) should be done from home.

In assessing applications with respect to meeting the test of necessary campus presence, Academic Divisions will apply their agreed principles in an equitable and transparent manner.

In assessing applications for Phase 1, programs of work should generally only be approved that can accommodate interruption at short notice, e.g. if an infection is identified and additional restrictions, either locally or more broadly, need to be rapidly put in place. Approval may be appropriate, for example, if relevant support activity is able to be continued without interruption through safe and approved operation by minimal staffing of plant, animal or other facilities. There also may be exceptional circumstances in which approval would be granted.

In making and assessing applications for Phase 1, account must be taken of supply chain issues re consumables, as well as dependencies on availability of specialised facilities. These must be explicitly identified in applications for approval, and may be limited by factors (University or provider or partner organisation) outside the applicant's control.

Unless exceptional circumstances apply, Phase 1 will not include on-campus research activity that requires access to campus by members of the public (e.g. for participation in human-subject trials or focus groups).

In lab or facility-intensive disciplines, starting with analysis at the unit-level leading to a School/Faculty wide approach is recommended. Consideration should be given to balanced access by groups with regard to shared resources. There are numerous models for how groups can access specialised facilities in a safe way: for example roster systems or by shifts and hand over between members to ensure that the key objectives can be met. Relevant health and safety and risk management protocols will need to be documented.

### **Subsequent phase(s) – further return to campus-based and other away-from-home research**

The progressive return to on-campus research activity may involve expansion of approved numbers within existing categories, or the development of new categories, while adhering to prevailing government and public health measures. Timing and other key factors will be determined by the Pandemic Response Group.

*Written by: Liz Sonenberg, PVC Research Infrastructure and Systems*

*Approved by: Jim McCluskey, Deputy Vice Chancellor Research*

*Current version, 11<sup>th</sup> May, 2020*

## Appendix 3: COVID-19 University cleaning guidelines

### COVID-19 University Cleaning Guidelines

#### Purpose

This document provides advice to the Pandemic Response Group on appropriate cleaning levels in a non-healthcare environment during the COVID-19 pandemic.

Recommendations for cleaning non-healthcare premises during the COVID-19 pandemic cover the following situations:

1. A normal (routine) clean of:
  - a. Frequently touched surfaces
  - b. Minimally touched surfaces
2. Premises that have had transient (limited) exposure to cases of suspected or confirmed COVID-19
3. Premises that have had exposure to suspected or confirmed cases of COVID-19 for a substantial period of time

In addition, as the University has been in a virtual working environment since 24 March it is recommended that a Level 2 clean is conducted after buildings are closed, and a Level 1 clean before they are reoccupied.

These cleaning guidelines apply to all University environments, including car parks.

Importantly, the recommendations for a routine clean are more stringent than would normally be the case, including the limited use of PPE and a cleaning agent that is effective against coronaviruses, such as bleach.

#### Background

The emergence of COVID-19 imposes additional requirements for routine campus cleaning.

Casual contacts, close contacts and potential cases will be present on campus even when they do not know and possibly even when they do know they have COVID-19. The virus is mainly spread from person to person in close contact through droplet transmission. Touching an infected surface or object then touching one's own face "[is not thought to be the main way the virus spreads](#)", but WHO and other health authorities advise that hand-washing and [disinfecting frequently touched surfaces daily are key](#) in preventing the spread of COVID-19.<sup>8</sup> Research demonstrates that the virus remains viable on surfaces for up to 24 hours (cardboard) and up to 2-3 days (plastic and stainless steel). Research has also shown that coronaviruses can be inactivated within a minute by [disinfecting surfaces with 62-71% alcohol](#), or 0.5% hydrogen peroxide bleach or household bleach containing 0.1% sodium hypochlorite. UK government advice suggests that if an area can be kept closed and secure for 72 hours, it would be better to wait until this time has passed for cleaning as the amount of virus living on surfaces will have reduced significantly in that time.<sup>9</sup>

Surface cleaning (especially of high-touch, high-traffic areas) together with personal hygiene measures are therefore our strongest line of defence to protect our community against COVID-19.

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<sup>8</sup> <https://www.bbc.com/future/article/20200317-covid-19-how-long-does-the-coronavirus-last-on-surfaces>

<sup>9</sup> <https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings>

The University needs to ensure that:

- Staff and students are reminded about their responsibility for maintaining good hygiene practices: maintaining physical distance, regularly washing their hands, wiping down their keyboard, desk top, telephones etc with hospital grade wipes.
- Staff are provided with cleaning products to maintain good hygiene.
- Routine cleaning is undertaken in a way that makes the campus safe, with increased cleaning of surfaces and high-touch, high-traffic areas to help reduce the risk of transmission.
- Contracted cleaning companies follow official guidelines and ensure their staff are healthy and not at risk of contracting or transmitting COVID-19 when on campus.
- Arrangements are in place for deep cleaning in campus environments exposed to confirmed cases.

### Sources

The information in this document has been sourced from:

*Environmental cleaning and disinfection principles for COVID-19* (Australian Government Department of Health, 10/3/20)

<https://www.health.gov.au/sites/default/files/documents/2020/03/environmental-cleaning-and-disinfection-principles-for-covid-19.pdf>

*Interim Guidelines for Environmental Cleaning and Disinfection of Premises With Transient Exposure to Confirmed Cases(s) of the COVID-19* (Singapore National Environment Agency, 12/2/20)

<https://www.nea.gov.sg/our-services/public-cleanliness/environmental-cleaning-guidelines/guidelines/interim-guidelines-for-environmental-cleaning-and-disinfection-of-premises-with-transient-exposure-to-confirmed-cases-of-the-novel-coronavirus>

*Interim Guidelines for Environmental Cleaning and Disinfection of Areas Exposed to Confirmed Case(s) of COVID-19 in Non-Healthcare Premises* (Singapore National Environment Agency, revised 19/3/20)

<https://www.nea.gov.sg/our-services/public-cleanliness/environmental-cleaning-guidelines/guidelines/guidelines-for-environmental-cleaning-and-disinfection>

These three documents are provided as an appendix. Reference to the full DoH and NEA online information is essential for the full and current list of recommendations, and for specific details and procedures.

### Attachments

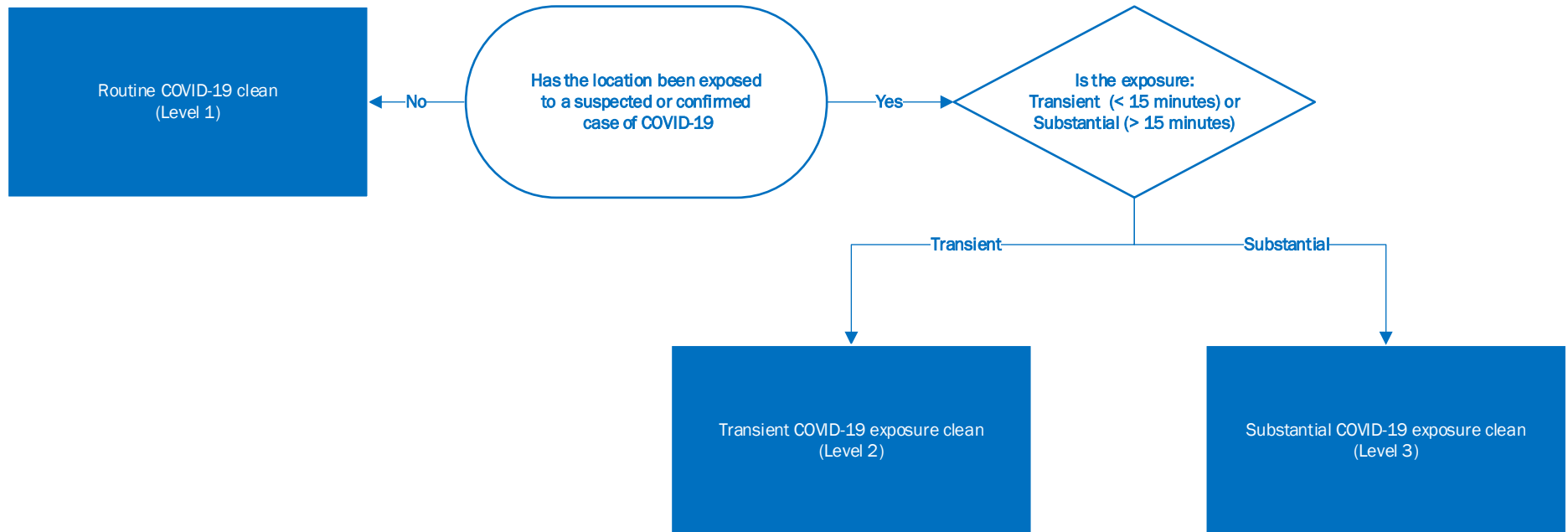
1. Office cleaning recommendation during COVID-19 pandemic
2. COVID-19 staff responsibility (Level 0)
3. COVID-19 'routine' environmental cleaning (Level 1)
4. COVID-19 'transient' or 'substantial' exposure environmental cleaning (Levels 2 & 3)
5. Appendices 1 – 3; Source reference documents

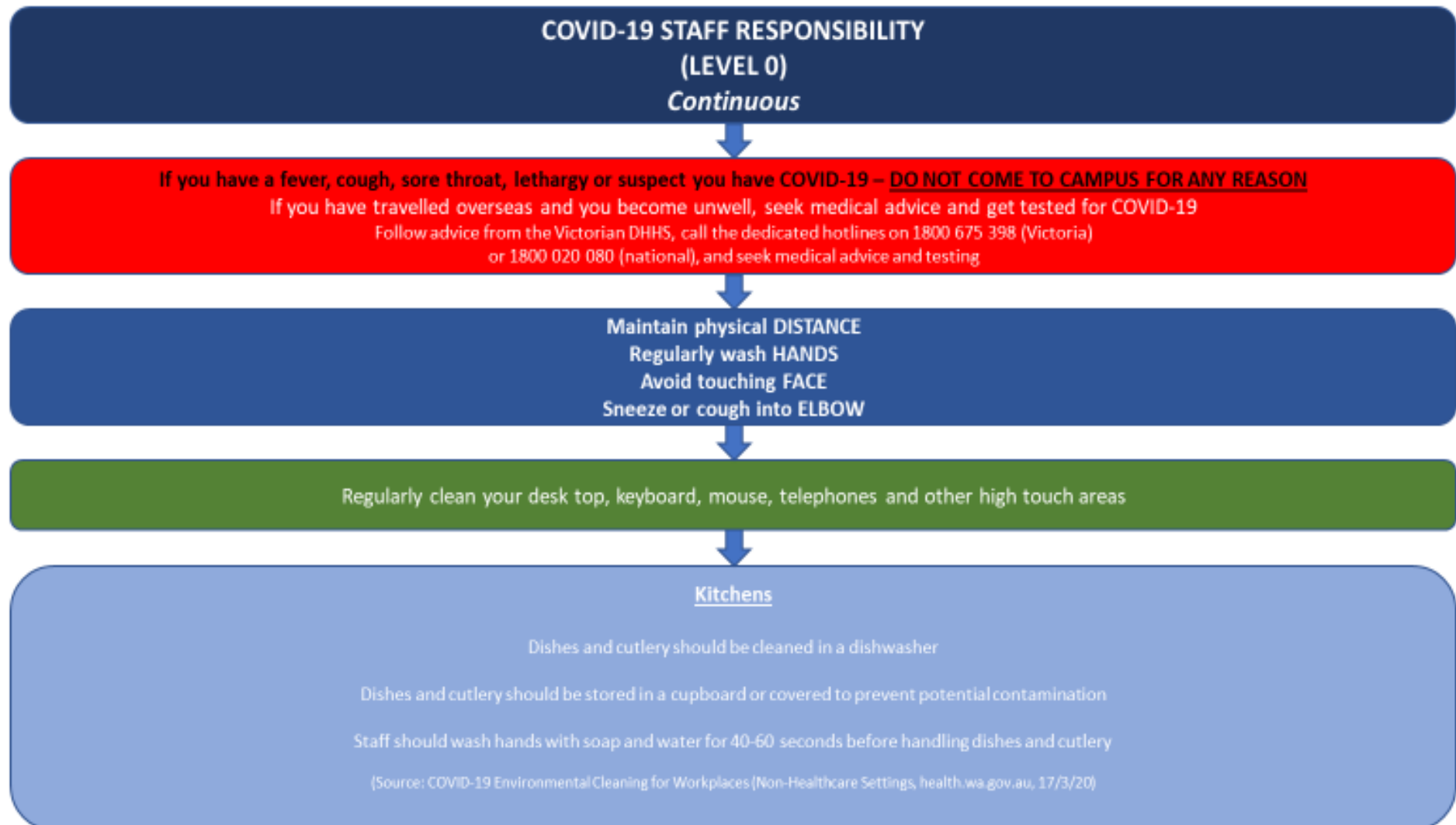
**Professor Jane Gunn FAHMS, FRACGP, PhD, DRANZCOG, MBBS**

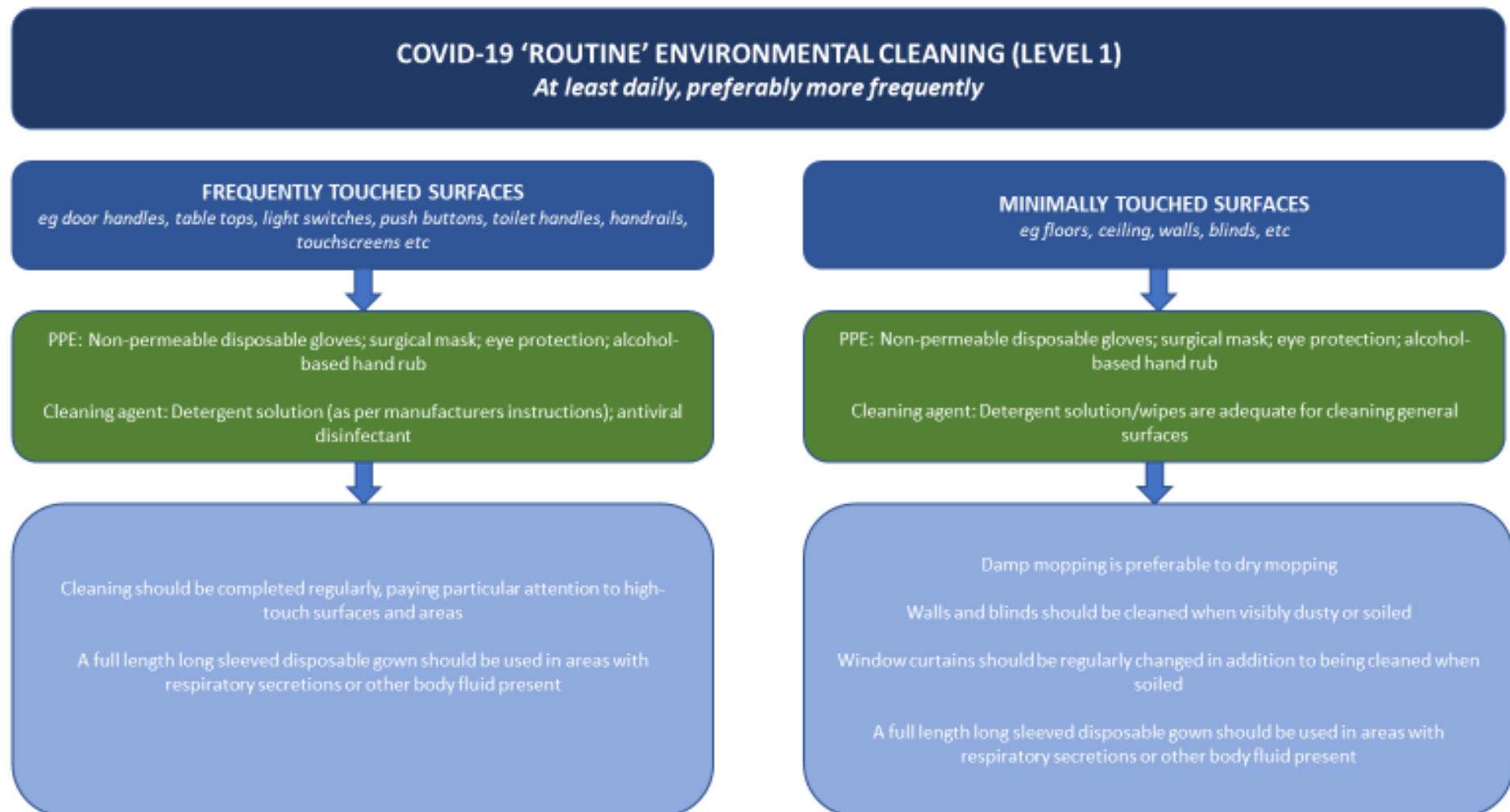
Deputy Dean, MDHS and Public Health Advisor to The University of Melbourne

**25 March 2020**

# University cleaning guidelines during COVID-19 pandemic







## COVID-19 'TRANSIENT' OR 'SUBSTANTIAL' EXPOSURE ENVIRONMENTAL CLEANING (LEVELS 2 & 3) Following contact from confirmed or suspected case

### TRANSIENT EXPOSURE (LEVEL 2)

*eg limited incidental contact in open areas  
of 15 minutes or less*

**Seal off area and sanitise immediately**

PPE: Non-permeable disposable gloves; surgical mask; eye protection; alcohol-based hand rub

Cleaning agent: Disinfectant with antiviral properties or bleach (as per manufacturers instructions)

Thoroughly sanitise all surfaces with disinfectant/bleach solution (as per manufacturer's instructions)

Pay particular attention to frequently touched areas, including door handles, switches and push buttons, sinks, toilet bowls and seat covers

Thoroughly clean toilets, using a different set of cleaning equipment (disposable cloths, mop etc)

Wash cushion covers and fabrics with detergent

Floor should be cleaned twice

A full length long sleeved disposable gown should be used in areas with respiratory secretions or other body fluid present

### SUBSTANTIAL EXPOSURE (LEVEL 3)

*eg close contact or contact in enclosed spaces  
of more than 15 minutes*

**Seal off area and sanitise immediately**

PPE: Non-permeable disposable gloves; surgical (N95) mask; eye protection; alcohol-based hand rub; full length long sleeved disposable gown

Cleaning agent: Disinfectant with antiviral properties or bleach (as per manufacturers instructions)

Thoroughly sanitise all surfaces with disinfectant/bleach solution (as per manufacturer's instructions), leaving on surface for at least 10 minutes

Pay particular attention to frequently touched areas, including door handles, switches and push buttons, sinks, toilet bowls and seat covers

Thoroughly clean toilets using a different set of cleaning equipment (eg disposable cloths, mops)

Wash all fabrics in hot water (70°C) and detergent

Floor should be cleaned twice

Waste should be double-bagged

Allow surfaces to air dry after cleaning and prior to re-cleaning and area should remain unoccupied the following day

## Appendix 4: Risk assessment

The following risks have been identified in planning for the return to campus-based activity. The mitigation actions are captured throughout the Framework.

Risk	Impact	Mitigation	Responsibility
Community expectations encourage too many people to safely return at once	<ul style="list-style-type: none"> <li>Increased risk of transmission</li> <li>Over-crowding public transport, increasing the risk to broader community</li> <li>Potential legal or financial penalty</li> <li>Reputational damage</li> <li>Poor campus experience – no building access and few amenities</li> </ul>	Establish a public health communications plan to encourage people to stay home if they can, and that there will not be a sudden return	ED University Communications and Marketing
		Establish overarching approach to phasing and managing the return to campus, with priorities for each phase	Incident Coordinator
		Design a process to approve attendance on campus and access to campus buildings	Incident Coordinator
Physical distancing requirements are not met	<ul style="list-style-type: none"> <li>Increased risk of transmission</li> <li>Potential legal or financial penalty</li> <li>Reputational damage</li> </ul>	Review and establish the maximum density for each building and room to meet the current government physical distancing requirements	ED, Business Services
		Plan for how activities will be managed within these limits	Head of Academic Division or Portfolio
The physical environment is not managed in line with public health guidelines	<ul style="list-style-type: none"> <li>Increased risk of transmission</li> <li>Increased risk of rolling back some activities or closing some buildings</li> <li>Potential legal or financial penalty</li> <li>Employer liability</li> <li>Reputational damage</li> </ul>	Evaluate each building before it opens to consider cleaning requirements, how touch points will be managed, and install signage in common spaces	ED, Business Services
		Develop local Standard Operating Procedures to manage the local environment	Head of Academic Division or Portfolio
There is insufficient PPE and cleaning products to maintain required hygiene practices	<ul style="list-style-type: none"> <li>Increased risk of transmission</li> <li>Increased risk of rolling back some activities or closing some buildings</li> </ul>	Ensure the University has a reliable supply of PPE and cleaning products	ED, Business Services
		Consider potential supply gaps before introducing more activity to campus	Incident Coordinator
Cases are identified on campus	<ul style="list-style-type: none"> <li>Anxiety in University community</li> <li>Building shut for deep clean</li> <li>Disruption to core activities in original building and potential delay in other activities returning</li> </ul>	Require everyone returning to campus to take an online OHS module and to track their contacts	ED, Human Resources and OH&S
		Establish a central case response team to manage potential cases	Incident Coordinator
		Develop and test a rapid close plan	Incident Coordinator
Individuals do not follow public health protocols	<ul style="list-style-type: none"> <li>Increased risk of transmission</li> <li>Difficulty in tracing contacts of confirmed cases</li> </ul>	Implement a comprehensive public health communications plan to ensure individuals are aware of the protocols and their responsibilities	ED University Communications and Marketing



Risk	Impact	Mitigation	Responsibility
	<ul style="list-style-type: none"> <li>Potential employer liability</li> </ul>	<p>Create a network of building wardens to monitor and share local challenges and successes</p> <p>Develop resources to support supervisors and teaching staff to reinforce protocols and manage non-compliance</p>	<p>ED, Business Services</p> <p>DVC (Academic and Undergraduate); ED Human Resources &amp; OH&amp;S</p>
Individuals reluctant or nervous to attend, or need to attend but not in a priority group	<ul style="list-style-type: none"> <li>Loss of productivity or academic standing</li> <li>Mental health risk</li> <li>Increased risk of infection for some cohorts – risk for the individual and the employer</li> </ul>	Provide individuals in vulnerable groups the opportunity to continue WFH arrangements	Head of Academic Division or Portfolio
		Enable individuals with inadequate WFH environments to work on campus by request	Head of Academic Division or Portfolio
		Ensure proactive mental health support is in place for people returning to campus	ED Student and Scholarly Services & Academic Registrar
Research activity and income is at risk because of a delayed return or limited access to required resources	<ul style="list-style-type: none"> <li>Loss of research income</li> <li>Potential damage to partner relationships</li> <li>Adverse impact on individual research record, particularly for ECRs and graduate researchers</li> </ul>	Establish priorities for research activity to return to campus at the institutional and local level	DVC Research and Deans
Student progression is at risk because core components of the course cannot be delivered remotely	<ul style="list-style-type: none"> <li>Financial - students reduce load or leave their courses, impact on recruitment and future load</li> <li>Poor student and course experience ratings</li> <li>Reputational impact</li> <li>Potential impact on relationships with partners and accrediting bodies</li> </ul>	Establish priorities for T&L activity to return to campus at the institutional and local level	DVC (Academic and Undergraduate) and Head of Academic Division
Overseas students are disadvantaged because subjects are not available online	<ul style="list-style-type: none"> <li>Impact on recruitment and future load</li> <li>Poor student and course experience ratings</li> <li>Reputational impact</li> </ul>	Establish priorities for T&L activity at the institutional and local level that consider the needs of overseas students	DVC (Academic and Undergraduate) and Head of Academic Division
Students are dissatisfied with the delayed resumption of on-campus activity	<ul style="list-style-type: none"> <li>Poor student and course experience ratings</li> <li>Potential impact on recruitment</li> </ul>	Continue to develop the virtual campus	Provost
Requirements to manage smaller class sizes, new or mixed modes of delivery create additional teaching workload	<ul style="list-style-type: none"> <li>Teaching is of lower quality</li> <li>Potential impact on time for research</li> <li>Mental health issues</li> </ul>	Academic divisions to determine priorities for subject offering in S2 that can be delivered within public health guidelines and resource constraints	Head of Academic Division