

Business Continuity Management Framework

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Approval Authority | Mana Whakaae Vice-Chancellor
Contact Officer | Āpiha Whakapā Emergency Management and Business Continuity
Manager – People, Culture and Campus

Policy Statement | Kaupapa Here

1. Business Continuity Management

1.1 What is Business Continuity?

Business continuity, as defined by the International Organisation of Standardisation (ISO), is the ‘capability of the organisation to continue delivery of products or services at acceptable predefined levels following a disruptive incident.’¹ A disruptive incident, according to ISO practices, can vary in size to encompass a situation that might be a disruption, crisis, loss, or emergency, or a situation that could lead to a disruption, crisis, loss, or emergency.²

In the tertiary sector context, this Business Continuity Management framework outlines the approach adopted by the University of Canterbury to prepare for and maintain an acceptable level of business continuity in the face of disruption and threats to business activities. The Plan links to and is an integral part of the University’s [Strategic Vision 2020 - 2030 \(Tangata Tū Tangata Ora\)](#), [Risk Management and Compliance Framework](#), and [Emergency Management Plan](#). The approach outlined below aims to ensure the best use of resources to minimise losses and improve recovery time.

The key principles of business continuity management are:

¹ International Organisation of Standards, “Security and resilience – Business Continuity Management Systems - Requirements” (ISO 22301:2019).

² Praxiom, ISO 22301 Business Continuity definitions, http://www.praxiom.com/iso-22301-definitions.htm#3.19_Incident.

- It is a journey, not a destination so continuous review is required.
- It is integrated into the business of usual processes.
- It enables the University to prioritise efforts to minimise the impact of losing access to resources in the institution.

The key outcomes of implementing a business continuity management framework for the University are to:

- underpin the preparedness of the institution,
- enhance the effectiveness of a response to an event, and
- decrease the impact of any disruptive event and increase the speed of recovery – see Figure 1.

Figure 1: Two dimensions of resilience: absorption and adaptability NZ National Disaster Resilience Strategy, 2019, civildefence.org.nz



The framework holds all people at all levels of the University accountable for operational continuity.

A key outcome of the Business Continuity Management process is a set of detailed Business Continuity Plans (BCPs) for individual parts of the institution, which document the coordinated planning that is in place for restoring operations in the event of a disruption. BCPs are living documents that need to be tested and reviewed on a regular basis and updated accordingly. Further details on how BCPs are developed and tested are outlined later in this document:

- Section 2.0 specifies the core elements of the BCPs;
- Section 3.0 documents the validation and testing parameters to ensure that the BCPs remain up-to-date and relevant;
- Section 4.0 explains the critical role that Communications plays in responding to and recovering from disruption; and
- Section 5.0 sets out reporting and escalation procedures during an event to enable broader University-wide prioritisation and support if the capacity of

BCP workarounds are exceeded.

1.2 Responding to Disruption

Disruption in this context is defined as an event that would cause the functions of the University or an area within the University to be materially impaired. This could be caused by a loss of access to resources (negative disruption) or an increased demand for resources (positive disruption). The focus of the University's business continuity planning will primarily be identifying, mitigating and recovering from the various types of negative disruption it may face. Examples include the loss of a building, loss of information, loss of revenue/income, loss of reputation, power outages, significant loss of staff (including key people) due to illness (pandemic), or campus-wide events such as earthquakes.

The UC Emergency Management Plan (EMP) details the procedures and resources in place to respond to a critical event which is defined as:

Any unplanned or unforeseen natural, or human-related event that disrupts normal business and may be a threat to life or property.

Business Continuity Plans complement the EMP by outlining the approaches and workarounds in place to enable the resumption of core university functions. Mitigation measures target the most urgent activities within the University, thus improving the likely return on investment and minimising impact during disruption.

1.3 Business Continuity at UC

This framework sets out how the aims of robust, commonly shared, and effective business continuity plans are achieved within UC:

1. The UC Business Continuity Management Framework (this document) sets out the overall intent and expectations of all university staff.
2. Resources and toolkits to assist in business continuity planning and activation can be found on the UC BCP SharePoint site.
3. Critical Service Units/teams, e.g., Facilities Management, Timetabling, Digital Services, Library, and Security have a responsibility to complete, test, and maintain BCPs for their functions – recognising that all other departments within UC rely on their critical functions.
4. Departments and other business units have a responsibility to develop, test and maintain regularly updated BCPs for their areas of responsibility – ensuring they plan for and mitigate risks to functions that exist within their responsibility.
5. UC will carry out regular assurance activities to ensure that BCPs are adequate and up to date and well socialised within the teams.
6. UC will assist teams to carry out regular desktop exercises to stress test

various aspects of their plans and document improvements to the plans.

7. During an event, business continuity owners will provide updates to the Incident Management Team (if activated), or to SLT as required on what business continuity activities are underway and escalate any critical areas needing wider support to manage.

1.4 The Relationship between the Emergency Management Plan and Business Continuity Management

The Emergency Management Plan (EMP) sets out the plans and processes to ensure timely and effective responses to any disruption. This Business Continuity Management framework sets out how UC achieves appropriate planning to reduce the impact of any disruption and to enable rapid resumption of activities. Either may be activated independently of the other, but in any incident with cross-campus impact, both must work in an aligned and coordinated fashion that is also cognisant of the broader UC Strategy.

1.4.1 Essential Personnel: Response

The UC Emergency Management Structure is based on the Coordinated Incident Management System (CIMS) model and is aligned with national and international best practice.³ Response teams are identified in both the Emergency Management Plan and the Student Incident Response Plan (SIRP) so are not separately described in this framework. Of note, however, is that the teams are in place, trained, and practise regularly.

Depending on the nature and scale of an incident, an Incident Management Team (and supporting structures) will be 'stood up' to respond to an incident and will remain in operational control until the incident has been sufficiently managed for there to be a return to 'business as usual'. All decisions taken during this period are recommended by the Incident Controller(s) and made by the Strategic Lead for the incident, the Vice-Chancellor, or the nominee.

1.4.2 Essential Personnel: Recovery

As part of the business continuity planning process at the institutional level, it is important to plan for the transition from response mode to recovery. This may include recovering to business as usual or to a new normal requiring acceleration or changes to strategic priorities.

To facilitate this and depending on the nature and scale of the incident that has caused the disruption, the Vice-Chancellor may establish a Core Recovery Group (CRG) to manage the recovery and look strategically at recover issues or opportunities.

³ www.civildefence.govt.nz/resources/coordinated-incident-management-system-cims-third-edition/

The primary focus of the group is to ensure continuity of the University's core activities – learning, teaching and research. To enable this, the group will also focus on critical services such as power, water and heating.

The CRG works alongside the Incident Management Team (IMT) and continues to function for as long as required after the ITM has been stood down. This may be for a period of weeks, months or even years, for example, the situation where the University is recovering from disruption as a consequence of a major seismic event.

Depending on the nature and scale of an incident, the CRG will include the:

- Vice-Chancellor;
- Executive Director of People, Culture and Campus;
- Executive Director of Planning, Finance and Digital Services;
- Director of Planning and Strategy;
- Deputy Vice-Chancellor, Academic;
- Academic Staff Representation (3 to 4 members); and
- Co-opted members (as required).

Business Continuity Owners (BCOs) will need to report the status of key activity areas to the CRG using the Key Activity Areas Report Template. See **Appendix 2**.

1.4.3 Essential Personnel: Business Continuity

Each Service Unit and Department should appoint a Business Continuity Owner who is responsible for managing the process of creating, maintaining, and testing their Business Continuity Plan.

During any response, lines of authority must be clear and communications both frequent and comprehensive. To enable this, a Business Continuity Liaison (BCL) should be embedded in the IMT to act as a conduit between the two groups. The BCO should provide event monitoring information to the BCL. The BCL will be responsible for ensuring the event monitoring information supplied by the Faculties/Departments/Service Units at the time of the disruption is collated and provided to the Vice-Chancellor and SLT to inform the work of the response and recovery teams in place to manage the business disruption. The extent to which this is necessary will be dependent on the severity and scale of the event (see Emergency Management Activation Levels in the UC Emergency Management Plan).

In a major event, such as a regional earthquake, recovery personnel and BCOs will work closely together. For example, how to teach in a tent would be a joint effort, while the long-term resumption of facilities is a core workstream for recovery. During the COVID-19 pandemic, BCOs worked on how to resume teaching activities, while recovery personnel focused on the medium- to longer-term impacts on student numbers and strategic changes.

1.4.4 Communications

During any incident at whatever level, coordinated communications are essential. BCPs include consideration of communications to stakeholders of specific business units or departments, whereas the Emergency Management Plan addresses communications to shared stakeholders of the University i.e., students, staff, and government agencies, and are centrally coordinated.

2. UC Business Continuity Plans

Business Continuity Plans enable departments and units to identify key risks that could lead to a failure to provide core services, as well as potential workarounds to allow the resumption of service in the event of an unavoidable disruption. An effective BCP ensures that core services will recover as quickly as possible, ensuring the reputation and security (including financial viability) of UC are protected. The Business Continuity Plan template can be found in **Appendix 1**.

2.1 The UC Hazard Scape

To create departmental Business Continuity Plans, the following potential impacts to the department from any of the hazards in Table 1 below that form UC's Hazard Scape should be considered. The high-level risk assessment of this hazard scape is reflected in the assignment of red/orange/green to the hazards described in the table.

Hazards are both natural and manmade hazards and have been chosen because they reflect tertiary- education specific risks, which could impact the University's people, its assets, and its ability to return to business as usual following a critical incident.

Table 1: The UC Hazard Scape

Hazard	Risk Rating
Armed Incident, Violent Act, or Terrorism	Red
Biological Containment Breach	Yellow
Cyber Attack	Red
Earthquake	Red
Fire	Yellow
Hazardous Substance	Yellow
Infrastructure Disruption / Failure	Yellow
Public Health Risks, e.g., Communicable Diseases	Yellow
Severe Weather Event	Yellow
Tsunami	Green

Note: The Hazard Scape is not exhaustive but is informed by lessons learned at UC, the Canterbury CDEM Group Plan⁴ and Risk & Realities: A Multi-Disciplinary Approach to the Vulnerability of Lifelines to Natural Hazards.⁵

2.2 Critical Service Area Plans

It is recognised that most Service Units and Academic Departments depend upon the function of, Facilities Management, Timetabling, Digital Services, and Library Services. These service areas require comprehensive BCPs that reflect the widespread impact if there is a disruption to the provision of their essential services. In addition, core BCPs are expected for Teaching and Learning, Research, and Students (UCSA). The Recovery Time Objectives (RTOs) for key central and core services should be arrived at in consultation with key-dependent services.

Key aspects of these plans are available on the UC BCP SharePoint site and can be used to guide dependent functions and departments on the likely workarounds or restoration times for key services upon which they depend.

2.3 Department and Unit Plans

The focus of business continuity should be on essential activities that must be carried out for the University/College/Department/Service Units to continue to deliver core services. Activities may be ongoing or time-sensitive, and priority is not necessarily dependent on which of these is most applicable, nor is prioritisation unchangeable over time. An activity that may not at first appear to be essential, may become so in a long-duration event e.g., accounting functions and enrolment changes.

All Business Continuity Plans should:

- **Identify key contacts and stakeholders for the department/unit and produce up-to-date contact lists including mobile phone numbers in a readily accessible form (eg printed and electronic copies).**

The key contacts are those people whom the department relies upon to get the functions of the department functioning. Generally, the minimum group identified will be staff members. For example, in a widespread community event, managers will want to check that staff members and their families were safe and ascertain who would be available to assist in getting the department functioning.

The contact details for this group need to be available. Electronic lists can be obtained from the HR system, but these are not always accurate and there is no guarantee that the HR system will be available in an emergency situation.

⁴ Canterbury Civil Defence Emergency Management Group Plan, adopted August 2022, pp 34-36.

⁵ Centre for Advanced Engineering (1997) Risks & Realities: A Multi-disciplinary Approach to the Vulnerability of Lifelines to Natural Hazards. Christchurch: Print City Christchurch, pp 17-45.

Departments are recommended to maintain their own physical copies and to ensure they are loaded into all UC provided smartphones.

The department should also identify other key stakeholders they may need to contact and ensure they also have their up-to-date contact details. Key stakeholders are those who rely on the department for some form of service. An academic department for example may have research or consultancy contracts which may be impacted by an outage. The funder or sponsor would be regarded as a key stakeholder.

- **Identify key priorities for communications activities paying particular note to those stakeholders who may not be covered by/included within broader University communications activities.**

In addition to having up-to-date contact lists, the BCPs also must address the question of WHO needs to know WHAT and WHEN.

In a campus-wide situation, many stakeholders are likely to be external to the University. Critical considerations include considerations of the timing of the advice and the necessity to ensure that the stakeholder-specific messaging is consistent with the wider University communications.

- **Identify activities carried out within the unit or department that are unique or special and will not be supported by institutional recovery plans.**

The resumption of core teaching and research activities is likely to be a centrally led activity. For the department or unit, the focus should be on priority services or activities that are unique to their area. For example, time-sensitive experiments or other research activities, partnerships with external organisations, off-site activities, or events.

For each activity, you should outline:

- (a) The nature of the activity or service;
- (b) The critical inputs required to deliver the activity or service – what people, knowledge or equipment is required?
- (c) Seasonal variations – identify peak or critical times of the month or year for this activity.
- (d) Workaround options for how this activity could be resumed, or what acceptable periods of deferral might be. Workarounds are Plan B to make these critical activities happen. For example, work from home, deliver from an alternative location, deliver a modified activity, sub-contract a different resource, use mutual aid arrangements with another provider, or determine and communicate new timelines for activities.

- **Identify key dependencies of the specific department or unit.**

All are dependent upon power, buildings, etc., and this is covered within critical service area plans. This section of the plan needs to identify areas that only you may know about it. Examples include key personnel, specialised equipment, or key grants.

For each key dependency, you should identify workarounds for how you might continue to deliver in the absence of that key critical input. For example, if you have only one lecturer able to run a popular course, a workaround may involve cross-training or mutual aid arrangements with an equivalent expert at another institution.

- **Identify what actions are needed by the unit or department to support UC-wide recovery strategies for teaching and learning.**

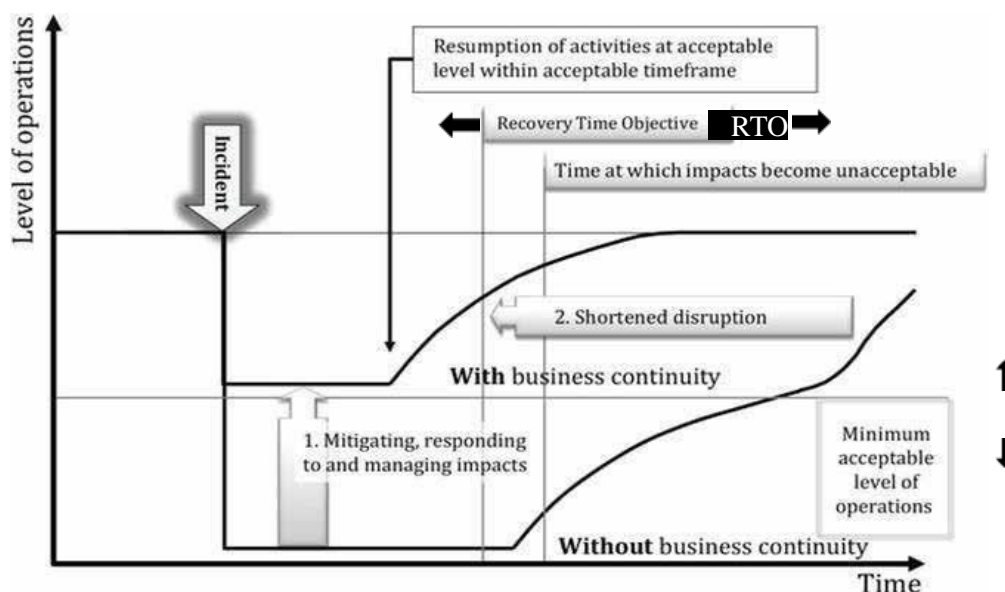
Any event that has an impact on teaching and research across the institution will involve a centrally led recovery plan. Examples from recent UC history include teaching in tents (2011 earthquakes) and conversion to online (2020 COVID-19 Pandemic). Department and unit BCPs should ensure the capability for these adaptations is maintained, i.e., the testing of staff ability to work remotely, induction activities to include video conferencing, and critical teaching resources in shared file systems.

2.4 Embedding Business Continuity

Embedding business continuity is an ongoing activity which seeks to integrate business continuity planning into day-to-day University activities in the same way as risk management or health and safety. As indicated above, the University acknowledges that responsibility for business continuity must be shared across all departments/schools by all staff to be relevant and successful.

By including the University community at all levels of planning, input, buy-in, ownership and accountability is increased. The success of the University depends on its alignment with strategic priorities. Figure 2 demonstrates its importance.

Figure 2: Illustration of Business Continuity Being Effective for Sudden Disruption (Source: ISO 22313:2020)



2.5 Sharing Business Continuity Plans

All BCPs should be saved centrally to the [UC Business Continuity site \(Staff only\)](#).

Departments and units should ensure a broad array of staff are familiar with the BCPs and can activate these in the absence of the designated lead.

3. Assurance and Testing

3.1 Assurance

The purpose of assurance is to ensure that the business continuity capability of the University reflects its scale and complexity, and that the University's capability is current, accurate, and complete, and that actions are taken to continually improve resilience. Assurance is achieved through the following three activities:

- Review;
- Testing; and
- Maintenance

3.2 Review

All departments' Business Continuity Plans must be reviewed regularly, in order to ensure they are kept current and submitted to the Business Continuity SLT lead who will annually report to SLT. The report should note compliance with the review process and identify any issues that require central management or action. The Emergency Management and Business Continuity Manager will facilitate this reporting process.

3.3 Testing

Each unit's Business Continuity Plan must be tested to ensure it is viable which in turn will determine the frequency of the plan's review. Each Department/Service Unit is required to at least annually run a team session that reviews its plan in the context of a specific scenario. This activity will be complemented by University-wide exercises.

The Emergency Management and Business Continuity Manager will ensure this testing programme takes place.

A planned testing programme is required to ensure that all aspects of the University response, in particular:

- all information in plans is checked to ensure viability and is then verified;
- all plans are rehearsed; and
- all relevant personnel (including deputies) are well practised.

The aims of exercising University BCPs include:

- evaluating current business continuity capability;
- identifying areas for improvement or missing information;
- highlighting assumptions which need to be questioned;
- instilling confidence in participants involved in testing exercises;
- developing teamwork;
- raising awareness of business continuity throughout the University;
- testing communication methods and plans;
- testing the effectiveness and timeliness of continuity procedures; and
- identifying training requirements for participants and integrating them with the test exercise schedule.

Careful planning is required. The chance of disruption caused by the exercise and the impact of any potential disruption must be minimised and the residual risk of something going wrong must be understood. Debrief and record the outcomes and learnings of the exercise.

3.4 Maintenance

Maintenance of the Business Continuity Plan ensures the University's business continuity arrangements are up to date, ensuring readiness to respond and manage incidents effectively, despite constant change.

An important part of the BCP is to manage documentation. Maintenance of documentation ensures it is kept up to date and that current and relevant documentation is distributed across the University. Those responsible for leading business continuity planning may not be available when the crisis strikes and so wide access to all plans is needed.

3.5 Outcomes and Review

Several benefits can be gained from the test exercise programme and include:

- validation that the BCP is manageable and operationally effective and efficient;
- confirmation that team members and staff are familiar with their roles, responsibilities, and authority;
- validation of the technical, logistical, and administration aspects;
- confirmation of the recovery infrastructure (command centres, work areas, technology, telecommunications, etc.);
- documentation of exercise results in a post-exercise report for auditors, insurers, legal bodies, and regulators as appropriate;
- documentation and resolution of issues identified during the exercise; and
- an increased awareness and buy-in from all staff at all levels of the significance of business continuity planning.

4. Communications

“Based on what we had learnt from other universities who had faced disasters, we knew that

we needed to communicate early, communicate regularly, and that our leadership team needed to be visible – to be the face of the institution.”

Resilience Tested, UC, 2012

In uncertain times business-as-usual communications need to be adapted to fit the circumstances. Good communication is essential in all phases of an event, from risk reduction to recovery. It is frequently overlooked as staff become focused on other aspects of operational delivery. Some communication will be organisation-wide, while some may be specific to parts of the organisation. Refer to the communications section of the Emergency Management Plan (EMP) for guidance on what centralised communications may be expected.

Within units and departments, some points to consider are:

- What messages do we need to give to staff and/or students that are specific to our unit or department?
- What do we need to communicate with suppliers and potential response and recovery partners?
- Do we have the systems in place to enable rapid communication? For example, do we have the necessary contact information for all staff, students and other stakeholders readily available?
- Who will ensure that these communications take place?

In thinking about communication, some basic components are:

- What has happened/is expected to happen?
- What do you know or don't know?
- What are you doing?
- What do you want them to do?

5. Event Monitoring

5.1 Department and Unit Responsibilities

During any event impacting the ability to deliver core services, the department or unit Business Continuity Owner (BCO) needs to report to either the Business Continuity Lead (BCL) in the Incident Management Team (if a Level 1 or Level 2 event occurs) or the Core Recovery Group (CRG) where they are unable to resume critical activities i.e. where the scale of the event has exceeded the capacity of any workarounds available. This is to enable the IMT or CRG to prioritise resources and activities as necessary to support business resumption.

Business Continuity Owners will need to report the status of key activity areas using the Key Activity Areas Report Template (see **Appendix 2**). To illustrate, during the latter stages of the COVID-19 pandemic, Academic Department A may have submitted the following:

Event: COVID-19, Level 4 Lockdown							
Department: ABCD					Date: 15 May 2020		
Status /Activity	Core Teaching	Core Research	Laboratory work	Student Support	Exams	Stakeholder Impact	Enrolment
Academic Dept	Online	Travel ban	No access	Significant delays	Plan for Online	Marsden fund impact	International and PhDs

Definitions | Tautuhinga

Business Continuity Owner (BCO) – The owner of a unit’s business continuity plan.

Business Continuity Liaison (BCL) – The member of IMT who liaises between BCOs and IMT.

Business Continuity Plan (BCP) – The document developed by a unit that describes its continuity plans in the event of disruptive incidents.

Core Recovery Group (CRG) – The cross functional team that leads the recovery to business as usual or to a new normal.

Coordinated Incident Management System (CIMS) – New Zealand’s official framework to achieve effective coordinated incident management. Informs UC’s approach to emergency management and business continuity.

Emergency Management Plan (EMP) – The plan describes the plans and processes for responses to disruptions.

Incident Management Team (IMT) – The cross-functional leadership team that leads and responds to disruptions.

Student Incident Response Plan (SIRP) – The plan used by the cross-functional team responsible for responding to a student-related emergency.

Senior Leadership Team (SLT) – The team is responsible for the day to day leadership of the University.

University of Canterbury Students' Association (UCSA) – The representative body for UC students.

Related Documents and Information | He kōrero anō

UC Policy Library | Te Pātaka Kaupapa Here

- [Risk Management Framework](#)

UC Website and Intranet | Te Pae Tukutuku me te Ipurangiroto o UC

- [Student Incident Response Plan](#)
- [UC Emergency Management Plan](#)
- [UC Weather Plan](#)

Appendices | Tāpiritanga

- **Appendix 1: Business Continuity Plan Template**
- **Appendix 2: Key Activity Areas Report Template**

Document History and Version Control Table			
Version	Action	Approval Authority	Action Date
<i>For document history and versioning prior to 2013 contact ucpolicy@canterbury.ac.nz</i>			
1.00	Document deposited into UCPL, replaced Business Continuity Framework v 2.00	Vice-Chancellor	Sep 2020
1.01	Updated Contact Officer	Policy Unit	July 2022
2.00	Scheduled review and updates made	Vice-Chancellor	Aug 2023

Department or Unit Business Continuity Plan

Instructions (delete this text when complete)

The following template illustrates the key material expected within your Business Continuity Plan.

Use whatever structure within the sections to suit your needs, but all sections must be retained.

Version Control			
Version	Action	Reviewed By	Date
1.0	Creation of Business Continuity Plan		

1. Key contact information

Key contacts are those people who you rely upon to get the functions of your department or unit functioning. Generally, the minimum group identified will be staff members. For example, in a widespread community event, managers will want to check that staff members and their families are safe and ascertain who would be available to assist in getting the department functioning.

Electronic lists for staff can be obtained from the HR system but these are not always accurate and there is no guarantee that the HR system will be available in an emergency situation. Departments and units are recommended to maintain their own physical copies and also to ensure they are loaded in all UC provided smartphones.

You should also identify other key stakeholders that you may need to contact (or who would expect to be contacted), and ensure you have their up-to-date contact details. Key stakeholders are those who rely on the department for some form of service. An academic department for example may have research or consultancy contracts which may be impacted by an outage. The funder or sponsor would be regarded as a key stakeholder.

Please detail how this information can be accessed (remembering that phones and laptops may be left in evacuated buildings, or central IT systems may be unavailable).

2. Key communications activities

WHO needs to know WHAT and WHEN?

WHO is responsible for ensuring these communications take place?

In a campus wide situation, many stakeholders are likely to be external to the University. Critical considerations include the timing of messaging and the need to ensure that the stakeholder specific messaging is consistent with the wider University communications.

Please detail who needs to know what and when and who is responsible for ensuring this occurs.

3. Activities carried out within our unit or department that are unique or special and will not be supported by institutional recovery plans?

Resumption of core teaching and research activities is likely to be a centrally led activity. For the department or unit, the focus here should be on priority services or activities that are unique to your area. Examples include time sensitive experiments or other research activities, partnerships with external organisations, off-site activities or events.

For each activity you should outline:

- The nature of the activity or service
- The critical inputs required to deliver the activity or service – what people, knowledge or equipment is required?
- Seasonal variations – identify peak or critical times of the month or year for this activity
- Work-around options for how this activity could be resumed, or what acceptable periods of deferral might be. Work arounds are your Plan B's to make these critical activities happen. For example, work from home, deliver from an alternative location, deliver a modified activity, sub- contract a different resource, use mutual aid arrangements with another provider, or determine and communicate new timeline for activities.

Nature of Activity or Service	Critical inputs required (people, equipment)	Is this activity always critical or in which times is it?	Work-around options for resumption

4. Key dependencies of our department or unit

All are dependent upon power, buildings etc and this is covered within critical service area plans. This section of your planning needs to identify areas that only you may know about it. Examples include key personnel, specialised equipment or key grants.

For each key dependency you should identify workarounds for how you might continue to deliver in the absence of that key critical input. For example, if you have only one lecturer able to run a popular course, a work-around may involve cross-training activities to be undertaken now, or mutual aid arrangements with an equivalent expert at another institution.

Key dependency	Potential work-around

5. What actions are needed by your unit or department to support UC wide recovery strategies for teaching and learning

Any event that has an impact on teaching and research across the institution will involve a centrally led recovery plan. Examples from recent UC history include teaching in tents (2011 earthquakes) and conversion to on-line (2020 Pandemic). Department and unit business continuity plans should ensure the capability for these adaptations is maintained i.e. the testing of staff ability to work remotely, induction activities to include video conferencing, critical teaching resources in shared file systems.

Appendix 2: Key Activity Areas Report Template

Event:							
Department:					Date:		
Status /Activity	Core Teaching	Core Research	Laboratory work	Student Support	Exams	Stakeholder Impact	Enrolment
Dept A	Red	Yellow	Red	Yellow	Yellow	Green	Yellow
Dept B	Red	Yellow	Red	Yellow	Yellow	Yellow	Yellow
IT	Red	Yellow	Red	Yellow	Yellow	Yellow	Yellow
Engineering Serv	Red	Yellow	Red	Yellow	Yellow	Yellow	Yellow
Timetabling	Red	Yellow	Red	Yellow	Yellow	Yellow	Yellow
... et al	Red	Yellow	Red	Yellow	Yellow	Yellow	Yellow