

THE BASES POSITION STAND ON THE 'REOPENING' OF SPORT AND EXERCISE SCIENCE DEPARTMENTS IN HIGHER EDUCATION AFTER LOCKDOWN.

Produced on behalf of the British Association of Sport and Exercise Sciences by Andy Smith, Rita de Oliveira, Mark Faghy, Mark Ross and Neil Maxwell.

FOREWORD BY THE CHAIR OF BASES

Throughout the Pandemic BASES has provided support and advice to the Sport and Exercise Science (SES) community and will continue to do so over the coming months. This Position Stand is part of that support package.

Published on the day that the A level and vocational qualification results are released in England, Wales and Northern Ireland, this Stand focuses on Higher Education (HE). Therefore, it is important to recognise that SES is a 'broad church' and the sector is enriched by the work that goes on in clinics, Institutes, and the Fitness industry. The Association values all of those who work in these settings and is committed to improving the service it provides to members in these sectors. Indeed, much of what follows can be used by Sport and Exercise Scientists in a variety of locations. As SES is a graduate profession, by supporting the reopening of HE Departments, the Association is helping all sectors by ensuring the continuation of the education of the next generation.

In working on this Position Stand all concerned were aware that all SES Departments will already have done a lot of work to prepare for the coming academic year. It was also noted that there will be a lot of variation in the 'state of readiness to reopen' between departments, partly because of the different restrictions in place in various parts of the UK. For those in an 'advanced' stage of planning, we hope that this Stand offers an opportunity to 'cross reference' the good work they have already done with the position articulated here. For all readers, we hope that the Stand contains relevant advice that promotes evidence based and reflective practice.

In publishing the Stand, the Association reflected carefully on a number of issues, two of which I want to share here. The first was the use of the phrase 're-opening' when we know that thanks to the hard work of colleagues, Departments continued to deliver online. The phrase 're-opening' also fails to adequately capture the fact that welcoming students, staff, and the community back is a process that will take many months. Whilst recognising these limitations we have stuck with the phrase as it was better than the alternatives we considered. The second was how much detail to provide. On the one hand, the Stand could have been an operational checklist and the other, 'simply' a list of principles. On reflection, we decided to publish a set of principles embedded in text to provide context along with some examples to keep the document 'grounded'.

Finally, may I wish you well during the next phase of the recovery process and reassure you that BASES will continue to support you in doing your important work.



Prof Richard Tong FBASES

INTRODUCTION

At this challenging time BASES wants to stand alongside its members and partners providing what support and advice it can. The authors drafted this Stand with the humility that comes from the knowledge that no one individual, leadership team or Association has all the answers. The approach

throughout this Stand is thinking and acting in the best interests of others i.e. students, staff, clients, and the community.

This Position Stand sets out the views of the Association on the ‘reopening’ of University SES Departments after Lockdown. The aim of the position stand is to provide a set of principles that can be applied by those in leadership positions to guide their decision making at local level as they move toward and through the new academic year. In addition, this document directs readers to 12 resources, which are listed at the end of the Stand.

Whilst this Position Stand focuses on HE, with care and professional judgement, the principles articulated here may be used to guide decision making in similar environments. Such settings may include the laboratories of national performance centres and exercise referral clinics, although in both cases those responsible will need to refer to other guidance as well as that included here. It should also be recognised that many SES Departments in HE not only have an educational role, but also provide support services to a range of clients.

In producing this stand, the Association is aware that Departments did not close but went online. This is why we put the term ‘reopening’ in quotation marks in the title as a means to recognise the herculean effort colleagues have made to keep SES going during the pandemic – thank you!

Some of the new ways of working that were established during lockdown should be continued after the restrictions are lifted to maintain the advantages offered by online learning to students and staff. However, the discipline needs a physical and practical dimension and cannot be delivered wholly through virtual learning.

The Table below presents examples of the actions Sport and Exercise Scientists are taking in a range of settings to keep people safe whilst reopening.

Table 1: Examples of the Types of Operational Actions Being Taken Across the SES Sector

OPERATIONAL ACTIONS BEING TAKEN
The use of personal protective equipment (PPE) including face masks
The implementation of social distancing measures
The installation of Perspex screens at points of contact
The operation of one-way systems
Enhanced cleaning and hygiene measures
The adaptation of specialist spaces for learning, teaching, research and ‘practicals’
Adjusting teaching timetables, assessment deadlines and reviewing term dates
Working with Student Unions to enable safe socialising
Identification of and support for vulnerable individuals
The development of new ethical approval, risk assessment and standard operating procedures
The use of online and blended learning and working
The use of home working when possible
The promotion of, and provision for, active commuting to work and campus.

As well as addressing operational issues, thought is also being given across the SES community to a range of strategic issues. These include –

- ✓ Consideration of the long-term impact of the Pandemic on the Discipline and Profession
- ✓ How to find and offer safe and meaningful student placements
- ✓ What skills and knowledge the next generation of Sport and Exercise Scientists will need in a world of work shaped by the Pandemic
- ✓ The role SES can play in the recovery of individuals, communities, and the economy
- ✓ How to maintain and enhance international collaborations

This Stand does not replace local decision-making but sets out to inform the decision-making process by providing a set of principles and ideas to stimulate reflective practice. It is recognised that SES Departments are complex organisations engaged in learning & teaching, research, knowledge exchange and public engagement and these principles are intended to provide a framework to consider issues across this whole provision. The Stand also acknowledges the challenges faced by practical subjects like SES in both educating students and providing services to the public during a Pandemic.

PRINCIPLES AND CONSIDERATIONS

Universities United Kingdom (UUK, 2020) has published a briefing that includes nine principles to guide HE institutions as they emerge from lockdown. It is recommended that this short document is read in full and a link can be found at the end of this Stand (see Resource **R1**). The principles relate to 1) prioritising health and safety in all decision making, 2) changing campus design to enable adherence to public health advice; 3) reviewing learning, teaching and assessment; 4) taking preventative steps to ensure the welfare and mental health of students and staff; 5) putting in place processes to care for international students; 6) regularly assessing hygiene and cleaning procedures; 7) using risk assessments and government guidance to facilitate safe research in Labs and other spaces; 8) consulting with staff, students and Trade Unions and 9) working with partners including local councils.

This framework for emerging from lockdown by the UUK provides a sector and Institutional level context within which many SES Departments are reopening. BASES recommends that SES Departments work within their Institutional structure to apply these principles to their reopening and by so doing help ensure joined up thinking and action between the ‘centre’ of the University (e.g. Estates and Facilities) to ensure an integrated and seamless safe student experience.

To complement the briefing from the UUK, the Association stands by the following position in relation to SES Departments. This stance is based around 10 ‘principles’ or considerations which can be used in conjunction with those from the UUK 1) open transparently (‘openness’); 2) autonomy; 3) leadership; 4) future focus; 5) review research; 6) currency; 7) plurality; 8) no detriment; 9) public engagement and 10) intellectual generosity & collegiality.

1. Open Transparently

Departments should reopen for all activities including those that require a ‘physical presence’ including practical work and the provision of service to the public and elite sport performers as soon as it is safe to do so. When reopening Departments should: -

- A. Conceive reopening not as a one-off event but a process that has several stages and which may take many months before a ‘new normal’ is established. Given the changing geographical spread of the virus, regional and national variation in relation to lockdowns and restriction and the regular publication of new government advice it is not possible to definitively model the stages of this process. Therefore, the following illustration is presented to promote thinking and discussion about how staff, students and research participants might interact at different stages of the process.



Figure 1: Hypothesized Sequencing of reopening to promote reflection

In the short term, the priority is the establishment of safety mechanisms (such as testing for Legionnaires Disease), risk assessments, revisions to practical protocols to ensure participant safety and implementing mitigation strategies that will lead to the restoration of activities indicative of SES departments e.g. the delivery of practical sessions. In the longer term the focus will change to operating in the 'new normal' and re-imagining SES Departments to meet the new needs of students and communities in ways that are safe and sustainable.

- B. Recognise that there may be a second wave of infections, local outbreaks, and changes in government advice. Therefore, Departments should have in place contingency and scenario plans to enable them to move quickly back into lockdown when and if needed, whilst maintaining a positive student experience. Therefore, it is important to continuously monitor the UK Government's five stage alert levels and restrictions applied at local level.

Reopening should be done with as much transparency as possible. Students and colleagues should know what actions have been taken to keep them safe and the impact this will have on their learning and work experience. Whenever possible, colleagues and students should be engaged in the reopening process. Consideration needs to be given to how the student voice might be captured in a way that is representative of the student body as a whole.

Depending on the structure in place within individual institutions, the student voice may best be engaged through class representatives or online course forums. Engaging students is one way to prepare the next generation of Sport and Exercise Scientists to enter the profession at a time when Pandemics and Lockdowns may be part of their 'new normal'. Whilst for the current generation of Sport and Exercise Scientists little in our training has prepared us for the current emergency, we must ensure that the cohorts we are currently educating are prepared for an uncertain future.

When deciding how to engage with students it is important to consider the most appropriate frequency and communication medium to keep them informed and maintain trust. For example, rather than using long written documents, colleagues may wish to consider using 'short talking head videos' that quickly capture the key points that can be put on a virtual learning environment (VLE) platform and circulated to all students. Such an approach may both speed up the communication process and be more accessible and user friendly.

As it is likely that when students return to campus and engage in practical work that COVID-19 will still be present, ongoing communication will be essential.

2. Autonomy

The independence and autonomy of Universities is a guiding principle of the UK Higher Education system and one that protects intellectual freedom and that provides student choice and diversity. Therefore, BASES recognises that it is for individual Universities to decide when and how it is appropriate to open their departments and that as the professional body it is there to provide these guiding principles and to be supportive. The Association encourages Universities and SES Departments within them to use their autonomy to develop flexible and proactive approaches to reopening. BASES recognises that in this fluid and unprecedented situation 'one size does not fit all' and that different Universities will reopen their Departments in different ways and at different paces.

3. Leadership

The key to a successful reopening of a Department is Academic Leadership and the exercising of professional judgement. Leadership comes from many different levels within the University, from the VC 'downward' and is often provided by Leadership Teams rather than by a single individual. Given the importance of Leadership, strengthening Leadership Teams by investing in their development and CPD should be a priority as it will better equip them to deal with the challenges to come.

In SES good leadership is characterised by i) evidence-based and ii) reflective practice. At the time of writing this Stand, there is no vaccine for COVID-19 and no treatment. Whilst the 'peak' has passed in the UK, there are sporadic outbreaks occurring across Europe and local lockdowns being enforced. Therefore, Leaders need to be agile and flexible and recognise that reopening may be characterised by 'one step forward and two steps back'. In these circumstances, at times being part of a Leadership Team is likely to be frustrating, demanding, and stressful. Therefore, it is important that Universities

support Leaders and that they themselves ask for help when they need it. Equally important is the support of those they lead and manage. Being a Leader should not be a lonely business at this time and teamwork, collective responsibility and mutual support is essential as is being alert to the signs of mental ill-health among staff and the impact that it may have on provision.

An important aspect of Leadership across the University hierarchy over the coming months will be identifying and safeguarding staff, students and others who are most vulnerable to COVID-19. It may be important to assess the individual needs of colleagues and students without judgemental or preconceived ideas of what may be best for them.

Another challenge facing Academic Leaders at this time is providing staff with the time, support and resources needed so that they can develop the skills and competencies required to deliver blended learning. This may mean putting other projects on hold and re-prioritising the objectives of the Department.

Leaders may find the practice management during the COVID-19 Pandemic article found at **R2** helpful.

4. Future Focus

As part of the reopening process, BASES encourages Departments to reimagine themselves, not just to restart. In other words, there is an opportunity to rethink what SES Departments do and how they do it. Rather than get back to 'normal' some Departments may want to get back to 'different'. Examples of what Departments might want to consider include the following aspirations which are not intended to be prescriptive, but which are presented to provoke thought and further investigation -

- A. Re-engineering the mode of curriculum delivery to take full advantage of technology-enhanced learning, rather than utilising it as a short-term solution to the Pandemic.
- B. Widening participation to HE from underrepresented groups.
- C. Addressing climate change and promoting sustainability (see **R3**).
- D. Using positive action regarding diversity (gender and ethnicity). For example by i) ensuring that research participants are a representative sample of the population and reporting that diversity; ii) using a quota system when short listing for job-interviews whilst ensuring candidates are appropriately qualified; iii) 'student voice' initiatives and internships could use positive discrimination and iv) assessments can be done blind to student names.
- E. Developing the curriculum in response to COVID-19 by, for example, studying all those groups most impacted by the virus including more emphases on Geriatric Exercise Science.
- F. Closing the gap between Departments of SES and the NHS to build strong collaborative approaches and realise cross-disciplinary opportunities (Faghy *et al.*, 2020). Additional partnerships working could include enhanced collaborations with the health and fitness industry.

Futureproofing SES provision begins with managing the challenges presented by the virus and keeping people safe. However, as time moves on, the financial impact on the sector is likely to add to the challenges of those in Leadership positions. The Association is aware that many colleagues in the sector are already beginning to prepare for the impact of the predicted economic decline on the sector. The importance of having an accurate understanding of the financial performance of Departments and a clear case for support has never been more important.

5. Review Research

Reopening presents an opportunity to review the research priorities of Departments. One outcome of a review could be to prioritise research that is related to COVID-19 to enable SES to respond to the pandemic. Such work could focus on clinical research, public health, the role of the fitness sector or the implications of the Pandemic on elite sport. Regarding the latter, research into the physical and

psychological effects of having major sporting events postponed or cancelled could underpin the development of evidence-based practice to support those athletes affected. The small number of studies conducted on the physical and psychological consequences of the Zika virus on the competitors in the Rio Olympic and Paralympic Games (e.g. Hamilton *et al.*, 2019) could be used to inform research on the impact of COVID-19. However, it is important that as well as COVID-19 focused research that other work is also conducted which is not related to the Pandemic.

Research is a defining characteristic of a University and not one that needs in all circumstances to be linked to teaching. However, reopening provides an opportunity to rethink how the research of a Department can inform the curriculum and the best way to engage students with it.

6. Currency

In this fast-moving situation guidance is quickly out of date and many of the events that will shape the coming months are not under the control of Sport and Exercise Scientists. Therefore, it is important that departmental leaders stay updated and current on both i) the scientific literature on COVID-19 and ii) the regulatory guidance from government and others. One way to stay current is to 'buddy up' with a Department from another Institution to share intelligence and discuss developments in the scientific literature. Another way to stay current is to regularly evaluate the effectiveness of measures put in place to reopen and then applying what has been learned to make any improvements that are indicated

7. Plurality

SES often 'sits' in Schools or Departments that include other sports-related disciplines, for example Sports Therapy, which have their own professional bodies, and which may have issued their own guidance. It is important that leaders understand the specific guidance from these different bodies. This also includes specific requirements of course accreditation from different bodies which mean teaching, learning and assessment activities may need to be differentiated between courses sitting in the same School or Department. Having this overview can help prevent any ambiguity of advice given to students.

8. No Detriment

Departments should reopen in such a way as to avoid student detriment. Arguably a no-detriment approach starts by ensuring that students are not disadvantaged in the marks awarded for assessments, the calculation of their Degree classification and their progression status. However, it extends beyond this to both the learning and social experience they have in the Department. Another important aspect is supporting SES students with career guidance. Consideration should be given to how best to support the 'COVID Cohort' enter the profession and find jobs.

Some students may be disadvantaged in online and blended learning environments because of lack of access to a computer, broadband or a suitable space to study. Examples of how this disadvantage may be overcome include setting aside (bookable) space in libraries for students to study safely and providing computers on loan. Several Universities have established COVID-19 Student Hardship funds to which the Association encourages SES Alumni to donate.

When applying the no-detriment principle at Departmental level consideration needs to be given to credit bearing placements and professional development opportunities where students are expected to collect hours. Employers may not be able or willing to do this as readily as in the past. Examples of how to support employers to continue to take students include developing creative ways that students could gain work experience, this could include developing material for web sites or blogs. Departments can also think of incorporating hours of CPD courses as a portion of the regular placement hours. Thought also needs to be given to how the availability of international exchange opportunities may change and how they might be replaced.

9. Public Engagement

Arguably the local communities within which SES Departments are based have never needed the support we can provide as much as they do now. BASES recommends that Departments should listen to what support local communities need and do their best to provide it. A focus may be helping

older people to exercise as they have been the most restricted during COVID-19 and are at most risk from social isolation. Examples of how this can be achieved include SES Academic Departments working closely with their professional colleagues in University Recreation and Sports Facilities to establish community programmes specifically targeting those over 60. Such activities may also take place as collaborations with local councils and age-related charities.

At the time of writing, the long-term impacts on patients recovering from COVID-19 remains unknown. Clinical approaches are being established on previous epidemics where Severe Acute Respiratory Syndrome and Middle Eastern Respiratory Syndrome infection have documented persisting abnormal radiographic change, impaired exercise and functional capacity and reduced quality of life following episodes of Acute Respiratory Distress Syndrome. Recent data suggests that >50% of patients hospitalised by COVID-19, will experience profound musculoskeletal and neurological de-conditioning and require substantial care and support in the post COVID-19 period (Thomas *et al.*, 2020).

Arguably more concerning is the challenge to support those with milder symptoms recovering who are discharged into community settings with substantial co-morbidities and who require acute (three to six months) and chronic (>12 months) support (Barker-Davies *et al.*, 2020).

The SES community has an important role to play in the current and developing situation which will place an unprecedented demand on health care services. Combined approaches driven from clinical domains and the exercise sciences can offer a unified approach to understand the complex and chronic nature of COVID-19 recovery and develop support mechanisms, achieving broad impacts. For example, SES practitioners are equipped with the knowledge and facilities to deliver interrogative procedures such as cardiopulmonary exercise testing which can be used to characterise cardio-respiratory fitness and identify reasons for physical impairment in those recovering from COVID-19. This approach provides a characterisation of cardio-respiratory fitness and the effects of de-conditioning underpinning functional impairment and support the development of efficacious rehabilitation strategies leading to improved patient outcomes.

The role of SES departments and practitioners is not limited to the use of investigative procedures that can improve outcomes for those with COVID-19. Lockdown and social distancing will negatively impact mental health at a population level. Interventions must therefore extend beyond clinical settings to support individuals and communities, where depressive and anxiety symptoms have been reported (Gritti *et al.*, 2020).

10. Collegiality and Intellectual Generosity

We are all in this together and therefore it is important that we support each other and share examples of best practice. Not only is such collegiality an example of the good that can come out of the Pandemic that has caused such suffering but is a form of enlightened self-interest, for, by discussing our experiences of reopening with each other, we learn together, use best practice and build our profession. The Pandemic and its aftermath is a problem that requires many minds to resolve and collegiality and intellectual generosity is a prerequisite if we are to have a sustained recovery. BASES has a number of mechanisms to facilitate collegiality and intellectual generosity, these include the opportunity for members to i) join the Association's COVID-19 SIG (see **R4**); ii) to take part in webinars; iii) to submit letters and articles to The Sport and Exercise Scientists and iv) to publish peer reviewed research in the Journal of Sports Sciences and at the Annual Conference.

BASES POLICY AND RESPONSE TO THE PANDEMIC

The purpose of this section is to bring together several policy statements BASES has made over the course of the Pandemic on key topics. It also includes some additional material on Physiology Labs. BASES will continue to post relevant material on its website and email members new material.

BUES: The Association has stated - 'These are unprecedented times and many Universities are operating under Emergency Assessment Regulations that are designed to ensure that students are not disadvantaged under these challenging set of circumstances. BASES is happy to support institutions who currently have BUES scheme endorsement for their programmes, by protecting the interests of the students and confirming programme endorsement irrespective of assessment

regulation changes. We hope this will go some way to reassuring our HE partners and their students in these difficult times.'

The Association has also said –'BASES recognises that many institutions are faced with changing the delivery mode and assessment methodologies of their academic programmes as a result of COVID-19, and we would like to reassure you that this will not have an impact on your BUES endorsement. The scheme has been purposefully redesigned so that there are no individual compliance criteria, and that institutions need to demonstrate that 'on balance' their teaching strategies and programme activities meet the endorsement outcomes. The methods by which institutions currently deliver their curriculum and assess their students significantly varies, and it is expected that in order for students to be awarded their degree, any revisions would continue to meet the Programme Learning Outcomes, and by extension BASES endorsement'

Coronavirus Graduated Return to Play for Performance Athletes: Guidance for Healthcare Practitioners : The Association has stated - 'BASES Sport and Performance Division would like to formally endorse the UK Home Country Sports Institutes' (HCSI) Coronavirus Graduated Return to Play Guidance document for performance sport athletes. This document, created by Senior Doctors from all four of the HCSIs, and published recently in the British Journal of Sports Medicine, provides excellent advice for healthcare practitioners and performance sport athletes in what is an ever-changing and challenging landscape.'

Physiology Laboratories: The Association has endorsed the statement from The Physiological Society on returning to the laboratory which readers can access through the link – **R5**.

Initial steps upon returning to the laboratory will include ensuring that the equipment is working and, if necessary, re-calibrated and that maintenance checks are performed. Electrical equipment may need to be PA tested.

Lecturers, researchers and technical support staff should be pro-active in regularly disinfecting equipment (including worktops, keyboards etc), frequent hand washing, and replacing filters when possible. More guidance on cleaning in non-healthcare settings is provided by the Government which can be found by following **R6**.

For all forms of practical in SES including work in Labs and in 'the field' government guidance on the use of PPE and infection control should be followed – see **R7 to R10**.

With regards to teaching in physiology laboratories, several key factors need considering these include.

- The number of people allowed into the laboratory at any one time (staff and students) which is likely to be much reduced than from before the Pandemic and will be greatly influenced by the social distancing rules in place at the time (e.g. 2m or 1m).
- Lecturers and module leaders may need to amend the format of their lessons given the potential transmission of the virus via vapour droplets (which may be produced during heavy exertion exercise if individual's cough), so this specifically has implications for lung function and maximal exercise testing.
- Individuals entering the laboratory may need to be screened for COVID-19 symptoms such as i) a cough, ii) a high temperature/fever, iii) loss of taste/smell and iv) nausea. Some of this screening process may take place via an online form the day or evening prior to the lesson.
- Standard operating procedures in the Lab require consideration of i) the use of signing in and out sheets, ii) ensuring the taking of and storage of registers, iii) encouraging students to wipe down equipment after use and iv) where possible the use of one-way systems through laboratories.

For exercise physiology research, key considerations include.

- The use of PPE when sampling biological tissue (saliva, blood, muscle and adipose) and when conducting physiological testing, such as maximal exercise tests. There may be ethical concerns over the use of PPE if there is a risk that such usage may take supplies away from frontline workers. If such a risk is identified by the relevant ethics committee, the research may need to be postponed until the demand for PPE has reduced.
- When taking biological samples, health and safety checks, and appropriate risk assessments should be in place along with thorough screening for COVID-19 symptoms of participants and the researcher(s).
- Face to face physiology research should only take place if both participant and researcher (and their respective households) are asymptomatic.
- Testing in large groups should be discouraged, and where possible, testing of one participant at a time is encouraged. This allows for spaces and equipment to be thoroughly cleaned and disinfected prior to subsequent testing sessions.

Research Facilities: The Association has previously circulated and promoted the government's advice that can be found at – **R11**.

CPD: To safeguard the health of its staff, members and speakers BASES postponed both its annual and student conference until 2021. To enable members to maintain their CPD, BASES is running a webinar series, details of which can be found on the Associations website.

Accreditation and Reaccreditation: Submission dates remain as normal. If a candidate has been significantly impacted by the Pandemic, they should contact the BASES Office to explain their situation to see if any mitigation should and can be put in place. This will be dealt with on a case by case basis.

BASES COVID-19 Response: The Association approved proposals from Andy Smith to produce an Expert Statement (see **R12**) in the area and to form a Special Interest Group on COVID-19. The latter will provide a long term 'resource' within the Association to enable it to meet the needs of its members to engage collectively in addressing the consequences of the Pandemic on the profession and the communities and individuals it is there to serve.

BASES Office Reopening: At the time of writing the BASES office is closed whilst staff continue to provide a service to BASES members by remote working from home. When and if this situation changes members will be notified through email and/or the Association's website.

CONCLUSION

The figure over page summarises the key points made in this Stand.



Reopening is going to be an iterative and incremental process during which Leadership Teams need to be proactive and adapt to emerging situations. The Pandemic and its aftermath are presenting challenges never before faced by Universities, SES and the Association. The volume of decision making, and the sheer workload involved are going to stretch individuals and institutions in ways that we can but imagine. Yet amid the Pandemic and its economic consequences there is hope to be found and opportunities to be seized by those with the courage and vision to do so. SES can, and is, stepping forward to support the NHS, communities and individuals affected by COVID-19. If we so desire SES Departments can use this moment to reimagine themselves as vehicles for addressing climate change and promoting inclusion, widening participation and equal opportunities whilst supporting economic recovery. Sport, exercise, science, and higher education are powerful forces which we are uniquely positioned to shape - let us use them wisely at this moment of great need.

RESOURCES

R1: <https://www.universitiesuk.ac.uk/policy-and-analysis/reports/Pages/principles-considerations-emerging-lockdown-uk-universities-june-2020.aspx>

R2: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7197337/>

R3: <https://unfccc.int/climate-action/sectoral-engagement/sports-for-climate-action>

R4: https://members.bases.org.uk/spage-special_interest_groups-bases_covid_19_.html

R5: <https://www.physoc.org/covid19/returning-to-the-lab/>

R6: <https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings>

R7:https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/886370/COVID-19_Infection_prevention_and_control_guidance_Appendix_2.pdf

R8:<https://www.gov.uk/government/publications/wuhan-novel-coronavirus-infection-prevention-and-control/covid-19-personal-protective-equipment-ppe>

R9:https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/886370/COVID-19_Infection_prevention_and_control_guidance_Appendix_2.pdf

R10:https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/886370/COVID-19_Infection_prevention_and_control_guidance_Appendix_2.pdf

R11: <https://www.bases.org.uk/article-updated-government-guidance-for-indoor-labs-research-facilities-and-similar-environments.html>

R12 www.bases.org.uk/BASES-Expert-Statements

Readers may also find the following resource helpful if they have an interest in gyms and leisure facilities - <https://www.ukactive.com/news/ukactive-launches-fit-together-campaign-to-lead-safe-reopening-of-gyms-and-leisure-facilities/>

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The Authors volunteered to write this stand and asked for and received no payment.

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Mark is a BASES accredited sport and exercise scientist and Steering Group member of the BASES COVID-19 SIG. He is a lecturer in Exercise Physiology and Programme Leader of the BSc Hons Sport and Exercise Science degree programme at Edinburgh Napier University. His research interests include the effect of exercise, physical activity, and dietary interventions to improve cardiovascular repair.

Dr Neil Maxwell



Neil is a Reader of Environmental Physiology at the University of Brighton. He is course leader to the MSc Applied Sport Physiology and Applied Exercise Physiology degrees at the university and is responsible for leading the return to the SES laboratories this autumn.

PLEASE NOTE THAT THIS POSITION STAND IS BASED ON OFFICIAL GUIDANCE AT THE TIME OF GOING TO PRESS AND IS FOR GUIDANCE ONLY. FURTHER INDEPENDENT LEGAL GUIDANCE SHOULD ALWAYS BE SOUGHT IF NECESSARY.

This Position Stand was reviewed by:

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