



Senate Handbook

Student Handbook

Student Welfare

This Handbook supplements Regulations governed by Senate.

It includes policies, procedures, advice and/or guidance that students, staff and Recognised Teachers are expected to follow in the proper conduct of University business.

Contents

1	About this Handbook	3
2	Student Wellbeing and Disability Support	4
3	Disability Support	5
4	Academic Support	6
	4.1 SAS Leads	6
	4.2 Course Directors, Programme Directors and Module Leaders	6
	4.3 Supervisors	7
	4.4 Pastoral Advisers (Research Students)	8
	4.5 Coach (undergraduate Students)	8
5	Counselling Support	9
6	Cranfield Students' Association	10
7	Health And Safety	11
8	Religious Beliefs and British Values	12
	8.1 Religious Beliefs	12
	8.2 British Values	12
	8.3 Cranfield's Values	13
9	Dignity At Study Policy	14
10	Medical Services	27
	10.1 General Practitioners (GPs)	27
	10.2 Other primary care services	28
	10.3 Medical Emergencies	28
	10.4 Dentists	29
	10.5 Pharmacies	29
	10.6 Private medical insurance	30
11	Cranfield and the Prevent Duty	31
	11.1 What is the prevent duty?	31
	11.2 Concerns about a student	31
	11.3 Concerns about external speakers	32
	11.4 Concerns about a poster or publication	32
	11.5 Cranfield's commitment	33
12	Worried about a student?	34
13	University policies	35
	13.1 Student Disability policy	35
	13.2 Policy for supporting dyslexic students and those with other SLDs	37
	13.3 Mental Health policy	40
	13.4 Fitness to Study policy	44
	13.5 Code of Practice on Valuing Diversity	49
	13.6 Safeguarding Policy	51
Appendix A	Student Wellbeing and Disability Support Confidentiality Policy	59
Appendix B	Further Examples of Harassment	60

Major changes to this document since version 1.6 (August 2022):

- Addition of reference to Report and Support (2)
- Addition of reference to Disability support videos (3)
- Revised Dignity at Work and Study policy (9)
- Revised section on Prevent Duty (11)

1 About this Handbook

This Handbook outlines the various aspects of welfare provision the University has for all of its students as well as relevant policies and procedures in case of issues or concerns. Students studying for an undergraduate award with MK:U may access any of the services described in this Handbook through Student Wellbeing and Disability Support at the Cranfield campus or through their SAS Lead.

This handbook does not cover concerns over behavioural conduct, course content or student complaints. These are covered separately in the Senate Handbooks:

- Senate Handbook: Academic Appeals
- Senate Handbook: Complaints
- Senate Handbook: Disciplinary Procedures

This handbook also does not cover visa, immigration or funding matters – advice for this is available on the intranet; further advice should be sought directly from the Student Immigration and/or Student Funding Team - studentimmigration@cranfield.ac.uk or studentfinance@cranfield.ac.uk.

Further advice on any of the matters listed in this Handbook can be sought from Student Wellbeing and Disability Support, Cranfield Students' Association or your SAS Lead.

2 Student Wellbeing and Disability Support

For many people, university is a place to make lifetime friends, gain a wealth of experience, strengthen your academic education and enhance your skills to take your career to the next level.

It may be daunting to start with, but there is plenty of help and support available to you. The most important thing is to seek information, advice or support whenever you need it. Student Wellbeing and Disability Support is a central point of contact where our Advisors offer information and support on a wide range of academic, welfare and personal issues, and referral to university counselling services.

The service centrally co-ordinate reasonable adjustments to support students with disabilities, physical and mobility impairments, specific learning differences and mental and physical health conditions.

A range of workshops are delivered by Student Wellbeing and Disability Support service throughout the year on topics including; stress management, improving motivation, balancing my thoughts and time management.

Student Wellbeing and Disability Support is based in Building 45 on the Cranfield campus, and in Barrington library at Shrivenham. Students can contact the service by email studentsupport@cranfield.ac.uk or phone: 01234 754839. Appointments are available in person, by phone and via Zoom and Microsoft Teams. To book an appointment email studentsupport@cranfield.ac.uk. The service is available to all students and their families

The Student Advisors and dedicated Learning Support Officers are available to help you work through any difficulties no matter how small or big they may seem. They provide an integrated, professional and confidential student-centered service.

Confidential notes are kept to record student interactions. This allows the advisors to keep track of all student contact and the advice provided, which in turn helps the service to adapt to meet the changing needs of our students. Full details can be found in the Student Wellbeing and Disability Support Confidentiality Policy (Appendix A).

Togetherall

In addition to the support available through Student Wellbeing and Disability Support, all students can access Togetherall. This online platform offers a range of interactive courses and self-assessment tests to support your mental wellbeing, alongside confidential professional support with trained counsellors 24 hours a day, 7 days a week. Further details can be found on the intranet.

Report + Support

The University has launched a new Report + Support tool, accessible here: [Report + Support - Cranfield University](#).

We expect Cranfield to be a safe, supportive and inclusive environment for our community. Behaviours such as bullying, harassment and discrimination are not acceptable and have no place here. The tool is designed to facilitate reporting of these types of behaviours. Please be assured that we are here to support you and are committed to addressing issues that are raised.

You can raise a concern through the tool either anonymously or by giving us your contact details to enable us to offer you appropriate support.

If you don't feel ready to share something that has happened, there are a series of support articles available on the site which can be accessed 24/7.

3 Disability Support

The University's Learning Support Officers are based in Student Wellbeing and Disability Support at both Cranfield and Shrivvenham and offer information, guidance and support to students with disabilities, physical and mobility impairments, specific learning differences and mental and physical health conditions.

Students who have shared their condition or support need on their application form or through EVE, will be contacted by the relevant Learning Support Officer before registration to arrange a meeting to discuss the support available and any assistance required. If you believe you should have been contacted by a Learning Support Officer but have not been, please make contact with Student Wellbeing and Disability Support as soon as possible via studentsupport@cranfield.ac.uk.

Students who require support but have omitted to share a disability or condition on their application form, or students who become disabled or are diagnosed with a condition during the course of their studies, must contact their Learning Support Officer as soon as practicable to discuss their needs.

Learning Support Officers offer students one-to-one consultations, either in person, by phone or online via Zoom or Microsoft Teams, where you can discuss:

- how your disability is affecting your studies
- what adjustments may be made to enable you to get the most out of your studies
- any special examination arrangements that may be appropriate.

In order to receive Learning Support you will need to provide appropriate evidence. Evidence must be in English. Where evidence is not in English it must be accompanied by a translation certified by a Public Notary, accredited translator (member of the Association of Translation Companies) or a member of Cranfield University Staff (as approved by the Student Casework Team or the Head of Registry Services). This will usually be in the form of a medical or specialist report, or a diagnostic assessment report (the Learning Support Officers can help organise dyslexia screening tests and full diagnostic assessments where necessary).

Upon receipt of your evidence the Learning Support Officer will create a Student Support Plan which will document any reasonable adjustments required for you to complete your course. This will then be sent to the relevant staff for the adjustments to be put into place. Academic and support staff will only be sent details of the reasonable adjustments required; details of your condition will not be shared. The Student Support Plan cannot be created without the necessary evidence (nor any adjustments put in place) so it is important that this is provided as soon as possible. If you are awaiting a diagnosis or are unsure whether your evidence is sufficient, please contact the Learning Support Officer and they can advise further.

In addition, the Learning Support Officers can provide general advice on dyslexia and other Specific Learning Differences (SpLDs). For UK students who are eligible for funding, Learning Support Officers can also assist with applications for Disabled Students Allowance.

To arrange an appointment with a Learning Support Officer, contact Student Wellbeing and Disability Support by email (studentsupport@cranfield.ac.uk). Appointments are available in person, by phone or online via Zoom and Microsoft Teams. For further information, videos and FAQ's please see our Learning Support intranet page: <https://intranet.cranfield.ac.uk/Students/Pages/LearningSupport.aspx>.

4 Academic Support

Throughout your course there are a number of avenues of support available to you should you have any queries about your course, or should you feel that you are struggling academically or need someone to discuss any aspect of your course with.

The Course Team is made up of both academic and administrative support available to you throughout the duration of your course.

4.1 SAS Leads

Student and Academic Support (SAS) Leads should be your first point of contact. Details of the SAS lead for your course can be found on your VLE, in your course handbook and on the intranet.

Your SAS Lead should be your first point of contact for all course/programme-related matters, including:

- monitoring student academic progress (i.e. results obtained on assessed work during the course and working with the course director to resolve any issues);
- queries about your registration, assessment hand-in dates and timetabling;
- to discuss/request deferrals of modules or assessments, or exceptional circumstances;
- for any queries relating to attendance monitoring;
- to provide advice on any complaint or appeal you may have;
- to arrange thesis vivas (research students);
- to provide pastoral support;
- to request specific advice and guidance on the University's Assessment Rules, progression, awards and re-assessments.

Your SAS Lead will also be able to signpost you to the correct person within the University if you are unsure of who you need to speak to for a specific issue.

4.2 Course Directors¹, Programme Directors and Module Leaders

For each taught course there will be a Course Director (or Programme Director for courses grouped into programmes) who has overall responsibility for the direction and management of the course. Each Module within your course will be managed by a Module Leader.

In addition to a number of duties relating to managing the overall quality of the academic provision, the Course Director has a number of key responsibilities in relation to the students on their course. These include:

- ensuring on initial registration that students have all the information they need in order to begin their studies;
- with the SAS Lead, monitoring their academic achievement (i.e. results obtained on assessed work during the course) and addressing any causes of concern relating to underperformance or the likelihood of them not being able to complete the intended award;
- ensuring students receive appropriate and timely feedback on their work;
- managing requests for:
 - additional learning support, in consultation with a Learning Support Officer;
 - adjustments to the pattern of study (including changes of mode (PT/FT) and changes to elective modules or project titles);

¹ known as Course Leads for undergraduate courses.

- adjustments to the overall period of study (including interruptions of study: suspensions or extensions)
- ensuring that, when students have successfully completed sufficient work, that their marks are considered and approved by the appropriate board of examiners;
- ensuring that, where further work is required by a board of examiners, that students are provided with sufficient information and support to complete that work for re-assessment;
- ensuring students are aware of their responsibilities in relation to academic misconduct;
- providing informal advice on complaints or appeals;
- meeting with the student cohort (or an elected course representative) to discuss students' feedback on the course;
- ensuring the appointment of appropriate project/dissertation supervisors (if relevant).

The key responsibilities of a Module Leader with regard to students include:

- providing academic guidance and support on the module itself;
- advising on deferrals or extensions to the assessment of their module;
- collecting and reporting back on feedback from students on the quality of the module;
- ensuring student attendance is monitored throughout the module.

4.3 Supervisors

Each research student, and each postgraduate taught student undertaking an independent research project (thesis), is assigned at least one (taught students) or at least two (research students) supervisor(s) for the duration of their project.

All students must keep in regular contact with the supervisor(s) of their thesis, to report/discuss progress and any difficulties encountered.

The responsibilities of Supervisors and students during theses include those outlined below.

Your academic supervisor will:

- give general guidance on the nature and standard of the thesis required and discuss the analysis of results, details of methodology and outcomes of study;
- agree with you:
 - the aims and objectives of the thesis
 - the methodology, resource needs and safety risk assessment
 - the thesis structure and contents list;
- agree with you a regular programme of consultation. This timetable will depend on the nature of the project and where it is undertaken. This consultation may be made in person, by phone or email;
- to provide, as a minimum, detailed feedback on one chapter of the thesis and general feedback on the thesis provided that this is submitted within a timescale previously agreed between supervisors and student;
- ensure that adequate training on relevant equipment is provided;
- provide general guidance as required.

During your research project, you will:

- be responsible for writing meeting notes and sending to the SAS team as part of the Attendance Monitoring requirement
- be responsible for the content of your own thesis;
- be responsible for discussing with your supervisor the type of guidance and comment which is found most helpful and agreeing a schedule of meetings;
- be responsible for taking the initiative in raising problems or difficulties (personal or technical) which may adversely affect your progress;

- be responsible for maintaining the progress of the work in accordance with advice sought from your supervisor, including the presentation of written material in sufficient time to allow for appropriate feedback;
- behave in an appropriate manner in all dealings with external sponsors/bodies;
- be responsible in your use of facilities and equipment both on campus and off.

Further details of the expectations and responsibilities of supervisors and students can be found in the Student Research Senate Handbook and the Assessment Rules for Taught Courses Senate Handbook.

4.4 Pastoral Advisers (Research Students)

Each research student is allocated a Pastoral Adviser, who is a point of contact for you to provide informal advice and support on matters not directly related to the programme of supervised research, such as health, welfare and well-being matters.

Your Pastoral Adviser is also someone who you can consult in confidence if you have any concerns about the quality of your supervision, the conduct of a meeting with the Progress Review Team, or of the qualities of the facilities provided to support your programme of research.

Your Pastoral Adviser will, in consultation with you, raise concerns with the Director of Research, School Assistant Registrar, Director of Theme, Pro-Vice-Chancellor (School) or Student Wellbeing and Disability Support (studentsupport@cranfield.ac.uk), as appropriate.

Your Pastoral Adviser will not be your Primary Supervisor, but otherwise can be any appropriately-briefed member of staff. A single person may be appointed as the Pastoral Adviser for all research students within your School.

Additional pastoral support for all students can be sought from your Student and Academic Support (SAS) Lead, staff in Student Wellbeing and Disability Support (see section 2) and the Cranfield Students' Association (csa@cranfield.ac.uk) (see section 3).

4.5 Coach (Undergraduate Students)

The Coach forms an important part of the learning experience for students at MK:U.

You will be allocated a Coach to facilitate and support your journey through your studies. The Coach will work with you to help you transition into the role of a student/apprentice. They will provide you with support as you progress through your academic and apprenticeship path, through your studies and onwards into your graduate career.

The Coaches will have a broad understanding of the degree/apprenticeship processes and the educational options available to you as you progress through your course. The Coaches will liaise with you when/if you are on placements and will maintain the link for you back into the University. For apprenticeship students, the Coach will work with both you and your employer to ensure that you meet the aims of your apprenticeship.

5 Counselling Support

Whether you are experiencing stress, perhaps because of academic work/pressures/examinations, or you are feeling depressed, anxious or angry, then counselling may be able to help. The University provides a confidential counselling service where you will be offered up to six sessions. This service is free of charge to all students, offering help with social, personal or emotional concerns.

The counselling services are there for you whatever your situation, whether you have a long-standing problem or concern you are struggling with, or whether you are encountering difficulties since arriving at Cranfield. A counsellor can help you gain understanding and insight into any difficulties you may be experiencing, to develop emotional resilience and put into place strategies that will seek to positively improve your situation, and enable you to fulfil your academic potential.

If you are considering an interruption to, or withdrawal from your study, talking to a Student Advisor from Student Wellbeing and Disability Support or a counsellor, may be able to help you consider your problems and options, alongside discussing your academic options with University staff.

The counselling services offered are booked on an appointment basis and are not an emergency service – if you are in urgent distress you should contact your GP, 111 or 999 (see section 10). "Counselling services are available in person on the Cranfield site or via telephone or online via Zoom or Microsoft Teams.

Referrals to the counselling services

For further information on the counselling service and/or for a referral for counselling, contact Student Wellbeing and Disability Support.

6 Cranfield Students' Association

The Cranfield Students' Association (CSA), while part of the University, is an autonomous democratic organisation. It is led by elected officers, responsible for providing direction to the CSA and representing the interests of its members to the University and externally.

The CSA exists for the benefit of students of the University. It organises social events and works to improve the student experience, and runs a number of clubs, societies and activities to help students integrate into University life. The CSA also acts as a support system for students who are struggling with academic and non-academic issues.

CSA Officers and Staff can help with a range of minor queries such as information about local transport, University life and accommodation, as well as supporting students through more significant problems. They can also signpost to other agencies to address specific matters.

The CSA Officers are students, so they know some of the pressures of student life, and are able to meet to and talk with anyone who needs extra support. They can be contacted via the CSA office or through the email addresses below.

Details of the current CSA Officers can be found on the intranet and on the CSA external website. The CSA is based at both Shrivenham and Cranfield; contact details for both are below:

Cranfield:

CSA Building 114
Cranfield Campus
csa.cranfield@cranfield.ac.uk
csa@cranfield.ac.uk

CSA President
csapresident@cranfield.ac.uk

Shrivenham:

csa.shrivenham@cranfield.ac.uk

Drop in sessions every Wednesday lunch time, 1-2.30pm, Wellington Hall

Further information on the CSA can also be found on the intranet and the CSA website:

www.mycsa.org.uk.

<https://intranet.cranfield.ac.uk/csa/Pages/default.aspx>

7 Health and Safety

The University recognises, accepts and is committed to meeting its responsibility to ensure the health and safety of its students whilst at the University, as well as its obligations to employees, contractors and visitors.

The University has a Health and Safety Policy Statement which can be found, along with procedures, guidance and forms are available on the Health and Safety Intranet site:
<https://intranet.cranfield.ac.uk/safety/Pages/Default.aspx>

This intranet site features an a-z of topics covering all aspects of health and safety at the University. There are also separate Health and Safety Handbooks for students studying at Cranfield and Shrivenham.

Cranfield:

<https://intranet.cranfield.ac.uk/safety/Health%20and%20Safety/Handbook2016V2.0CU-SHE-BPG-3.11.pdf>

Shrivenham:

<https://intranet.cranfield.ac.uk/cds/safety/Documents/CDS%20Health%20and%20Safety%20Handbook%20V3%202019.pdf>

In addition to the general University Health and Safety policy and procedures, site specific arrangements are in place at the Defence Academy.

Reporting incidents/near misses

All incidents, including near misses or dangerous occurrences on University property, whether they occur during your study or not, should be reported promptly to your supervisor, a member of your course team, your SAS Lead or any other relevant member of University staff. They will then record the details with you and send a report form through to the University Health and Safety Unit.

In all cases of personal injury and when more detailed information is required beyond the information provided in the incident form the Health & Safety Unit may be in touch with you for more details.

8 Religious beliefs and British values

8.1 Religious beliefs

The University has a diverse student and staff body, and welcomes people of all (or no) faiths. As detailed in section 9 of this handbook the University is committed to providing a respectful and harmonious environment for all members of the University, and will not tolerate discrimination or harassment of anyone based upon any religious views or beliefs. This includes those with atheistic or agnostic beliefs. Their religious views and religious nonpractice should be treated with equal respect and dignity.

On the Cranfield Campus there is a Chapel and a Mosque:

The University Chapel is an ecumenical room located in Building 33. The chapel is used for bible study, prayer meetings and worship.

The Mosque is located on the ground floor of Building 33. The Mosque hosts Friday and daily prayer, as well as Qur'an study and Eid and Ramadan observation.

There are a range of places of worship local to the Cranfield Campus, which are listed on the intranet: <https://intranet.cranfield.ac.uk/Students/Pages/Placesofworship.aspx>

At Shrivenham there is a Chaplaincy, in Building 66. Within the Chaplaincy is a Chapel which is open every day from 07:00 hours to 19:00 hours. Visitors are welcome to call by at any time, either for quiet prayer or to speak with one of the Chaplaincy Team.

There is also a large World Faiths Prayer Room located just outside the site boundary on the Faringdon Road.

St Alban's Church is situated on the married quarters patch, at the junction of Ironside Drive and Folly Crescent.

8.2 British Values

The University has a responsibility to promote British values as part of its educational offering to all apprentice students, to ensure that students leave the University prepared for life in modern Britain and become valuable and responsible members of society who treat others with respect and tolerance, regardless of their background.

The four definitions of British values are:

Democracy

A culture built upon freedom and equality, where everyone is aware of their rights and responsibilities.

The rule of law

The need for rules to make a happy, safe and secure environment to live and work.

Individual liberty

Protection of your rights and the rights of others around you.

Mutual respect & tolerance of different faiths and beliefs

Understanding that we all don't share the same beliefs and values. Respecting those values, ideas and beliefs of others whilst not imposing our own onto them.

By actively promoting these values the University aims to:

- enable students to become or continue to be valuable and rounded members of society who treat others with respect and tolerance, regardless of background;
- ensure students understand the importance of respect and leave the University fully prepared for life in modern Britain;
- celebrate differences and diversity;

- encourage an understanding of the difficulties other cultures face where such values are not respected;
- provide students with an understanding of how British citizens can influence decision-making through democratic processes; and
- give students an appreciation that living under the rule of law protects individual citizens and is essential for wellbeing and safety.

In order to achieve this, the University will:

- embed the principles of British values into the curriculum;
- encourage students to become responsible learners, critical thinkers and to actively participate in their own learning and development;
- provide opportunities for students to contribute and feedback to us through the Student Voice;
- provide opportunities for students to engage in the democratic structures of the University through Course representatives, the CSA and representation on University committees.

8.3 Cranfield's Values

Cranfield has four core values which help to define who we are, guide the way we behave and shape our decisions. Our shared, stated values are for all members of the University, and feed into the standards and behaviours that we expect of our students and our students can expect from us.



Each Value is explained and expanded on further on the dedicated Values intranet page: <https://intranet.cranfield.ac.uk/Pages/values.aspx>.

9 Dignity at Work and Study Policy

We are committed to providing and promoting an inclusive working and learning environment where all our staff and students are treated fairly and with dignity and respect, in line with our University [Values](#) and as set out in our Charter:

“The University will provide a collaborative and supportive working and learning environment which embeds equality of opportunity and the rights of individuals in all its operations and treats everyone with dignity and respect”.

The University will not tolerate any form of discrimination, harassment, sexual misconduct, bullying or victimisation (unacceptable behaviour) by or against any member of our Cranfield community or a third party such as a supplier or visitor to the University.

About this policy

We are committed to providing all staff, students and wider members of our Cranfield community with a range of mechanisms for them to raise concerns, seek support and be listened to if they believe they are being or have been subjected to unacceptable behaviour while working, studying or participating in a Cranfield activity.

This policy therefore aims to:

- maintain the dignity of all members of the Cranfield Community
- ensure that differences are respected and valued
- demonstrate our commitment to diversity and inclusion
- embed our University [Values](#)
- set out the responsibilities of individual members of the University community in recognising and preventing harassment or bullying in (or associated with) the workplace
- outline and promote the support available and procedures to be followed if harassment or bullying occurs.

This policy has been developed in line with ACAS guidelines and covers work/study-related events (including social events) whether they are on or off our sites (including overseas), as well as the normal working/learning environment and electronic communications (including social media platforms).

This policy covers cases of harassment, bullying, discrimination, sexual misconduct, or victimisation of:

- staff by other members of the University (staff/students/third parties)
- students by other members of the University (staff/students/third parties)

Definitions

Bullying

Bullying is defined as: “Intimidating, malicious or insulting behaviour and/or an abuse or misuse of power that undermines, humiliates or denigrates the person at the receiving end”.

It can take the form of physical, verbal and non-verbal conduct. Non-verbal conduct includes postings on social media platforms.

Bullying may include, but is not limited to:

- a) setting up someone to fail by giving them unachievable tasks, an unmanageable workload, Impossible deadline, or making unreasonable demands
- b) inappropriate monitoring of work or overbearing supervision
- c) giving someone too little work or work that is below their competence
- d) Instantaneous rages, over trivial matters, personal insults and name-calling, or public humiliation, put-downs or ridiculing
- e) removing or reassigning a person's responsibilities without justification
- f) deliberately withholding training, information, or resources from someone that are necessary for them to perform the role or course, or opportunities for advancement
- g) constant unfounded criticism of performance or study tasks
- h) withdrawing or refusing reasonable support

Cyber bullying and the use of social networking sites

Cyber bullying is a term used to refer to bullying through electronic media, usually via social networking sites, personal web pages, emails, text messages and internet presence including blogs such as Facebook, and all other social media, whether private, personal or public. In using all social media or posting online, all staff and students should consider the content, language and appropriateness of such communications.

The following guidance is relevant for both students and staff in relation to online behaviour:

- avoid using language which could be deemed to be offensive, threatening or humiliating to others in a face-to-face setting as the impact may be much the same or worse, as it may not be possible to delete the online information
- avoid forming or joining an online group that isolates or victimises fellow students or colleagues
- ensure that social networking sites are not used to access or share illegal content
- avoid defamatory comments in relation to staff, students, customers or suppliers of the University
- do not share confidential information regarding a University employee, student, customer or supplier.

Staff and students are encouraged to report incidences of inappropriate online behaviour. If alleged cyber bullying or harassment is reported, it will be dealt with in accordance with this policy and may lead to disciplinary action in the same way as incidents that take place in a face-to-face setting.

The University's Social Media policy can be found here: [Social media \(cranfield.ac.uk\)](https://www.cranfield.ac.uk/social-media)

Harassment

The Equality Act 2010 defines harassment as: "Unwanted conduct related to a protected characteristic, which has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual".

Harassment will amount to unlawful discrimination if it relates to any of the protected characteristics.

Harassment may involve conduct of a sexual nature (sexual harassment/sexual misconduct), or it may be related to a protected characteristic such as age, disability, gender reassignment, gender expression or identity, pregnancy or maternity (including breastfeeding), race, colour, nationality, ethnic or national origin, religion or belief, sex or sexual orientation.

Harassment/sexual misconduct may include, but is not limited to:

- a) unwanted physical conduct or 'horseplay', including touching, pinching, pushing, grabbing, brushing past someone, invading their personal space and more serious forms of physical or sexual assault

- b) unwelcome sexual advances or suggestive behaviour (which the harasser may perceive as harmless), and suggestions that sexual favours may further a career or that a refusal may hinder it
- c) continued suggestions for social activity after it has been made clear that such suggestions are unwelcome
- d) sending or displaying material that is pornographic or that some people may find offensive (including e-mails, text messages, video clips and images sent by mobile phone or posted on the internet)
- e) offensive or intimidating comments or gestures, or insensitive jokes or pranks
- f) mocking, mimicking or belittling a person's disability
- g) ignoring or shunning someone, for example, by deliberately excluding them from a conversation or a workplace social activity
- h) intrusion by pestering, spying or stalking.

A person may be harassed even if they were not the intended "target". For example, a person may be harassed by racist jokes about a different ethnic group if it creates an offensive environment.

Harassment or bullying may consist of sporadic or persistent behaviour, although one single act may be considered sufficiently serious to warrant disciplinary action.

Specific examples of the harassment related to specific protected characteristics can be found in Appendix A.

Discrimination and hate crime

Unlawful discrimination takes place when an individual or a group of people are treated less favourably than others based on a protected characteristic such as age, disability, gender reassignment, pregnancy and maternity (including treating a woman less favourably because they are breastfeeding), race, colour, nationality, ethnic or national origin, religion or belief, sex or sexual orientation and in relation to direct discrimination only, marriage and civil partnership.

Direct discrimination occurs where someone is treated less favourably because of one of the protected characteristics set out above; this can include association with or a perception of a particular characteristic.

Indirect discrimination occurs where someone is disadvantaged by an unjustified provision, criteria or practice that puts people with a particular protected characteristic at a disadvantage compared with others who do not share that characteristic.

Crimes committed against someone because of their disability, transgender-identity, race, religion or belief, or sexual orientation are classed as hate crimes and victims are encouraged to report these to the police (in addition to seeking support internally from the University).

Hate crimes can include:

- threatening behaviour
- assault
- robbery
- damage to property
- inciting others to commit hate crimes
- harassment
- online abuse.

Victimisation

Victimisation broadly refers to poor treatment directed towards someone who has made or is

believed to have made or supported a complaint under the Equality Act. It is subjecting a person to a detriment because they have, in good faith, complained (whether formally or otherwise) that someone has been bullying or harassing them or someone else, or supported someone to make a complaint or given evidence in relation to a complaint. This would include isolating someone because they have made a complaint or giving them a heavier or more difficult workload.

Provided that person has acted in good faith and genuinely believes that what they are saying is true, they have a right not to be victimised for making a complaint or doing anything in relation to a complaint of bullying or harassment and the University will take appropriate action to deal with any alleged victimisation, which may include disciplinary action against anyone found to have victimised another member of staff.

Making a complaint that you know to be untrue, or giving evidence that you know to be untrue, may lead to disciplinary action being taken against you.

Roles and responsibilities

Students – Dignity at study

All students:

- have the right to study and live in an environment which is free from any form of harassment or bullying.
- have the right to complain if they believe they are being treated inappropriately and be assured that all complaints will be dealt with seriously, promptly and confidentially. At all times, they have the right to choose how what action should be taken.
- Have the right not to be victimised if they make a complaint or give evidence in connection with a complaint. Any complaint of harassment and/or victimisation will be dealt with thoroughly, promptly, fairly and confidentially. Victimisation (if proven) will result in disciplinary action and may warrant dismissal/termination of studies.
- have the right to take action outside of the University, including if they feel it appropriate to involve the police. If such an offence occurs the attack/assault should be reported to the police: the University will support them fully in doing this, but cannot do it on their behalf. The existence of this Handbook does not replace or detract from an individual's rights to pursue a complaint under the relevant discrimination legislation.
- have a responsibility to help ensure a learning and teaching environment in which the dignity of everybody is respected. Everyone must comply with this policy and students should ensure that their behaviour does not cause offence and could not in any way be considered to be harassment.
- should discourage harassment by making it clear that they find such behaviour unacceptable and by supporting students who suffer such treatment and are considering making a complaint. They should alert appropriate staff of any incident of harassment to enable Cranfield University to deal with this matter.

Staff - Dignity at work

All staff:

- have the right to work in an environment which is free from any form of harassment or bullying
- treat colleagues and other members of the University community with dignity and respect and adhere to this policy, in line with our University [Values](#)
- value differences in others and the contribution they make

- report any suspected incidents of bullying, harassment, sexual misconduct or victimisation immediately to their line manager, their local HR team or a Dignity at Work Advisor (highlighted below)
- discourage inappropriate behaviour by making it clear that they find it inappropriate and by supporting colleagues who experience such behaviour and reporting incidents to enable the University to deal with it
- ensure that visitors/contractors they engage with do not encounter any inappropriate behaviour and that they comply with this policy themselves. Complaints of bullying or harassment by a contractor will be investigated and action taken may include severing links with them where the complaint is upheld
- have a right to complain if they believe they are being treated inappropriately, and to be assured complaints will be dealt with seriously, promptly and confidentially. The procedures under [Ordinance 29 'Resolution of Grievances'](#) should be referred to for 'Dignity at Work' complaints.

Line managers/Supervisors

Line managers and supervisors have a duty to implement this policy and to make every effort to ensure that bullying and harassment does not occur, particularly in the area they are responsible for. They should create a culture of respect, dignity and trust, and deal with any incidents in line with this policy.

Line managers/Supervisors:

- have a right to be treated with respect and dignity from the people they manage/supervise
- have a right to manage and monitor staff/student performance without fear of unfounded accusations of bullying or harassment
- should be responsive and supportive to any member of staff or student who makes an allegation of bullying or harassment, provide clear advice on the procedure to be adopted, maintain confidentiality and seek to ensure that there is no further problem of bullying, harassment or victimisation after a complaint has been resolved
- should lead by example by treating all staff and students with dignity and respect, listening, and responding to their views and being realistic about objectives and work programmes
- should be alert to unacceptable behaviour and take appropriate action

Staff and students may be suffering the effects of unacceptable behaviour without revealing it and feeling stressed, so it is important that managers/supervisors/tutors are aware of some typical signs, notably:

- absenteeism, regular or prolonged sick leave
- reduced performance, a decline in productivity or quality of work output
- lack of respect for others, low morale or a change of atmosphere at work/study.

Staff and students should not interpret firm and fair management or supervision as bullying or harassment. Harassment or bullying is always unfair and may undermine someone's efforts to perform well, whereas assertive/legitimate management actions could include:

- setting fair but achievable objectives and performance measures
- monitoring performance levels against objectives
- providing constructive feedback when staff/students are not performing at satisfactory levels or behaving inappropriately
- taking action where unsatisfactory work or levels of absence have been identified.

The University

The University regards all forms of bullying, harassment, sexual misconduct, discrimination and victimisation as unacceptable and will not be tolerated. Conduct may be deemed to be unacceptable whether or not the person behaving in that way intends to cause offence. This applies to people who are not the subject of the harassment or bullying, but who may witness it and be offended by it.

The University:

- will ensure that adequate resources are made available to promote dignity at work and study and to deal effectively with complaints of inappropriate behaviour. This includes ensuring that this policy is readily accessible to all members of staff and students and training is available for staff to understand their responsibilities under the Equality Act 2010.
- will support staff to offer confidential first line information and support on all Dignity at Work and Study matters.
- has a duty to take appropriate action where a criminal offence has taken place, or if there is an incident which represents a serious risk to the health and/or safety of staff or students. If a student wishes to report a criminal offence, the University will support them in that action. (Examples of serious criminal offences include physical assault, indecent exposure or sexual assault including “date rape”.) The University may take separate and additional disciplinary action against a member of staff or student who has been convicted of a criminal offence. In exceptional circumstances, the University may suspend the person concerned pending the outcome of an investigation.
- may also take action against members of the University making false or malicious allegations under the appropriate disciplinary procedure.
- will monitor all incidents of harassment and will review the effectiveness of this policy and procedures annually.

Raising a concern/Informal resolution

Most incidents involving harassment or bullying can be resolved quickly and informally: often they can result from misunderstandings or cultural differences, or that feelings have not been recognised or understood. This is particularly true in isolated incidents or with people who you do not know well.

Where possible, every effort should be made to resolve a complaint or issue informally. Often a person will not realise their behaviour is unwelcome or offensive, so an informal conversation may help them to understand the effect of their behaviour and prevent it reoccurring.

Staff

If staff find it difficult to approach the other person directly (or raising it with their line manager), they can contact one of the following for confidential support, advice or assistance in the first instance:

- [Dignity at Work Advisors](#)
- [Trade Union representatives](#)
- Equality, Diversity and Inclusion team
- [Local HR Teams](#)
- [Employee Assistance Programme](#)

Dignity at Work Advisors are volunteers who have been trained to provide staff with advice and guidance. An advisor can be contacted on a confidential basis at the informal stage.

A list of advisors, their departments and contact details are available on the [intranet](#). There may be occasions where the Dignity at Work Advisor selected is unable to offer support. If this is the case, they will refer the member of staff to another Dignity at Work Advisor who will be able to assist.

It should be noted that the Dignity at Work Advisors do not normally conduct formal investigations.

Students

Students may seek a confidential discussion with any of the staff listed below that they feel able to approach and have the right to be accompanied at such a discussion by a friend or representative of the Cranfield Students' Association. The purpose of the discussion will be to discuss the nature of the problem and how to arrive at an acceptable solution through informal channels.

The following members of staff can be approached for support, advice or assistance:

- Staff in the [Student Wellbeing and Disability Support Team](#) (including the Head of Student Support and Wellbeing)
- Tutors/Supervisors, Course Directors, or other staff closely linked with the management of your studies
- Directors of Education and Directors of Research
- Staff in Education Services (including the Academic Registrar and the Assistant Registrars)
- Staff in the Cranfield Students' Association
- Heads of Academic and Administrative Departments

Students can also use the [Report + Support tool](#) to raise concerns.

Support may include:

- providing information on options available to the person seeking help
- advice on how to collate evidence to establish a complaint

When you seek advice from any of the above, you will be advised that:

- a formal investigation and possible disciplinary action can only take place if the complaint is investigated under one of the University's formal disciplinary procedures;
- a written record of the action taken will be made to assist with any formal proceedings which may arise if the behaviour does not stop;
- there may be circumstances where the conversation cannot remain confidential, particularly if the person you talk to believes that the circumstances represent a health or safety risk to any member of the University.

Staff in the Student Wellbeing and Disability Support Team can support you with attempts to resolve matters informally, with you:

- approaching the alleged harasser directly, making it clear to the person(s) harassing you that the behaviour in question is offensive, is not welcome and should be stopped;
- approaching the alleged harasser with the support of a friend, staff in the Student Advice Centre, your personal tutor or a representative of the Students' Association;
- writing the alleged harasser a letter, with the help of a friend or staff in the Student Advice Centre;

If you feel unable to tackle the person(s) concerned, this will not constitute consent to harassment nor will it prejudice any formal complaint that you may make. It is important that at all stages, you keep notes of any relevant incidents which distress you, including a record of the ways in which the incidents have caused you to change the pattern of your studies or social life. These may be helpful if the informal resolution does not resolve the matter.

However, if you feel you are being subjected to harassment or bullying in any form, you should not feel that it is your fault or that you have to tolerate it.

Formal Complaints

If you feel that either you are unable to attempt to resolve the matter informally, or that any attempts to resolve a complaint formally have not been successful you may make a formal complaint to the University.

Students - see Appendix B

Any formal complaint will be considered using the University's student complaints procedures, as set out in the [Senate Handbook: Student Complaints](#). The outcome of this process may in turn lead to action being taken against any perpetrator under the University's student disciplinary procedures, as set out in the [Senate Handbook: Student Disciplinary Procedures](#).

Monitoring

While individuals will remain anonymous, we will monitor all reported incidents of bullying and harassment annually and will regularly review the effectiveness of this policy.

Further reference documents

- [University Diversity Strategy](#)
- [Student welfare handbook](#)
- [Mental Health & Wellbeing Strategy](#)

Confidentiality

Evidence provided under this policy will be treated in a sensitive and confidential manner and information will be shared on a need-to-know basis, including as appropriate with the reported staff member.

Unnecessary disclosure of such allegations may result in disciplinary action.

As part of the investigatory process the identity of the individual(s) providing the evidence may have to be revealed and, as appropriate, they may be requested to make a statement and/or attend an investigatory interview.

All information received in relation to this policy will be stored and processed in line with applicable data protection legislation. To learn more about how we handle your data, please review our [Privacy Notice](#).

Appendix A: Examples of harassment

Harassment can take place face-to-face, or in written form (e.g. by emails, or comments on social media sites). They may be heard or received directly by the intended person, or by others. Both such 'direct' and 'indirect' harassment are considered unacceptable behaviour.

Outlined below are some examples of harassment. Some, if occurring only once, may cause mild irritation but if repeated becomes harassing. Some on the other hand are clearly harassment even if they occur once. Nevertheless, all the forms of harassment are inappropriate for the University to maintain a culture of respect and dignity.

A.1 Sexual harassment/sexual misconduct

Sexual harassment/sexual misconduct is unwanted behaviour of a sexual nature. It can happen to men, women and people of any gender or sexual orientation. It can be carried out by anyone of the same sex, opposite sex or anyone of any gender identity. It can be physical, verbal or non-verbal in nature and can occur between members of the same or opposite sex. It is for individuals to determine what behaviour is acceptable to them and what they regard as offensive. However, any behaviour that could make the recipient feel that they are viewed as a sexual object may cause offence even if offence was not intended.

Examples of sexual harassment/sexual misconduct include:

- unwelcome advances, attention, invitations, or propositions
- offensive or unwelcome sexist comments or behaviour
- unwanted or derogatory comments about dress or appearance
- making unwelcome comments, jokes or gestures emphasising the gender of an individual or a group that are of a sexual nature
- threats of academic failure or promises of promotion or training in exchange for sexual favours
- serious criminal behaviour such as indecent exposure, indecent or sexual assault or rape are extreme examples of sexual harassment/sexual misconduct
- emailing, texting or messaging sexual content
- displaying pornographic or sexual images on posters, calendars and cards
- having pornographic or sexual images on computers and phones
- unnecessary and unwanted physical contact.

What some people might consider as joking, 'banter' or part of their workplace culture can still be sexual misconduct if the behaviour is of a sexual nature and it's unwanted.

A.2 Racial harassment

Racial harassment is an incident, or a series of incidents intended or likely to intimidate, offend or harm an individual or group because of their ethnic origin, colour, race, religion or nationality or cultural difference. A racist incident is any incident that is perceived to be racist by the victim or any other person

Examples of racial harassment include:

- derogatory name-calling, insults, banter, taunts and racist jokes
- verbal abuse or threats
- the display of racist graffiti or images

- the transmission of racially offensive materials or statements via electronic or other means
- physical attack or threat of attack
- ridicule of an individual for cultural differences
- unnecessary comments or intrusive questioning about racial issues or racial origin
- open hostility, avoiding or refusing to work with an individual from a different racial group.

A.3 Disability harassment

Disability harassment is behaviour that makes direct or indirect insulting and offensive references to a person's disability.

Examples of disability harassment include:

- mockery, taunts or jokes regarding personal attributes or mental health
- offensive language or derogatory name-calling
- avoidance or refusal to work alongside a disabled person
- speaking to others rather than to the disabled person directly
- unwelcome discussion of the effects of disability on the individual's personal life
- excluding the disabled person from social events or meetings
- physical abuse or intimidation
- interfering with personal aids or equipment
- making assumptions about a person's ability to carry out certain types of work, based on their disability.

A.4 Harassment relating to sexual orientation

Harassment on the grounds of sexual orientation can be hostile or offensive acts or expressions by a person or group against another person or group because of their sexuality. Homophobia is a term used to describe hatred and rejection of gay, lesbian and homosexual people. It may be directed against individuals or groups of people who are, or are thought to be lesbian, gay, bisexual or transgendered.

Examples of harassment relating to sexual orientation include:

- unnecessary and degrading references to someone's sexual orientation, gender identity or their perceived sexual orientation or gender identity
- spreading rumours or gossip including speculating about someone's sexual orientation or gender identity, or outing them
- asking intrusive questions
- homophobic remarks, jokes, innuendo or gossip
- threats of disclosing sexuality of the individual
- expressing or acting on stereotypical assumptions
- display or transmission (including by electronic means) of offensive materials
- excluding people because they are bisexual, lesbian or gay
- offensive actions and physical attack
- using religious belief to justify anti-gay bullying and harassment.

A.5 Harassment relating to religion, belief or non-belief

Cranfield will not tolerate any form of religious harassment or discrimination against any faith group. Harassment may be defined as any hostile or offensive act or expression by a person or group against another person or group, based on their religion, belief (including a philosophical belief) or non-belief. It is imperative that behaviour towards others is at all times respectful and courteous,

regardless of a person's religion, belief or non-belief and that the University's performance standards are adhered to.

Examples of harassment relating to religion, belief or non-belief may include the following:

- ridicule and offensive humour or jokes about a belief or non-belief
- abusive language, including racist or religious jokes and can include "banter"
- derogatory remarks or name calling
- exclusion from social activities or work-related events without justification
- display of or transmission (including by electronic means) of offensive materials
- (malicious) scorning of beliefs or non-belief
- proselytising
- physical attack or threats of attack
- the display of racially offensive written material.

On harassment relating to a specific religion, belief or non-belief, external guidance may be available e.g. the [IHRA definition of antisemitism](#) will be taken into account in any disciplinary case following a complaint or allegation of antisemitism.

A.6 Age harassment

Harassment on the grounds of age consists of hostile or offensive acts by a person or group against another person or group in relation to their age. It is recognised that younger or older workers may be harassed or bullied on account of their age.

Examples of age harassment include the following:

- ageist remarks, jokes
- negative or derogatory comments generalising about the age-group of the individual
- physical attack or threats of attack
- exclusion on the basis of age e.g. being too young or too old to participate in work-related events.

A.7 Harassment relating to gender reassignment

Transgender harassment is harassment on grounds that a person proposes to undergo, are undergoing or have undergone gender reassignment. Gender reassignment is the medical and social process whereby a person changes their birth sex to match their chosen gender identity.

A person harasses another if they engage in unwanted conduct related to gender reassignment, which has the purpose or effect of violating the other person's dignity or of creating an intimidating, hostile, degrading, humiliating or offensive environment.

Examples of harassment relating to gender reassignment include the following:

- derogatory name-calling derogatory remarks, jokes, innuendo or gossip
- offensive transphobic comments or jokes
- asking intrusive questions
- threats of disclosing the gender identity of the individual
- deliberately using the incorrect pronoun to address the member of staff when you have been informed of the correct one.

- expressing or acting on stereotypical assumptions
- exclusion of trans staff from facilities
- display of or electronic transmission of offensive materials.

A.8 Other forms of harassment

There are other forms of harassment that do not constitute harassment on the grounds of the above but nevertheless can seriously affect the well-being of colleagues if they occur.

Examples of such behaviour include:

- intrusion into the individual's personal life by pestering, spying or stalking
- persistent pressures to become involved in anti-social or criminal behaviour
- persistent intimidating behaviour based on the individual's membership or non-membership of a trade union.

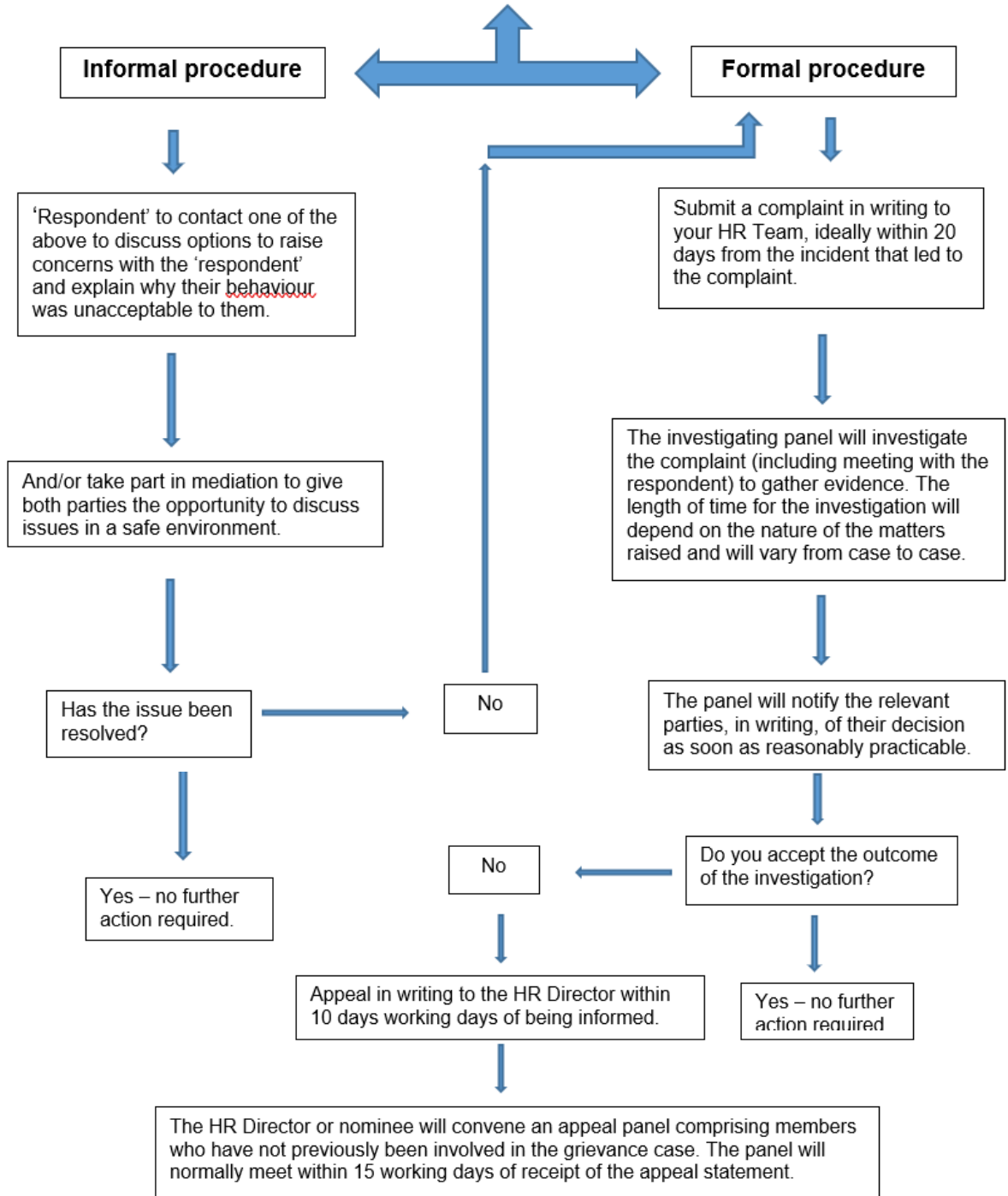
Any difficulty in defining what constitutes harassment should not deter staff from complaining of behaviour that causes them distress. Nor should anyone be deterred from making a complaint because of embarrassment or fear of intimidation or publicity.

Appendix B: Dignity at Study process

To be read in conjunction with the Senate Handbook on Student Complaints

If you feel that you have experienced a Dignity at Work issue you can discuss your concerns and seek advice from:

- Your Local HR Team
- Dignity at Work Advisor
- Equality, Diversity & Inclusion Team
- Local Trade Union representative



10 Medical Services

The National Health Service (NHS) provides healthcare for all UK students, for European students under reciprocal agreements, and for international students and their families who are resident in the UK for a period of six months or longer when they register with the NHS. International students will have had to pay the Immigration Healthcare Surcharge (IHS) as part of their visa application. If you choose to take out private medical insurance, you still need to pay this charge.

It is important to register with a doctor as soon as possible after your arrival at the University, as you will be unable to register if you have less than six months of your course remaining, regardless of how long you have been a registered student for.

The NHS prioritises treatment by need and you may prefer to take out private health insurance which offers more immediate access to specialist and hospital appointments.

10.1 General practitioners (GPs)

Whilst there are no GP surgeries on campus at either Cranfield or Shrivenham there are many local doctor surgeries. Details of those taking on new patients can be found at www.nhs.uk.

You can register with the GP surgery of your choice, as long as you live within the surgery's catchment area. To register you must complete a form available at your local surgery which will ask for details such as your name, UK address, nationality, and details of pre-existing medical conditions.

Once you have registered with a GP in the UK they can provide you with a range of family health services including:

- Advice on health problems
- Vaccinations
- Examinations and treatment
- Prescriptions for medication
- Referrals to other health services and social services including hospital specialists
- Home visits if you are too ill to visit the surgery

Cranfield on-campus students unable to travel to an appointment

Cranfield

The University will assist, where possible, in organising transport to the Cranfield and Marston Surgery when an individual is too unwell to travel by public transport or they do not have a car to drive themselves to the surgery. Where this needs to be arranged, the Transport Office should be contacted - extn 4774. Out of hours Security (Main Reception, Building 26) should be contacted: T: 01234 750111 extn: 2200.

If you have a routine appointment at the Cranfield and Marston Surgery in Cranfield village, the transport options from the campus to Cranfield village include the Cranfield Connect Uno Bus service and the Stagecoach service: <https://intranet.cranfield.ac.uk/estates/Transport/Pages/busservices.aspx>. The nearest stop to the surgery is the war memorial stop, a three-minute walk. There is also the option of a taxi or cycling via the cycle path which connects the campus to the village, which is very close to campus.

10.2 Other Primary Care Services

In addition to your GP, once registered with the NHS you also have access to other primary care options when you need medical attention, some of which are available 24 hours a day. These include:

NHS walk-in centres

These are run by experienced NHS nurses and give quick and easy access to health advice and treatment for minor illnesses and injuries with no appointment required. Details of local walk-in centres can be found at www.nhs.uk

NHS 111 service

111 is the NHS non-emergency number. Call 111 to speak to a highly trained adviser, supported by healthcare professionals. They will ask you a series of questions to assess your symptoms and immediately direct you to the best medical care for you. NHS 111 is available 24-hours a day, 365 days a year. Calls are free from landlines and mobile phones.

10.3 Medical Emergencies

If you have an emergency that requires immediate medical attention then depending on its seriousness your options include the following:

- Talk to your local pharmacist
- Visit or call your GP
- Call NHS 111
- Go to a local NHS walk-in centre
- Visit your local Accident & Emergency department
- Call 999

If you are unsure of the best option NHS 111 will be able to discuss your situation by phone and advise you of the best next steps.

Accident and Emergency (A&E) departments

Major A&E departments are usually open 24 hours a day, every day of the year. A&E departments have access to specialists and specialist investigations. When you go to A&E, a doctor or nurse will assess your condition and decide what action to take.

Cranfield

The nearest A&E department to the Cranfield Campus is:

Milton Keynes Hospital
Standing Way
Milton Keynes
MK6 5LD

This A&E is open 24 hours a day

Shrivenham

The nearest A&E department to the Shrivenham site is:

The Great Western Hospital
Marlborough Road
Swindon
Wiltshire
SN3 6BB

This A&E is open 24 hours a day

Calling 999

You should only dial 999 in a critical or life-threatening situation, for example if someone has:

- loss of consciousness
- acute confused state and fits that are not stopping
- persistent, severe chest pain
- breathing difficulties
- severe bleeding that can't be stopped

When you call 999 you will be connected to an ambulance 999 operator or call handler. They will ask you a series of questions to establish what is wrong. This will allow them to determine the most appropriate response as quickly as possible.

If, having called 999, the emergency services are expected to attend University premises the Duty Security Officer – ext. 2201 (Cranfield Campus) or the Main Gate – ext. 2222 (Shrivenham) should always be informed.

10.4 Dentists

NHS Dentist surgeries provide a reduced cost dental treatment service, although there is a basic, banded charge for the services, depending on the amount of treatment required. Full details of NHS dental charges and NHS dentists can be found on the NHS website, www.nhs.uk.

There is a dental practice on the Cranfield campus, which accepts University students but is not affiliated to or a part of the University:

University Dental Practice
1a College Road
Wharley End
Cranfield
MK43 0ST
01234 751695

10.5 Pharmacies

There are pharmacies available in the villages at both Cranfield and Shrivenham. Pharmacists will be able to offer basic medical advice, sell over-the-counter medicines and provide medicines prescribed by your GP.

Prescriptions

If you need medication to treat a health problem your GP will write you a prescription, which can be taken to any pharmacy to be exchanged for the prescribed medication.

In England there is currently a charge per item of £9.65, however some people are entitled to receive all of their prescriptions free of charge, including:

- children and some young people
- people aged 60 or over
- people receiving some means-tested benefits
- women who are pregnant or who have had a baby within the last twelve months

Medical exemptions are also available for sufferers from certain conditions, subject to obtaining a [medical exemption card](#). If you require regular medication, but do not qualify for a medical exemption certificate it may be beneficial to purchase a pre-payment certificate.

10.6 Private Medical Insurance

Students and their families are able to take out private medical insurance if they wish, which may provide benefits over and above the services available to them on the NHS, or in order to receive more prompt treatment than they may be able to on the NHS. Any student taking out private medical insurance should ensure they compare companies and are sure that any insurance taken out will be suitable for their needs.

11 Cranfield and the Prevent Duty

11.1 What is the Prevent Duty?

The University has a duty of care to its students. Under the Counter Terrorism and Security Act 2015, this includes a statutory duty to have due regard to the need to prevent individuals from being drawn into terrorism. This is known as the Prevent Duty.

How does this fit with the University's welfare arrangements?

The threat of terrorism and extremism in the UK can involve the exploitation of others to involve them in terrorism or activity in support of terrorism, and the promotion of extremist views or ideology. The government's Prevent strategy aims to prevent vulnerable people being radicalised and subsequently being drawn into extremism and terrorism. The University therefore manages concerns about the radicalisation of students as part of its overall approach to student welfare. Welfare provision is co-ordinated and supported by Student Wellbeing and Disability Support. Information on how to raise concerns about any aspect of student welfare is provided in the guide 'Worried about a Student?' (see section 12).

How does this fit with the University's mission?

The University's Prevent Duty is not intended as a licence to 'snoop' on students. It does not override the University's commitment to academic freedom and freedom of speech, nor its policies on equality and diversity, confidentiality or data protection. In meeting its duty, the University has due regard to its Values, particularly those of Community and Respect. Further information on the University's commitment is contained in the Council Statement on Freedom of Speech, Meetings and Events.

What do we mean by "terrorism", "extremism" and "radicalisation"?

The Government provides the following definitions:

Terrorism: The use or threat of action (serious violence against a person, serious damage to property, endangering a person's life, serious risk to the health and safety of the public, serious interference with / disruption of an electronic system), designed to influence the government or to intimidate the public or a section of the public, or made for the purpose of advancing a political, religious, racial or ideological cause.

Extremism: Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. This includes calls for the death of members of our armed forces, whether in this country or overseas.

Radicalisation: The process by which a person comes to support terrorism and forms of extremism leading to terrorism.

11.2 Concerns about a student

If you have any concerns relating to extremism or you have seen signs that a student is vulnerable to radicalisation, please contact in confidence studentsupport@cranfield.ac.uk.

What will happen next?

Student Wellbeing and Disability Support will respond to all concerns, including those raised anonymously.

The Student Wellbeing and Disability Support team will provide advice and co-ordinate action which may be required, in consultation with the Deputy Prevent Lead. A confidential log will be maintained of the issues raised. Matters of serious concern will be referred to the University's Prevent Lead, the University Secretary.

Any decision to refer any concern outside of the University (whether to the police, the Channel multi-agency programme supported by local government, the Defence Academy HQ at Shrivenham or elsewhere) will be made by the Prevent Lead, in consultation with senior members of the University Executive, as appropriate.

How do I raise a concern about a member of staff?

Concerns that may fall within the scope of the Prevent Duty may first be noticed/raised as a wellbeing and/or mental health issue, and we want to be able to provide vulnerable individuals with necessary support to help them. Any concerns should initially be raised with your embedded People and Culture team (staff) or the Student Wellbeing and Disability Support team (students), who will respond to concerns raised, including those raised anonymously. These teams will provide advice and co-ordinate any action which may be required. For immediate concerns, where an individual is thought to be at imminent risk of harm to themselves or others, onsite Security should be contacted on 2222.

Matters of serious concern, relating to extremism and/or vulnerability to radicalisation will be referred to the University's Prevent Lead, the University Secretary in consultation with the Director of People and Culture.

11.3 Concerns about external speakers

The University has a policy of allowing access to the University, and a platform from which to speak, to persons from all backgrounds and standpoints. Under certain circumstances, however, the University reserves the right to prevent a meeting or gathering from taking place to protect the health and safety of its members, to protect the University's duties with regards to equality and diversity and/or prevent its members from being drawn into terrorism or the promotion of terrorist activities. These circumstances include where there is a likelihood that such a meeting might:

- (a) cause harm to members of the University and / or the general public; or
- (b) encourage members of the University to be drawn into terrorism; or
- (c) otherwise promote any violent or illegal action; or
- (d) promote discrimination or intolerance towards a group of staff or students, especially on the grounds of belief, race, gender or disability.

It is always best to raise concerns before an event has happened, in order for any necessary measures to be taken. However if you become concerned about the content of an event involving an external speaker during or after it has taken place, please bring these to our attention.

Speakers who have been invited as part of your course are the responsibility of the relevant Course Director and Module Leader to whom you should address any concerns.

If you have concerns about an event or speaker not connected to your course of study, please contact Student Wellbeing and Disability Support at studentsupport@cranfield.ac.uk. It would be helpful if you were able to supply full details and evidence to support your concerns. Please also report any concerns you have about any event which takes place off-campus using the Cranfield brand.

What are the next steps?

The case will be reviewed by the Deputy Prevent Lead who may consult with Security staff and the Cranfield Student Association and, if relevant, the Defence Academy HQ at Shrivenham to assess any risks identified. Recommendations for action will be referred to the University's Prevent Lead for

decision. See Cranfield and the Prevent Duty and Council Statement on Freedom of Speech, Meetings and Events for further details.

11.4 Concerns about a poster or publication

Cranfield promotes free thinking and free speech, and allows students and academics to display posters, leaflets and booklets in various locations across the University. Staff and students are expected to adopt a tolerant approach to opinions expressed in these materials on campus. However we recognise that on occasion something may cause concern or offence.

This includes posters or leaflets that advertise activities that may:

- (a) cause harm to members of the University and / or the general public; or
- (b) encourage members of the University to be drawn into terrorism; or
- (c) otherwise promote any violent or illegal action; or
- (d) promote discrimination or intolerance towards a group of staff or students, especially on the grounds of belief, race, gender or disability.

If a poster or leaflet on campus concerns you please do contact Student Wellbeing and Disability Support at studentsupport@cranfield.ac.uk. It would be helpful if you were able to supply a copy or photo of the leaflet/poster, and information about where you found / saw it. You should also raise concerns about material found off-campus but referring to Cranfield or its students through this route.

What will Student Wellbeing and Disability Support do?

The Student Wellbeing and Disability Support team will escalate the case to the Deputy Prevent Lead for review, who may consult with Security staff, and the Cranfield Student Association and, if relevant, the Defence Academy HQ at Shrivenham in agreeing action to remove material. Significant concerns may be referred to the University's Prevent Lead. See Cranfield and the Prevent Duty for further details.

11.5 Cranfield's commitment

Cranfield's commitment

As part of our Duty Cranfield will:

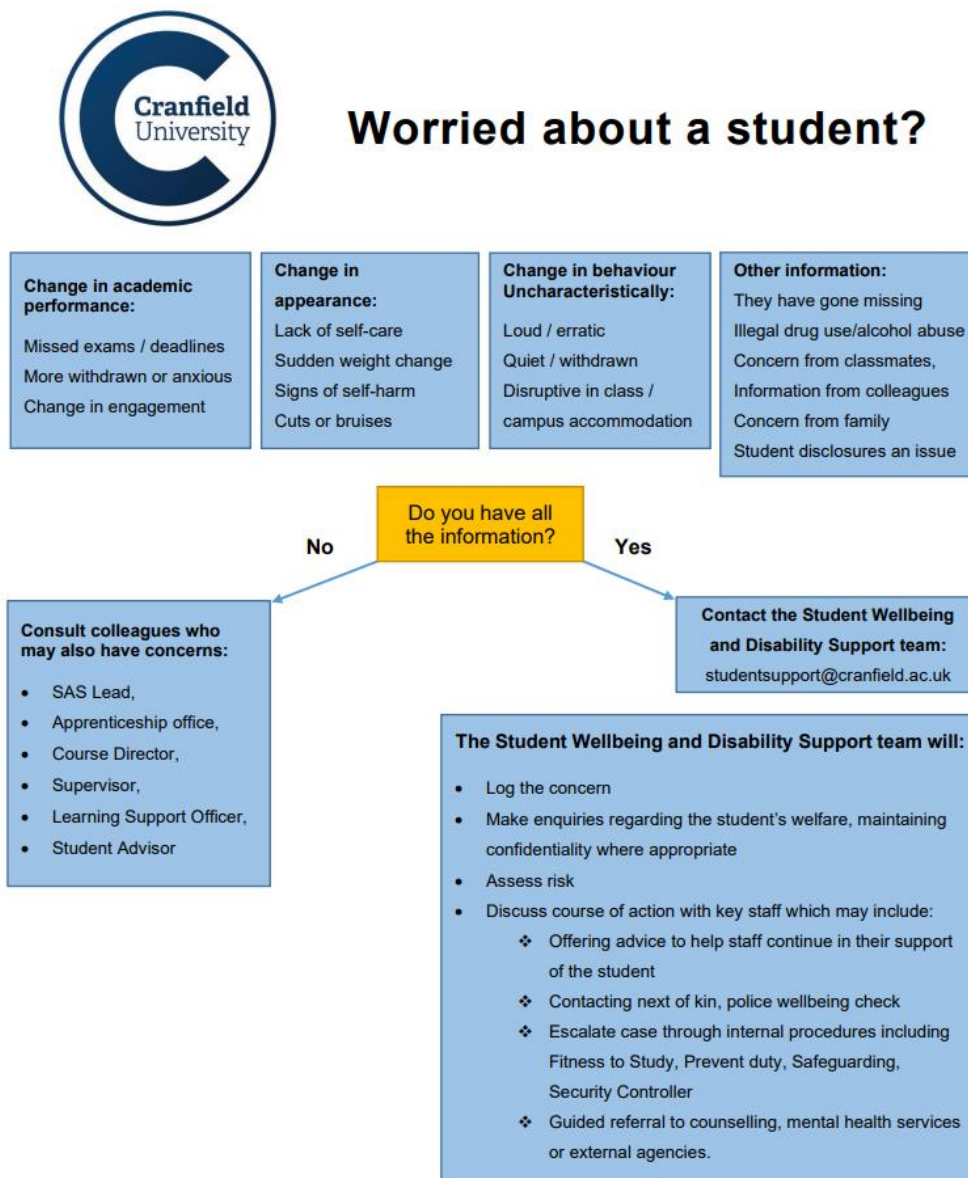
- Ensure that staff are aware of the University's Duty, through briefings and training;
- Maintain a risk assessment and action plan relating to our obligations under the Duty;
- Maintain and apply a good understanding of the relevant guidance in relation to the Government's Prevent agenda;
- Develop and maintain good relationships with other partners including law enforcement and Government agencies;
- Ensure that students are able to register any concerns they have with an appropriate member of staff;
- Ensure that University premises or facilities are not used for activities which compromise the University in relation to its Duty;
- Ensure that any significant risk or concerns are handled in liaison with the correct external agencies;
- Ensure that appropriate support is in place to support all individuals, including those about whom concerns are raised;
- Comply with the requirements and meet the expectations of the regulator for Higher Education, the Office for Students and of the regulator for apprenticeship provision, Ofsted, in regard to its Duty.

12 Worried about a student?

The University has a Duty of care to all students and statutory obligations in regard to the government's Prevent agenda. Where you have concerns about the behaviour of another student that you feel the University should be aware of you should contact either a member of your course team (who will contact Student Wellbeing and Disability Support) or Student Wellbeing and Disability Support directly, who will log the concern, make enquiries regarding that student's welfare and take the appropriate next steps. You can, at any time contact Student Wellbeing and Disability Support yourself for help if you are concerned about yourself.

All cases will be managed sensitively and confidentiality maintained where appropriate.

The below chart gives indications of the concerns that you may have about another student, and the steps the University may take.



The University has a Duty of care to all students and statutory obligations in regard to the government's Prevent agenda. To ensure students receive the appropriate support it is important to log concerns about a student's behaviour with the University's Student Wellbeing and Disability Support team. All cases will be managed sensitively, and confidentiality maintained where appropriate.

13 University Policies

The University has a number of Policies which set out its responsibilities. The policies relating to welfare provision, which are included in this chapter, are:

- Student Disability Policy
- Dyslexia Policy
- Mental Health Concerns
- Fitness to Study Policy
- Code of Practice on Valuing Diversity
- Safeguarding Policy

13.1 Student Disability Policy

1 Introduction

Cranfield University aims to promote an inclusive learning, teaching and working environment in which disabled students are not disadvantaged or treated unfavourably. Teaching, work environments and practices are reviewed on a regular basis to ensure that disabled students do not experience barriers to full participation in the life of the university and to ensure that the skills and potential of all students are developed fully.

2 Definition of Disability

The Equality Act 2010 prevents unlawful discrimination relating to disability. Under the Act, a person is considered to be disabled if they have or have had a physical and/or mental impairment which has 'a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities'. If a student is unsure whether a particular difficulty would be considered a disability, they are welcome to discuss this in complete confidence with a Learning Support Officer.

Cranfield University recognises its responsibility to make anticipatory and reasonable adjustments to all policies, procedures and provision of services and actively seeks to widen the participation of disabled people in Postgraduate education.

The University has Learning Support Officers, based in Student Wellbeing and Disability Support on each campus who act as the initial point of contact with the School to provide support for disabled students. The Learning Support Officers work closely with the Senior Diversity & Inclusion Business Partner and the Head of Student Support and Wellbeing, who formulate policy and procedures in all areas of diversity for staff and students. The University maintains close links with Disability networks in order to keep abreast of national legislation and local and regional policy.

3 Admissions and entry

The University welcomes enquiries and applications from everyone with an interest in the University's courses. All disabled students considering whether to apply to Cranfield University are encouraged to contact a Learning Support Officer based in Student Wellbeing and Disability Support, to find out about the support available to them.

All applicants are considered entirely on their academic merits, in accordance with the University's diversity policies. Disability information on the application form is removed in advance of submission to admission staff. The criteria and procedures for selecting students are relevant only to the general academic requirements of the University's Regulations and the specific additional requirements of each course of study or programme of research. Guidance and training in diversity and disability awareness is available to all staff.

Once a formal offer is made to a student who has shared a disability, the student is invited to contact the relevant Learning Support Officer to discuss specific support needs and adjustments (if required).

For students who omit to share a disability on their application form, become disabled, or are diagnosed with a Specific Learning Difference during the course of their studies, processes are in place to provide support and adjustments throughout the academic year through the Learning Support Officers.

4 Learning, Teaching and Assessment

University staff take into consideration students' specific needs when organising registration and induction procedures. Advice on financial support available (such as the Disabled Students Allowance) is available to students via the Intranet, student communications and induction presentations.

The University will make all reasonable efforts to ensure that disability does not constitute a barrier to learning and maximise the opportunities for disabled students to achieve the same learning outcomes as non-disabled students. To achieve this, reasonable steps will be taken to provide specialist equipment, facilities and other assistance required. The University considers each case on an individual basis, in the light of the specialised nature of the technical aspects of much of its work.

After registration, presentations by the Learning Support Officers, material in course handbooks and the [Student Wellbeing and Disability Support intranet pages](#) provide information on the sources of support and guidance available to disabled students at Cranfield University. The Learning Support Officers will also write to students with a reported disability to inform them of the support available within the School.

Most students are allocated to a personal tutor or supervisor whose interest in them is pastoral as well as academic. Each campus has access to the Students' Association.

The delivery of courses will be as inclusive as reasonably possible with judicious use of handouts, appropriate specialist computer software and varying modes of delivery. Every care will be taken when placing students in appropriate work placements and field trips. It is the responsibility of the individual School or Department to ensure that work/project placement providers receive copies of the relevant University disability policy and that they provide adjustments for the student if appropriate (with the student's consent).

The only basic requirement for the award of a degree or other academic distinction of the university is that students must satisfy the examiners that they have achieved the intended learning outcomes for the degree or distinction concerned. The University has the provision to grant reasonable adjustments to assessments and examination arrangements for students who have a disability when medical evidence/diagnostic assessment reports have been presented.

5 Disclosure and Confidentiality

Cranfield University encourages applicants and students to inform the University at the earliest opportunity of any disabilities or support needs they may have and at any time during the course of their studies. Students are reminded that whilst the University aims to accommodate the needs of disabled students, it may not be able to do so if it has not been informed of access requirements in advance. Students who commence study without notifying the University do so at the risk that adjustments subsequently requested might not be able to be provided.

With the express consent of the student, the University will inform those who need to know that a student has a disability, in order to ensure that the needs of the student can be accommodated. Wherever possible, only the adjustments required and not the disability will be communicated to

others. If no adjustment is required, students are not required to tell us about their disability. If a disability is reported but no adjustment is required, this information will not be shared.

The University recognises that there may be cases where students do not wish to inform the university of their disability. However, we can only provide reasonable adjustments if we know they are required. In particular, students who share a disability after an assessment will not normally be able to obtain adjustments retrospectively. The Learning Support Officers will be able to provide advice and expertise and will not disclose information to anyone with regards to students who have requested confidentiality without express consent.

6 Access and environment

The University has undertaken an access and facilities audit of its premises using an access specialist to ensure that disability issues were included in on-going plans for upgrading and refurbishment. While every reasonable attempt will be made by the University to address the particular requirements of disabled students, the university buildings are of varying age. Newer buildings have been designed and built to meet the latest standards of provision, but some older buildings are not at present suitable for use by some disabled students.

The University will, however, attempt to address on an individual basis any specific problems as they arise and access issues will be incorporated into new projects (whether new build or refurbishments).

7 Policy review and monitoring

The University has a Student Experience Committee comprising representatives from across the University. This Committee meets 4 times a year to review and monitor progress against the University's diversity objectives and to approve diversity related procedures and policy.

Students are invited to comment formally on the University's disability policies and processes – through a range of feedback opportunities, including questionnaires and the Learning Support Officers. The Learning Support Officers regularly meet and review student cases with the Head of Student Support and Wellbeing to ensure the appropriate support is in place.

13.2 Policy for Supporting Dyslexic Students and those with Other Specific Learning Differences (SpLDs)

1 Introduction

This Policy is supported by the University's overall Disability Policy (section 13.1). Dyslexia and other specific learning differences (such as dyspraxia) are covered by the Equality Act 2010 as they are ongoing conditions. Dyslexia is a combination of abilities and differences that affect the learning process in one or more of reading, spelling and writing. Accompanying weaknesses may be identified in areas of: speed of processing, short term memory, organisation, sequencing, spoken language and motor skills.

2 Assessment of needs

Students who have already been assessed as having dyslexia or other specific learning differences should bring a copy of their latest assessment with them to the university at Registration.

At student induction information will be provided on the sources of support and guidance available to SpLD students at Cranfield University. This information (which includes a link to the QuickScan screening tool on the intranet) will prompt students to consider whether or not they have difference in studying, taking notes, writing essays, spelling correctly, organising their work and remembering what they have learnt. Details will be given on whom to contact if students suspect they are dyslexic.

The initial contact will be the Learning Support Officer based in Student Wellbeing and Disability Support studentsupport@cranfield.ac.uk. Information will also be available via the Intranet and the Cranfield website.

A diagnostic assessment will be organised by the Learning Support Officer – wherever possible within the first term of the academic session. As it is important that no disabled student should be further disadvantaged on grounds of inability to pay for effective support, the University will fund the cost of the assessment in most cases.

The diagnostic assessment report will belong to the student who will then discuss its recommendations with a Learning Support Officer who will agree how to proceed and what additional assistance is required. The Learning Support Officer will draft a Student Support Plan based on the recommendations from the diagnostic assessment report. Confidentiality will be maintained as far as is reasonable and consistent with ensuring the appropriate provision of effective support.

For UK students who are eligible for funding, Learning Support Officers can also assist with applications for Disabled Students Allowance

3 University assessments and progression

The Learning Support Officer will advise the appropriate members of staff (Course Director, Student Academic Support Lead, Examinations Office etc.) via the Student Support Plan of any practical measures required, in the light of recommendations in the diagnostic assessment report.

These might include:

- additional time for formal examinations (25% extra time)
- use of specialist software throughout the year
- use of coloured paper (for those with scotopic sensitivity syndrome)
- oral examinations to supplement written examinations and to enable the student to clarify written work
- a reader during an exam who will read aloud the examination paper and questions
- a scribe to write down what the student dictates in examination scripts (in exceptional circumstances)

Academic approval for concessions such as use of extra time or oral examination to supplement written examination shall be sought by the Learning Support Officer acting on recommendations from the student's diagnostic assessment report. Details will be notified to the examination invigilators at the time of the examinations.

4 Use of computers in examinations

Cranfield University will allow the use of computers in examinations when this is specifically recommended in a student's diagnostic assessment report. Where the use of a computer is permitted in a formal examination, the University will usually provide a laptop without internet access, which has had its hard drive cleared. In exceptional cases where a student is permitted to use their own laptop, Education Services staff will liaise with IT to ensure that the hard disk has been cleared before the candidate sits the examination.

5 Additional Time for examinations and assessments

Where additional time is required for examinations (following the recommendations made in the diagnostic assessment report), the Learning Support Officer will note this in the Student Support Plan and ensure that the appropriate staff e.g. the Examinations Office are aware of the specific support requirements.

Deadlines for the submission of assignments should be adhered to since part of the learning process is to meet deadlines. If there is a change in your condition that impacts your ability to meet the assessment deadline, then you should request an extension through the 'Exceptional circumstances' process.

Should a Course Director refuse a request for additional time, the student has the right of appeal (see grounds for appeal in the Senate Handbooks on Assessment Rules (Postgraduate Taught Courses) or Undergraduate Awards), to Education Committee. The student should contact the Learning Support Officer in the first instance to discuss the particular circumstances of the appeal.

While a student may be given additional time in examinations or additional time in which to submit a project or other coursework assignments, no additional concession will be given in the marking.

6 Specialist equipment and funding

The University cannot always provide specialist equipment but will make every effort through Student Wellbeing and Disability Support to assist students in making an appropriate application for support from the Disabled Students Allowance (DSA), Apprenticeship Learning Support funds or sponsor. The Learning Support Officer is the initial point of contact for students applying for a DSA.

The Learning Support Officers will maintain a register of the specialist equipment purchased by the university for individual students together with listings of equipment and support services available externally.

7 Training and advice to academic staff

Academic staff should ensure that they have a general understanding of the learning implications for students with Specific Learning Differences. As part of their induction, academic and support staff will undertake development on disability and equality issues and the range and types of support available to students with Specific Learning Differences both within the university and externally. More specific advice can be sought from the Head of Student Support and Wellbeing.

Teaching and learning strategies should make the delivery of the course as inclusive as reasonably possible (e.g. videos, visual displays, lecture notes in advance etc).

8 Policy review and monitoring

The University will monitor the effectiveness of this policy through the Head of Student Support and Wellbeing and the Student Experience Committee comprising representatives from across the University.

Feedback is captured through a number of routes including student surveys and focus groups and will be reviewed by the Student Experience Committee. The results will be collated and analysed by the Head of Student Support and Wellbeing to help inform policies and action plans.

9 Publications

The University will publish details of its Disability Statement (Student Disability Policy) in positive terms in pre-registration material and online information. The emphasis will be solution-focused and will stress the aim of maximising potential rather than of addressing inherent disability. The policy will advise that, although the university has a formal policy, each student with a registered learning difficulty will be considered on an individual basis within those guidelines. All advice and appropriate follow-up action will be discussed confidentially as far as is possible. Responsibility will lie with the student to decide whether or not they wish to take advantage of the services available once these have been made known.

13.3 Mental Health Policy

1 Introduction

This Mental Health Policy supplements Cranfield University's Student Disability Policy, which outlines the University's general approach to disability. Each student reporting/sharing a mental health difficulty will be considered **on an individual basis** and all advice and appropriate follow up action will be discussed confidentially as far as is reasonable to ensure the appropriate provision of effective support.

The University aims to provide a supportive environment that will help students with mental health concerns to realise their academic potential by promoting a positive learning and working environment in which mental health difficulties are recognised and where students are actively encouraged to seek support.

2 Admissions and Entry

- 2.1 The criteria and procedures for selecting students will be relevant to the requirements of the programme and will not unreasonably disadvantage students with mental health difficulties.
- 2.2 The University will make an assessment of the needs of prospective students with mental health conditions and the support available. Following this, the applicant will need to make an informed decision about whether or not the facilities and provisions available at the University meet their needs.
- 2.3 All staff involved with the admissions process will be offered guidance and development in diversity and inclusion, to ensure they are aware of their responsibilities under the Equality Act 2010.
- 2.4 There are two Learning Support Officers in place, one located on each campus, who will write to incoming students with a reported mental health condition to discuss the nature of the condition and how it might affect their studies, and appropriate support mechanisms. An individual Student Support Plan specifying details of any support required will be drawn up between the student and other concerned parties. Information on the support available is also given at induction events, in student handbooks and available online through the University website and intranet.
- 2.5 When organising registration and induction procedures, Education Services and School staff will take into consideration the specific needs of students who have shared a mental health condition and take appropriate action, where possible.
- 2.6 Details of the purposes for which information on disability is collected will be clearly outlined – i.e. in addition to the requirement to report to HESA and the OfS, the main intention is to enable the University to make a judgement about whether or not the student can be appropriately and adequately supported.
- 2.7 Advice on financial support (DSAs) to assist those students with a reported disability will be available from the Learning Support Officer.

3 Learning, Teaching and Assessment

- 3.1 The University will make all reasonable efforts to ensure that no mental health condition constitutes a barrier to learning. All academic staff will organise their teaching to ensure the delivery of the course is as inclusive and accessible as reasonably possible i.e. handouts, different modes of delivery, appropriate specialist computer software.

- 3.2 Every care will be taken when seeking to place students with a mental health condition in appropriate work placements, including field trips. Given the relatively small number of such students, these arrangements will be made on an individual basis.
- 3.3 The only basic requirement for the award of a degree or other academic distinction of the University is that the individual must satisfy the examiners as to his/her suitability for the degree or distinction concerned.
- 3.4 The University is able to implement reasonable adjustments for students with mental health conditions (as it would for students with a physical or learning disability) if deemed appropriate and supported by evidence following assessment by a qualified medical practitioner.
- 3.5 When adjustments are required to assist students with mental health conditions, this information will be shared in confidence as far as is reasonable to ensure appropriate provision of effective support – e.g. with Student Wellbeing and Disability Support, supervisors of research students or Course Directors/Academic Leaders of students registered for a taught course.

4 Ongoing Support

- 4.1 Information will be provided to students on the sources of support and guidance available online, through presentations, booklets, materials in course handbooks and the Student Wellbeing and Disability Support intranet pages
<https://intranet.cranfield.ac.uk/Students/Pages/SWADS.aspx>.
- 4.2 Support services are available to any student who may be experiencing mental health concerns (including stress related problems).
- 4.3 Advice can be sought from:
 - Student Wellbeing and Disability Support
 - University Counselling services
 - the Learning Support Officers
 - the Cranfield Students Association

For students who have declared a mental health difficulty

- 4.4 Students are encouraged to share their mental health condition in advance of registration so that consultation may be undertaken and appropriate support provided. This consultation will normally be undertaken by the Learning Support Officer together with Course Director/Academic Leader or Research Supervisor and others as appropriate (with the student's consent).
- 4.5 In cases of complex mental health support needs which have been shared, contact will also be made with the appropriate local professional;– GP, a Consultant Psychiatrist or Community Psychiatric Nurse. As part of the student's individual Student Support Plan, appropriate support will be given by the professional practitioner and may be supplemented additional support from within the School and/or Student Wellbeing and Disability Support.

For students who have chosen not to share their mental health condition but whose behaviour becomes a matter of concern.

- 4.6 When a member of academic or other staff has good reason to be concerned about the behaviour of a student s/he should refer the matter to Student Wellbeing and Disability Support to assess the situation and subsequently liaise with the Learning Support Officer if required.

- 4.7 The Learning Support Officer will first make confidential enquiries with the following agencies (as appropriate) to see if they, too, have concerns about the student's behaviour: Education Services, Student Wellbeing and Disability Support, Campus Services, Security, Cranfield Students Association, relevant member of academic staff and the agencies on each campus dealing with accommodation, security issues, welfare and pastoral care. The Learning Support Officer will then arrange to meet with the student to discuss the situation and a record of the meeting will be kept. In consultation with the relevant medical authorities, the student will be encouraged to seek the appropriate help (referral to the local GP, Consultant Psychiatrist, the Student Counselling Services and Student Wellbeing and Disability Support, as appropriate). Under Data Protection Legislation, the student has a right of access to any reports made about them.
- 4.8 Where the student's behaviour causes serious concern, senior Executive Officers of the School will be kept informed of the situation by the Head of Student Support and Wellbeing, bearing in mind the need for confidentiality. While the medical advice is being sought, every effort will be made both to support the student and to prevent them from giving rise to a serious health and safety risk either to him/herself or others.
- 4.9 It is hoped that reasonable steps can be taken in most cases to support the student so that they might continue with their studies. In the rare cases when the situation having arisen is deemed to be very serious and to warrant immediate action, the appropriate Pro Vice Chancellor for the School, the Academic Registrar and the Head of Student Support and Wellbeing, may consider taking more formal action such as temporary suspension of studies.

If a medically qualified practitioner expresses the view that the individual is unfit to continue their studies, such a recommendation should trigger the University's Fitness to Study process, and may lead to the restriction of activities and possible suspension pending receipt of further medical certification. The medical professional cannot release clinical information, even if they have previous knowledge of the case, without the individual's informed written consent.

For students who appear to become mentally ill during the course of their studies

- 4.10 The procedure for those students who become ill during the course of their studies will be as in 4.6 to 4.10 above.
- 4.11 The emphasis in all instances will be on enabling as far as possible the student concerned to complete their course of studies satisfactorily and without adverse effect on other staff and students.

5 Taking Time Out

- 5.1 If a student is experiencing a serious mental health concerns, withdrawing from the University may offer them the best chance of making a full recovery.
- 5.2 If a student does not agree to withdraw voluntarily, it may be necessary to trigger the University's Fitness to Study procedure, and/or consider temporary suspension on the grounds of ill health if the student's mental health is such that they are unable to meet the course requirements (as outlined in 3.9 above).
- 5.3 Students will be allowed to resume their studies once the University is satisfied that they are medically fit to do so, as certified by the appropriate medical practitioner, with a plan for ongoing treatment and support from the Learning Support Officers where appropriate.
- 5.4 Under normal circumstances, students whose registration is suspended are not permitted to remain in campus accommodation. Students suspended on the grounds of ill health would normally be expected to return home. However, discretion will be used to ensure that

students with mental health concerns who are suspended from their studies on a temporary basis are not evicted from their on-campus accommodation.

- 5.5 Where students whose registration has been suspended on the grounds of mental health illness refuse to leave campus, and their continued attendance gives cause for concern for their own safety or that of others, the University reserves the right to contact their named next of kin and/or their sponsoring body (e.g. the appropriate embassy in the case of overseas students).

6 Training

- 6.1 Specific Training for staff:
The University will provide specific training on Diversity & Inclusion, Mental Health First Aid and other relevant specialist skills for the Learning Support Officers and Student Advisers.
- 6.2 General mental health awareness for staff:
Appropriate training will be offered to academic and support staff to make them aware of the most obvious warning signs of depression, mental illness or suicidal intention. This training will cover the identification of warning signs, appropriate responses, referral and sources of guidance for staff concerned about a student.
- 6.3 Raising awareness among the student population:
All students will be informed at registration (and via student/course handbooks) and throughout the year of the range of support and guidance services available to them both within the University and outside in the community. Named individuals who can be approached for help will be listed wherever possible, to make access easier. Together with information on Student Wellbeing and Disability Support intranet pages <https://intranet.cranfield.ac.uk/Students/Pages/SWADS.aspx>, online training is available through Togetherall, to help students understand mental health and manage their wellbeing.

7 Disclosure & Confidentiality

- 7.1 The University will only inform those who need to know when a student has a mental health condition (normally with the express consent of the student), in order to ensure the appropriate support can be provided.
- 7.2 Information will not be disclosed to parents/relatives/emergency contact of students without the consent of the student, except where there is a significant concern about a student's physical or mental health, wellbeing, or safety. The University will always seek to gain informed consent from students at the appropriate time, but there may be exceptional occasions where it is in a student's best interests for the University to use the emergency contact in situations which are not necessarily life-threatening, but where there is significant concern about a student's physical or mental health, wellbeing or safety.
- 7.3 In exceptional circumstances there may be a need to act without a student's permission e.g. if their mental health has deteriorated to the extent that they are deemed at risk to themselves or to others, or if there is a legal requirement to disclose information (if a crime has been committed).
- 7.4 Information on the student's mental health condition and support requirements will be kept on record during the student's period of study and in line with the University's Data Retention Policy thereafter, although students retain the rights afforded them by the General Data Protection Regulation. Details will not be shared with future employers, without the student's express consent.

8 Policy Review and Monitoring

8.1 The University will monitor the effectiveness of its Policy through the Student Experience Committee.

8.2 The Head of Student Support and Wellbeing will be responsible for reporting on an annual basis to the University's Council, Executive and Senate on the number of applications and admissions of those students declaring a mental health difficulty.

13.4 Fitness to Study Policy

1 Introduction

This Fitness to Study policy describes the University's approved procedures for the management of concerns raised against the behaviour of one or more students.

Under the Fitness to Study policy, issues which may otherwise be considered as a disciplinary matter may be investigated through a Fitness to Study process if they are considered to be the result of an underlying physical and/or mental health difficulty and/or other issues that impact their ability to study.

2 General principles

2.1 Who does this procedure apply to?

The Fitness to Study procedure may be applied to any student, at any stage of their study. It does not apply to applicants who are yet to be offered a place at Cranfield or those who have been offered a place but have not yet registered for their study.

The procedure may be applied where:

- as a result of an underlying physical or mental health problem;
 - A student poses a risk to their own health, safety and/or wellbeing and/or that of others
 - A student's behaviour is (or is at risk of) adversely affecting the teaching, learning and/or experience of fellow students and staff and/or the spirit of studying, working and living co-operatively and in close proximity with others
 - The student's behaviour, appearance or demeanour presents a serious concern or risk to themselves or others and/or the University's reputation
 - The student has behaved in any other way that would otherwise be dealt with as a disciplinary matter, but evidence (from an internal or external source) has been provided to show that the student's behaviour may be the result of an underlying physical (e.g. serious long term health issue) or mental health problem linked to their Fitness to Study.

or where;

- a student's support needs fall outside the scope of the support and other services which the University can reasonably be expected to provide either directly or indirectly
- there is progressive or sudden deterioration in a student's attendance, engagement, quality of work, demeanour, or behaviour
- the student has themselves raised a concern with a member of the University that indicates that there is a need to address the student's Fitness to Study

- the student's participation in their course or their agreed research activities is not enabling them to make progress with their studies or research and there is reason to believe that this is linked to their Fitness to Study.

2.2 Who can raise a concern?

Any student may raise a concern about their own fitness to study, and any student or member of staff may raise a concern about another student's fitness to study. In addition the University will consider concerns raised by persons external to the University including, but not limited to; the Police, GP or other medical professionals, industrial placement supervisors, family members and landlords or accommodation managers.

Concerns should be raised to the following persons, who will refer the concern to the Head of Student Support and Wellbeing:

- The student's Course Director or Supervisor
- School Assistant Registrar
- The School's Director of Education or Research
- The student themselves
- A Board of Examiners
- A Learning Support Officer or member of Student Wellbeing and Disability Support

Where the Head of Student Support and Wellbeing feels it is appropriate to investigate a student's fitness to study they will manage the Fitness to Study process as detailed in section 3.

This process is designed to support students where there are concerns about their fitness to study, and students may have concerns about a fellow student. Students with concerns are encouraged to discuss these with one of the persons listed above. Genuine concerns will be considered by staff as appropriate. Concerns about a fellow student which are found to be vexatious, however, will be considered as a disciplinary matter.

2.3 Transparency

During the course of any Fitness to Study process, the student(s) in question will be kept informed at all times of:

- the names of the people who have been appointed to consider the case;
- the projected timescales for the completion of this (usually within twenty working days) and, if there are unexpected delays or deferrals, any revised timescales;
- all evidence received or collected by the person(s) considering the case;
- the final agreed decision(s), in writing.

In taking action under this Policy, the University will be mindful of the sensitive and confidential nature of fitness to study matters and its obligations under the General Data Protection Regulations 2018 and Equality Act 2010.

Please be advised that any supporting documents that were provided that contain personal or sensitive data, as part of the Investigation, will be held centrally under Fitness to Study cases in a secure area and not linked to your student record.

These will be accessible to the Investigator for the sole purpose of the investigation. If you would like further information on how we will process your data please do not hesitate to contact us. Please also see the University's Privacy Policy.

2.4 Conduct of meetings

Any student who is going through the Fitness to Study process has the right to be accompanied by a person of their choice. At all times this person will be referred to as their “friend” (irrespective of their status or professional role). The friend is entitled to discuss any matter with the student or member of staff during the course of the meeting (including requesting a private discussion), but is not entitled to represent them, or their views on their behalf.

Students may only bring a friend to a meeting if they have notified the meeting organiser in advance. If they have not, the meeting may be cancelled and re-arranged at a future point.

2.5 Suspension of registration of students under investigation

In most cases, students will continue their studies with the University while the matter is considered. At any stage, however the Head of Student Support and Wellbeing may refer a case to the Academic Registrar for consideration of a temporary suspension.

If the Academic Registrar believes the matter under investigation, or the student’s behaviour or response to the investigation, represents a health or safety risk to any member of the University, they may authorise a temporary suspension of registration (with the period of the student’s registration automatically extended to account for the period of suspension of study) and/or a restriction to the student’s presence on University premises.

The Academic Registrar may only take such action on receipt of clear evidence and after due consultation with other staff of the University.

3 Fitness to Study initiation

Once a concern has been raised this concern is directed to the Head of Student Support and Wellbeing.

The Head of Student Support and Wellbeing will consider the concern and liaise as necessary with the student and/or staff within the University as appropriate to inform the case (this may include members of the course team, a student’s supervisor(s), University Accommodation managers and staff in Student Wellbeing and Disability Support).

The Head of Student Support and Wellbeing, with the approval of the School’s Director of Education or Research will consider the case and decide whether the Fitness to Study process is appropriate.

Where a case is to be investigated, when sending forward the case for investigation, the Student Casework team will inform the investigator whether the student has a Learning Support Agreement in place. Investigators should then make reasonable adjustments where appropriate (in consultation with Learning Support Officer if required), to accommodate these needs (e.g. meet in a ground floor room if student has mobility issues, emails sent during working hours to allow the student the opportunity to access support where required etc.).

4 Stage 1 – Informal investigation

Stage 1 of the Fitness to Study process is an opportunity to informally investigate the concern raised and to agree with the student (and if appropriate their supervisor or course team) any adjustments or support that may be put in place to enable the student to continue their studies.

The Head of Student Support and Wellbeing will meet with the student in question, and if appropriate their supervisor or members of the student’s course team (either separately or together), to discuss the concern that has been raised. At this meeting any party may raise suggestions for any adjustments, strategies or support that can be introduced to support the student’s study, which can

be agreed if appropriate. In the event that a student is unwilling or unable to attend a meeting or participate in any other aspect of the Fitness to Study procedure, the University may still follow the procedure where it is reasonable to do so. The University may also deal with issues on the basis of written reports and/or statements in the absence of the student and/or his/her representative.

It may be appropriate for professional medical advice to be sought by the University in order to support the investigation. If so students are expected to accommodate this to support the fitness to study process.

It may be decided at the Stage 1 meeting that both parties agree that the process should be escalated to Stage 2, or that the University may escalate the process to Stage 2 if the concerns are of a serious nature and no support measures are considered appropriate.

The outcome of any Stage 1 Fitness to Study process will be confirmed in writing to the student.

Where measures are put into place these are reviewed by the Head of Student Support and Wellbeing or member of their team (e.g. Learning Support Officer) at an appropriate point as agreed to assess their impact, and whether a positive change has been made to the student's situation. If any such measures have not had a positive enough effect the process will be escalated by the Head of Student Support and Wellbeing to Stage 2.

5 Stage 2 – Formal investigation

At Stage 2 a Fitness to Study panel is convened to consider the case and the appropriate actions to be taken.

The Fitness to Study panel will consist of:

- the Head of Student Support and Wellbeing;
- the School's Director of Education or Research;
- the Student's Course Director or supervisor;
- or those staff members' appropriate nominees.

The Panel will meet² with the student to determine the appropriate action to support the student and/or resolve the situation. The panel may meet without the student present, however the student will always be invited to attend. It may be appropriate for professional medical advice to be sought by the University in order to support the investigation. If so students are expected to accommodate this to support the fitness to study process.

The possible outcomes of the FTS Panel are:

- to implement further support mechanisms for the student
- to recommend to the Academic Registrar that the student be temporarily suspended. At the end of any period of temporary suspension a student will need to undertake a further Stage 1 Fitness to Study (return) process
- to recommend to the Academic Registrar that the student's access to University facilities and premises should be restricted or subject to specified conditions
- to recommend to the Academic Registrar that the student be permanently withdrawn
- to dismiss the Fitness to Study case and refer the matter to the University's disciplinary procedures.

Temporary suspensions of status are put into place with immediate effect. Where a permanent withdrawal is recommended the student is placed on temporary suspension for 20 working days in order for any review request to be submitted, and then permanently withdrawn, or reinstated dependent on the results of any review.

² This meeting should usually take place within ten working days of the commencement of the stage 2 investigation. The timing of any panel may be delayed by the need to seek external professional evidence or opinions.

Where the outcome of a FTS panel is temporary suspension, it will be agreed with the student what the conditions of return will be (such as a fitness note from a medical professional, ongoing performance/conduct agreements). The student's meeting of the conditions of their return can be signed off by the Head of Student Support and Wellbeing.

The outcome of the Stage 2 process will be communicated to the student and their Supervisor or Course Director in writing.

6 Stage 3 – Review

The University takes concerns raised over student welfare/behaviour and their investigations extremely seriously, and acts in an appropriate manner to ensure that fairness for all parties is maintained throughout. It will likely assert that decisions arising from an investigation have been the result of a fair and thorough investigation, and are based on evidence provided by the parties concerned.

Students, however, have the right to request a review under particular circumstances:

- A. that the decision of the person(s) or panel at Stage 1 or Stage 2 was based on incomplete or inaccurate evidence, to the extent where it is reasonable to conclude that the decision may have been different;
- B. that the person(s) or panel at Stage 1 or Stage 2 were prejudiced or biased against the student in question, including any undisclosed conflicts of interest.

Any request for a review must be submitted within twenty working days of the Stage 1 or 2 decision to appeals@canfield.ac.uk.

The review will be considered by a Director of Education or Research from another school and the Academic Registrar, and will focus on the specific grounds cited, and is in essence limited to an investigation into the conduct of the Stage 1 and/or Stage 2 process.

The outcome of any review will be communicated to the student, and their Supervisor or Course Director in writing.

7 External Complaint

At the completion of Stage 3, the University will consider any decision it has made to be final and complete, with no further right of appeal. This is equally true if any review request made is dismissed summarily by the Academic Registrar, or if a student has no grounds for a review.

If, however, a student remains dissatisfied with the outcome or the way that the University has managed the process, they have the right to submit a complaint against the University to the external regulator for the UK higher education sector, the Office of the Independent Adjudicator for Higher Education (OIA).

More information about the OIA can be found at www.oiahe.org.uk.

In order for a student to use the OIA, the University must agree that they have exhausted the internal procedures. This is managed by the Academic Registrar issuing a "completion of procedures letter". A "completion of procedures letter" will be provided following the conclusion of any Stage 3 review (whether it is not accepted, summarily dismissed or fully investigated).

Students may also request from the Academic Registrar a "completion of procedures letter" at any point in the process if they do not believe the University is capable of following its own procedures fairly, and if they do not wish to engage further with the University on this matter.

Please note that the OIA will not consider any complaint unless a “completion of procedures letter” has been provided by the University.

Any complaint to the OIA must be registered within twelve months of the University issuing a “completion of procedures letter”.

13.5 Code of Practice on Valuing Diversity

At Cranfield University, our diversity is one of the many things that makes us unique. We have staff and students representing over 100 countries. In line with our University values, we recognise that people from different backgrounds can bring fresh ideas and perspectives. By harnessing diversity and going beyond what is legally required, we are able to nurture creativity and innovation, which helps us attract and retain the best talent and helps us reflect the diverse communities we operate in.

Our University Charter states:

“The University will provide a collaborative and supportive working and learning environment, which embeds equality of opportunity and the rights of individuals in all its operations and treats everyone with dignity and respect.”

The purpose of this Code of Practice is to outline practices through which our Diversity Statement and Strategy will be implemented.

We aim to go beyond the Equality Act 2010 and protect staff and students against unfair treatment and disadvantage beyond the protected characteristics specified (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex and sexual orientation).

Under the Equality Act, ‘discrimination’ is defined as treating one person less favourably than another. It may be ‘direct’ or ‘indirect’ and can be by ‘association’ or ‘perception’:

- Direct discrimination occurs when two individuals are treated differently where the reason for the difference in treatment is a protected characteristic.
- Indirect discrimination occurs when a practice or policy or action which may at first appear neutral in its effects, but at closer examination disproportionately and adversely affects a person’s protected characteristic.
- Discrimination by association occurs where a person does not have a protected characteristic themselves but is treated less favourably because of their relationship with someone who does e.g. the parent of a disabled child.
- Discrimination by perception occurs when someone acts or behaves in a discriminatory way towards a person due to the belief that they have a protected characteristic, whether or not they have such a characteristic.

In addition, under the Equality Act, discrimination also occurs when treating a disabled person unfavourably because of something arising from their impairment and failing to make a reasonable adjustment.

Our Council, the governing body of the University, has agreed the following policy statement on harassment:

‘Cranfield University is committed to a working and learning environment that is free of intimidation or discrimination. Harassment can seriously worsen working and social conditions for staff and students of the University. Any incidents of harassment will be regarded extremely seriously and can be grounds for disciplinary action which may include dismissal or expulsion.’

Appropriate procedures are in place for staff and students who believe they have experienced bullying or harassment by a member of staff or student. We have a Dignity at Work Policy (staff) and Dignity at Study Policy (students), which outlines the process staff or students should follow if they experience any inappropriate behaviours such as harassment or bullying.

In order to promote a culture of inclusivity and embed diversity in all we do, this Code of Practice will be published and communicated to all staff and students. In addition, staff and students have access to resources and training to ensure they are aware of their roles and responsibilities under the Equality Act and how they can help promote a culture of inclusivity.

Appendix to the Code of Practice on Valuing Diversity

This Code of Practice underpins all of our diversity policies, procedures and action plans. It will be implemented in the principles detailed below.

A. Staff and student recruitment

We promote equality for all staff and student applicants and welcomes applications from people from all backgrounds by:

- (i) ensuring recruitment and selection decisions are based on the applicant's ability to satisfy the job or course specification, with personal information relating to protected characteristics not being shared with those responsible for selection*
- (ii) ensuring managers, academic and support staff have appropriate development in diversity and inclusion
- (iii) ensuring policies and practices support our Diversity and Inclusion Strategy and associated action plans
- (iv) annually monitoring recruitment, selection, retention and admissions data by protected characteristics and taking appropriate action where necessary.

* unless it may impact the applicant's ability to work or study, in which case permission is sought before the information is shared.

B. Learning, teaching and working environment

We are committed to maintaining an environment which encourages our staff and students to participate fully in the working and learning environment:

- (i) reasonable adjustments are made to remove barriers to accessibility, particularly in relation to digital systems, access to services, information and buildings
- (ii) staff and students are made aware of their responsibilities within equality legislation so that they are able to maintain an inclusive working and learning environment and instil a culture of respect
- (iii) policies and procedures are in place relating to behaviour at work and study for staff and students, which help promote a zero tolerance of harassment and bullying. We also have a wellbeing strategy to ensure staff and students are supported in terms of their health and wellbeing while working or studying with us.

C. Staff learning and development

All staff have access to development opportunities (such as workshops, mentoring and various networks) which should be discussed as part of ongoing performance and development review discussions with line managers.

Learning and Development programmes and workshops ensure diversity and inclusion is embedded into them so that staff are aware of their responsibilities under University policies in line with best practice.

D. Monitoring

We publish an annual diversity monitoring report and action plan which incorporates staff data by the protected characteristics, to help identify trends and potential gaps and actions to address this. The report is approved by the University Executive and Council.

E. Further reference documents

- (i) [University Diversity Strategy](#)
- (ii) [Diversity Monitoring Reports](#)
- (iii) [Dignity at work policy](#)
- (iv) [Dignity at study policy](#)
- (v) [Student Welfare Handbook](#)
- (vi) University Mental Health and [Wellbeing strategy](#)

Updated October 2020

13.6 Safeguarding Policy

Updated January 2021

Policy Statement

The University is committed to protecting and safeguarding the welfare of children, young people and adults at risk and safeguard those vulnerable to being drawn into extremism, in line with its legal obligations. These obligations extend to all who access our services, grounds or facilities and participate in our activities, to include staff, students, contractors and volunteers/visitors, as well as individuals who engage with the University through research and innovation activities. This is regardless of whether they take part in-situ or virtually through online communication systems.

The University acknowledges in particular its responsibility to safeguard children under the age of 18 and adults at risk at any time when they are engaging in University-run activities regardless of location, both in the UK and internationally, to ensure they are protected from abuse.

For the purpose of this policy, a child is defined as a person under the age of 18. This policy considers an adult at risk to be someone aged 18 years or over; who may be in need of community care services by reason of mental or other disability, age or illness; and who is or may be unable to take care of him or herself, or unable to protect him or herself against significant harm or exploitation.

Safeguarding is everyone's responsibility, and all individuals play a role in preventing, reporting and responding to allegations of exploitation, abuse or harm, in particular those staff who teach, support, guide or in any way interact with students. It is incumbent on all staff to be aware of their responsibilities and act accordingly at all times.

When children of staff, students or visitors are present on the University campus, they remain the responsibility of their parent/carer, unless engaged in official activities.

Appropriate safeguarding awareness training is available for all to ensure that there is awareness of their safeguarding responsibility. Staff and students who engage with children or adults at risk as part of their day to day role, including through research and innovation must complete mandatory training and refresher training.

The University has various relevant policies and guidance pages that ensure the appropriate arrangements are in place to enable the University to provide a safe and secure environment to prevent abuse, and to respond appropriately to suspected or reported abuse of under-18s or adults at risk. In addition to this policy, some of the relevant policies and guidance pages that support the University's commitment to safeguarding are:

- [Handling of Disclosure and Barring Service Certificate Information](#)
- [University Pre-School practices](#)
- [University Health and Safety Policy and Risk Assessments](#)
- [Work Experience Placements](#) (and associated Risk assessments)
- [Prevent Duty/Worried about a Student/Friend](#)
- [Prevent Duty/Worried about a staff member](#)
- [Student Wellbeing and Disability Support](#)
- [Missing Student Policy](#)
- [Senate Handbook on Student Welfare](#)
- [Wellbeing at Work](#)
- [Employee Assistance Programme](#)
- [Student Counselling Services](#)
- [Dignity at Work Advisors](#)
- [Dignity at Work Policy](#)
- [Recruitment of ex-offenders Policy](#)
- [Research Ethics Policy](#)
- [Research Integrity Policy](#)
- [Research Passports](#) (working with NHS)
- [Safeguarding CUTE module \(via CUTE Training Library\)](#)
- [Social Media Policy](#)
- [Whistleblowing Policy](#)
- [Data Protection – Audio and Video Recording Guidelines](#)
- [Code of Professional Conduct](#)
- [Risk assessments related to Take your Child to Work Day](#)
- [Agreement between Campus Services/Accommodation and Apprentice training provider](#)

The University Pre-School (CU) and on-campus nursery (Cherry Trees Workplace Nursery run by Childbase) have separate Safeguarding Policies and Procedures.

Responsibilities of those working closely with Children and/or Adults at Risk

All staff required to work with children, young people or adults at risk should ensure that they understand the implications of this policy before commencing any programme, event, visit or other activity.

The University will ensure that where an individual is required by the University to work directly with children under the age of 18 and/or adults at risk on a regular, unsupervised basis, (which might include regular processing of information) shall be subject to satisfactory checking of relevant criminal convictions undertaken by the Disclosure and Barring Service (DBS), subject to their role falling within the eligibility criteria. DBS checks are undertaken by a third-party supplier.

The University will take all appropriate steps during the recruitment and selection process to ensure that unsuitable people are prevented from working with children, young people and adults at risk. Where a role requires an individual to undergo a DBS check, this will be highlighted during the recruitment process and the check undertaken as required, prior to engagement or where this is not feasible, during the induction period (in

such circumstances, the individual will be supervised/highly restricted in terms of activities they are able to undertake in relation to children, young people and adults at risk).

Before any new or changed programme, event, visit or any other activity involving children, young people or adults at risk, or before employing an under-18, a risk assessment should be completed. Where a risk assessment has identified that individuals are likely to have regular contact with or encounter children, young people or adults at risk (which might include regular processing of information), appropriate checks into their eligibility will be required. Such processes will be compliant with the University's Equality and Diversity policy. Should a risk assessment identify that a DBS check is required, the local HR team must be contacted in the first instance to instigate the appropriate check.

Any individual working closely (e.g. in a line management or supervisory position) with children and/or adults at risk will be asked to complete the online Safeguarding training module ideally prior to the commencement of the work in question. They will also be responsible for ensuring that an appropriate risk assessment is in place.

The University has a legal duty to refer an individual to the DBS if they have been removed from working in regulated activity with children and/or adults because they caused harm to children/adults or posed a risk of causing harm. The duty to refer is absolute and overrides any concerns about data protection.

In implementing this Policy and in appropriate circumstances, the University will engage proactively with statutory local authority boards and organisations, including the Local Authority Designated Officer (LADO) and, when necessary and appropriate to do so, follow their published guidelines, policies and procedures.

Work experience and apprenticeship placements for those who are under 18

The University, in accordance with guidance from the [Health and Safety Executive](#), aims to safeguard children throughout the duration of their work experience/placement at the University. Although the placement may not meet the definition of regulated activity (as set out in Safeguarding Vulnerable Groups Act 2006), the University has a duty of care to safeguard those on work placement whilst they are participating in a University-related activity.

Those working at the University are in a position of trust. In accordance with the Sexual Offences Act 2003, it is a criminal offence for any adult who is in a position of trust to engage in, incite, or promote sexual activity with a child or young person, even if the relationship is consensual. This includes young people who are aged 16 or 17.

The University provides services and activities for, and engages in academic research with, children and young people through initiatives such as outreach activities. Those who participate in any activity with a child or young person on behalf of the University, regardless of whether they are on or off campus, are in a position of trust. They must uphold this Policy and where relevant, ensure that they are familiar with the safeguarding policy and procedures of participating schools or educational partners.

Prevention of harm in research and innovation

In May 2020, UKRI published its policy on [Preventing harm \(safeguarding\) in research and innovation](#). The policy applies to all research funded by UKRI regardless of whether it takes place in the UK or overseas. UKRI believes that everyone has a right to be treated fairly and with dignity and respect. UKRI promotes safe research environments which are free from “sexual exploitation, abuse and harassment, bullying, psychological abuse and physical violence” for all individuals that are employed on, participate in or otherwise come into contact with the research and innovation activities they fund.

When undertaking research and innovation, the following considerations should be considered in the context of safeguarding:

- The ethical conduct of research to ensure that no harm comes to research participants or communities as a result of their involvement in a research project. All staff and students undertaking research as part of their studies or under contract must seek ethical approval prior to data collection.
- The health and safety of researchers and associated personnel involved in research projects, in particular when undertaking field work in developing countries or in challenging contexts.
- The conduct of researchers, associated personnel or visitors involved in research projects towards research participants, the broader community with whom they engage while conducting field studies and/or other members of the research team.
- Adhere to safeguarding legislation, in particular [child protection legislation](#) and the [Modern Slavery Act 2015](#).

Many of our funding bodies set out expectations for individuals and organisations involved in funded research, these include:

- Being aware of relevant policies and procedures and knowing how to respond to and report concerns through the appropriate channels in the organisation;
- Protecting the rights of all individuals involved;
- Informing the funding body if there is a safeguarding breach relating to a funded project;
- Informing the funding body if an allegation is upheld;
- Concluding investigations, even if the subject of the investigation resigns during the process.

Sanctions may be made against an individual or organisation if either have failed to comply with the funding bodies Safeguarding Policy. Sanctions that may be applied include:

- Restricting applications for specific grant types e.g. doctoral training programmes, overseas based research;
- Not accepting any new grant applications for a limited period of time;
- Suspending grants for a limited period of time.

Photography, Social Media and Audio and Video technologies

Thought should be given to the duty of care when publishing photographs, video images, comments and personal data on the web, including on all social media sites.

In accordance with the Data Protection Act 2018, photographs, audio and video are personal data and should be treated accordingly. Where photographs/recordings are taken, participants should be informed of their rights and made aware when recording is taking place. In certain circumstances, individuals may opt out before a recording takes place.

Where photography or recording is not directed at any one individual, consideration should be given to safeguarding and treated with the same care as that of any one person.

Considerations relating to safeguarding are as applicable to processing data for social media as they are to any other form of interaction between those who are in a position of trust, and those within their care, or who are deemed vulnerable.

Reporting an Incident/Disclosure/Concern relating to the safeguarding of children or adults at risk

The University has in place a Safeguarding Lead (SL) and three Deputy Safeguarding Leads who are responsible for coordinating the response to safeguarding concerns within the University.

All staff have a responsibility to respond if a safeguarding disclosure, allegation and/or cause for concern has been brought to their attention. In the first instance, the matter should be raised as soon as possible with either their line manager, local HR Team and/or the Deputy Safeguarding Lead(s). A form for reporting such concerns (safeguarding incident reporting form) can be found at Appendix 2.

Information on how to contact these nominated individuals is published below.

Where an allegation, disclosure or cause for concern is raised, the Safeguarding Lead/Deputy Safeguarding Lead initiates the University's safeguarding procedures in accordance with a process agreed and reviewed by the Safeguarding Standing Group. Appendix 1 provides an overview of the escalation process, including where cases may be referred to external agencies.

For general inquiries or to report a safeguarding incident, disclosure or concern about a student, please email studentsupport@cranfield.ac.uk

For general inquiries or to report a safeguarding incident, disclosure or concern about a member of staff, please email hr@cranfield.ac.uk

For general inquiries or to report a safeguarding incident, disclosure or concern about funded research or innovation, please email researchoffice@cranfield.ac.uk

For immediate advice and support out of hours, please contact Security on ext. 2222 (or 01234 752999 from a mobile for Cranfield Campus; 01793 785222 from a mobile for Shrivenham Campus) noting that if any child or adult is perceived to be at serious risk of immediate harm, the relevant emergency service should be contacted.

Safeguarding Standing Group

The University has a Safeguarding Standing Group. The role of the Standing Group is to:

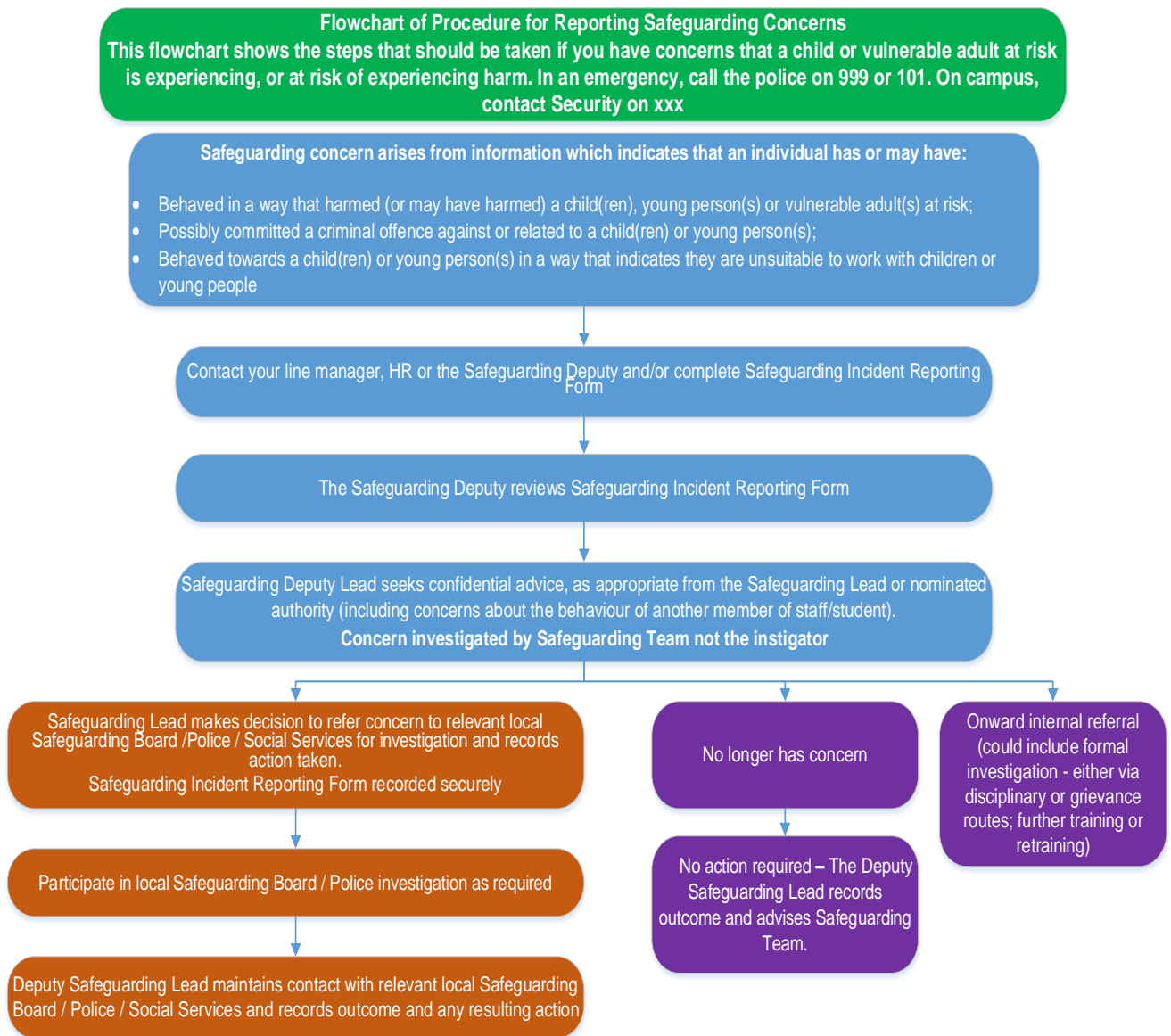
- Provide guidance and support relating to safeguarding individuals;
- Consider the needs, views and best interests of those considered to be at risk;
- Ensure individuals working with children and/or adults at risk in relevant situations meet their responsibilities and ensure all appropriate checks are made;
- Promote safeguarding good practice throughout the University;
- Ensure appropriate training packages are in place for the University and appropriate mandatory and refresher training is undertaken;
- Share information about safeguarding concerns with agencies who need to know, involving internal and external individuals appropriately;
- Review and update this Safeguarding policy as required in response to changes in legislation and guidance from appropriate external agencies.

The Safeguarding Standing Group members are:

- University Secretary (Safeguarding Lead)
- Head of Student Support and Wellbeing (Deputy Safeguarding Lead)
- Head of Reward, Policy and Compliance (Deputy Safeguarding Lead)
- Research Governance and Programme Manager (Deputy Safeguarding Lead)
- Head of Student Academic Support
- Head of Events and Strategic Initiatives
- CSA General Manager
- Director of Student Experience
- Head of Health and Safety
- Director of Campus Services

All information received in relation to this policy will be stored and processed in line with applicable data protection legislation. To learn more about how we handle your data please review our [Privacy Policy](#).

Safeguarding Policy - Appendix 1





Safeguarding – Reporting an Incident/Concern Form

Section 1 to be completed by individual reporting the concern

Name of vulnerable adult at risk (if known):	
Has the adult at risk given their consent to share the information? (Y/N)	
Student/Staff number (where applicable):	
Date of birth or age (if a child):	Gender: (M/F)
Description of the safeguarding issue. This might include a factual account of something you have witnessed or an account of something a third party has reported to you.	
Time, location, date of the incident/s: (if known)	
Any other observations/information:	
Name of individual reporting the concern:	
Position:	
Action undertaken by person reporting the concern:	
Date concern reported:	

Section 2 to be completed by the Safeguarding Lead or Deputy

Is the child or adult at risk who is the subject of the concern at immediate risk?	Yes /No Details:
Does the incident relate to an allegation about a student or member of staff?	
Should the member of staff or student be referred to HR/Education Services for consideration of further action?	
Does the incident require referral to the embedded HR / OH Provision / Student Support Services / Apprenticeship Office?	
Does the reported incident require referral to a local safeguarding team?	
Does the reported incident require escalation through Cranfield's Prevent Duty process?	
Does the reported incident constitute a criminal offence requiring referral to the police?	
Actions to be Undertaken: <ul style="list-style-type: none"> a) No further action b) Referral to the HR/Education Services for consideration of a precautionary suspension. c) Referral to an alternative University policy or procedure such as the Staff or Student Disciplinary Procedure. d) Report the matter to the Local Authority Designated Officer (LADO)* e) Report the matter to the police* f) Referral to external NHS mental health and wellbeing services (Crisis team) g) Report matter to ESFA (within 24hrs) if referral made concerns an apprenticeship learner. 	
Signed:	
Date:	
<p>All information received in relation to this policy will be stored and processed in line with applicable data protection legislation. It is understood that personal data shared on this form is likely to be of a very sensitive nature. The data will not be shared with others unless we are required to by law, legal agreement, or if you disclose something which may put yourself or others at risk. Where possible safeguarding concerns will be investigated without naming individuals, however, if data does need to be shared with others, we will request your consent before doing so. To learn more about how we handle your data please review our Privacy Policy</p>	

Appendix A: Student Wellbeing and Disability Support Confidentiality Policy

Policy Statement

The Student Wellbeing and Disability Support service is committed to providing a confidential advice service to our students.

Definition

The Student Wellbeing and Disability Support service understands confidentiality to mean that no members of the service team will provide sensitive information directly or indirectly to any third party without the student's expressed consent, unless required by law. Where required and with the student's permission, we will share your information with third parties e.g., DSA, local and central government authorities. However, if a third party external to the University, who we have contacted on behalf of the student, asks us for an update on a case and the case is no longer active, we may inform the third party that we are no longer assisting the student and advise them to contact the individual directly.

In Practice

Details of a student's case will remain confidential within the Student Wellbeing and Disability Support service and not shared with colleagues in the wider university without the student's express consent, subject to certain exceptions including:

- where sharing of information is required by law and / or institutional sponsorship responsibilities under the UKVI Student sponsor licence.
- where there are safeguarding concerns, including risk of harm to themselves or others or concern under the Prevention Duty (Terrorism and Security Act 2015).
- where sharing relevant information with other University colleagues is necessary to progress a student's case e.g. loss of contact.
- where legal obligations require sharing of confidential information.
- where a complaint has been submitted to the University, or the Office of the Independent Adjudicator, and we need to share details of a student's case to enable the complaint to be investigated fully and clarify the information that has been provided by the Student Wellbeing and Disability Support service.

Individual case notes are recorded electronically in a restricted area. All records will be deleted 7 years after a student has completed their studies at the University or upon written request from the student.

It is the responsibility of Student Wellbeing and Disability Support staff to ensure that all statistical information provided to third parties is given in anonymous form so that individuals cannot be identified.

Student Complaints

We welcome your comments and suggestions. Our primary concern is to respond promptly and effectively to any student's dissatisfaction as it arises. If you are not satisfied with the service, please talk to us straight away. We will try to address the issue quickly and informally. If informal discussion fails to resolve an issue, you may wish to make a formal complaint. The Senate student 'Complaints Handbook' outlines the procedure for raising a formal complaint about the service you have received.

Data Protection

Cranfield University acknowledges its responsibilities to implement adjustments with appropriate sensitivity and discretion and that all data will be treated in accordance with the applicable data protection legislation. To learn more about how we handle your data please review our Privacy Policy or contact GDPR@cranfield.ac.uk.

Appendix B: Further Examples of Harassment

Harassment can take place face-to-face or in written form (e.g. by emails, or comments on social media sites). They may be heard or received directly by the intended person, or by others. Both such “direct” and “indirect” harassment are considered unacceptable behaviour.

Outlined below are some examples of harassment. Some, if occurring only once, may cause mild irritation but if repeated becomes harassing. Some on the other hand are clearly harassment even if they occur once. Nevertheless, all the forms of harassment are inappropriate for Cranfield University to maintain a culture of respect and dignity. Although examples of harassing behaviour have been loosely categorised below, it is possible for the many of these examples to be applicable to other categories of harassment.

B.1 Sexual harassment

Sexual harassment is unwanted behaviour of a sexual nature. It can happen to men, women and people of any gender or sexual orientation. It can be carried out by anyone of the same sex, opposite sex or anyone of any gender identity. It can be physical, verbal or non-verbal in nature and can occur between members of the same or opposite sex. It is for individuals to determine what behaviour is acceptable to them and what they regard as offensive. However, any behaviour that could make the recipient feel that they are viewed as a sexual object may cause offence even if offence was not intended.

Examples of sexual harassment include:

- unwelcome advances, attention, invitations, or propositions
- offensive or unwelcome sexist comments or behaviour
- unwanted or derogatory comments about dress or appearance
- making unwelcome comments, jokes or gestures emphasising the gender of an individual or a group that are of a sexual nature
- threats of academic failure or promises of promotion or training in exchange for sexual favours
- serious criminal behaviour such as indecent exposure, indecent or sexual assault or rape are extreme examples of sexual harassment
- emailing, texting or messaging sexual content
- displaying pornographic or sexual images on posters, calendars and cards
- having pornographic or sexual images on computers and phones
- unnecessary and unwanted physical contact

What some people might consider as joking, 'banter' or part of their workplace culture can still be sexual harassment if the behaviour is of a sexual nature and it's unwanted.

B.2 Racial harassment

Racial harassment is an incident, or a series of incidents intended or likely to intimidate, offend or harm an individual or group because of their ethnic origin, colour, race, religion or

nationality or cultural difference. A racist incident is any incident that is perceived to be racist by the victim or any other person.

Examples of racial harassment include:

- derogatory name-calling, insults, banter, taunts and racist jokes
- verbal abuse or threats
- the display of racist graffiti or images
- the transmission of racially offensive materials or statements via electronic or other means
- physical attack or threat of attack
- ridicule of an individual for cultural differences
- unnecessary comments or intrusive questioning about racial issues or racial origin
- open hostility, avoiding or refusing to work with an individual from a different racial group

B.3 Disability harassment

Disability harassment is behaviour that makes direct or indirect insulting and offensive references to a person's disability.

Examples of disability harassment include:

- mockery, taunts or jokes regarding personal attributes or mental health
- offensive language or derogatory name-calling
- avoidance or refusal to work alongside a disabled person
- speaking to others rather than to the disabled person directly
- unwelcome discussion of the effects of disability on the individual's personal life
- excluding the disabled person from social events or meetings
- physical abuse or intimidation
- interfering with personal aids or equipment
- making assumptions about a person's ability to carry out certain types of work, based on their disability

B.4 Harassment relating to sexual orientation

Harassment on the grounds of sexual orientation can be hostile or offensive acts or expressions by a person or group against another person or group because of their sexuality. Homophobia is a term used to describe hatred and rejection of gay, lesbian and homosexual people. It may be directed against individuals or groups of people who are, or are thought to be lesbian, gay, bisexual or transgendered.

Examples of harassment relating to sexual orientation include:

- unnecessary and degrading references to someone's sexual orientation, gender identity or their perceived sexual orientation or gender identity
- spreading rumours or gossip including speculating about someone's sexual orientation or gender identity, or outing them
- asking intrusive questions
- homophobic remarks, jokes, innuendo or gossip
- threats of disclosing sexuality of the individual

- expressing or acting on stereotypical assumptions
- display or transmission (including by electronic means) of offensive materials
- excluding people because they are bisexual, lesbian or gay
- offensive actions and physical attack
- using religious belief to justify anti-gay bullying and harassment

B.5 Harassment relating to religion, belief or non-belief

Cranfield will not tolerate any form of religious harassment or discrimination against any faith group. Harassment may be defined as any hostile or offensive act or expression by a person or group against another person or group, based on their religion, belief (including a philosophical belief) or non-belief. It is imperative that behaviour towards others is at all times respectful and courteous, regardless of a person's religion, belief or non-belief and that the University's performance standards are adhered to.

Examples of harassment relating to religion, belief or non-belief may include the following:

- ridicule and offensive humour or jokes about a belief or non-belief
- abusive language, including racist or religious jokes and can include "banter"
- derogatory remarks or name calling
- exclusion from social activities or work-related events without justification
- display of or transmission (including by electronic means) of offensive materials
- (malicious) scorning of beliefs or non-belief
- proselytising
- physical attack or threats of attack
- the display of racially offensive written material

On harassment relating to a specific religion, belief or non-belief, external guidance may be available e.g. the [IHRA definition of antisemitism](#) will be taken into account in any disciplinary case following a complaint or allegation of antisemitism.

B.6 Age harassment

Harassment on the grounds of age consists of hostile or offensive acts by a person or group against another person or group in relation to their age. It is recognised that younger or older workers may be harassed or bullied on account of their age.

Examples of age harassment include the following:

- ageist remarks, jokes
- negative or derogatory comments generalising about the age-group of the individual
- physical attack or threats of attack
- exclusion on the basis of age e.g. being too young or too old to participate in work-related events.

B.7 Harassment relating to gender reassignment

Transgender harassment is harassment on grounds that a person proposes to undergo, are undergoing or have undergone gender reassignment. Gender reassignment is the medical

and social process whereby a person changes their birth sex to match their chosen gender identity.

A person harasses another if they engage in unwanted conduct related to gender reassignment, which has the purpose or effect of violating the other person's dignity or of creating an intimidating, hostile, degrading, humiliating or offensive environment.

Examples of harassment relating to gender reassignment include the following:

- derogatory name-calling derogatory remarks, jokes, innuendo or gossip
- offensive transphobic comments or jokes
- asking intrusive questions
- threats of disclosing the gender identity of the individual
- deliberately using the incorrect pronoun to address the member of staff when you have been informed of the correct one.
- expressing or acting on stereotypical assumptions
- exclusion of trans staff from facilities
- display of or electronic transmission of offensive materials.

B.8 Other forms of harassment

There are other forms of harassment that do not constitute harassment on the grounds of the above but nevertheless can seriously affect the well-being of colleagues if they occur.

Examples of such behaviour include:

- intrusion into the individual's personal life by pestering, spying or stalking
- persistent pressures to become involved in anti-social or criminal behaviour
- persistent intimidating behaviour based on the individual's membership or non membership of a trade union

Any difficulty in defining what constitutes harassment should not deter staff from complaining of behaviour that causes them distress. Nor should anyone be deterred from making a complaint because of embarrassment or fear of intimidation or publicity.

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