



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.

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Major changes to this document since version 1.1 (September 2018):

- Reference to Student Advice Centre workshops
- Note that harassment may be between staff and students or students and students
- Inclusion and reference to Fitness to Study Policy
- Inclusion of Safeguarding Policy
- Addition of national origin to definition of racial harassment
- Change of title from Assistant Registrar (Student Support) to Head of Student Support and Wellbeing

1 About this Handbook

This Handbook outlines the various aspects of welfare provision the University has for its students as well as relevant policies and procedures in case of issues or concerns.

It should be noted that this Handbook incorporates the previous Senate Handbooks:

- Student Handbook: Dignity at Study
- Student Handbook: Mental Health Implementation Procedure

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

- Student Handbook: Academic Appeals (Taught Courses)
- Student Handbook: Academic Appeals (Research Students)
- Student Handbook: Complaints
- Student 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 Funding Team - studentimmigration@cranfield.ac.uk Tel: 01234 752970 or 01234 754179.

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

2 Student Advice Centre

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. During your time at Cranfield you will have access to a wide range of support services. The University's Student Advice Centre is a central point of contact offering information and guidance on a wide range of academic, welfare and personal issues including; specific support needs (e.g. mental health, learning and disability related adjustments), complaints and appeals, networking with other students and general advice on managing day-to-day finances. A range of workshops are delivered by the Student Advice Centre throughout the year on topics including; time management, exam techniques, nutrition and health, and stress and wellbeing.

The service is available to all full and part-time students and their families based both at Cranfield and Shrivenham. For those students that cannot access the services in person, a meeting via Skype, telephone or email can be arranged.

The Student Advice Centre is based in Building 45 on the Cranfield campus, and in the Slim building at Shrivenham. Students can either drop-in from 9.30 – 16.30 Monday to Friday, or contact the Centre by email (studentadvice@cranfield.ac.uk) or phone (Cranfield office: 01234 75 2112, Shrivenham office: 01793 78 5444)

The Student Advisers and dedicated Learning Support Officers are available to help you work through any difficulties no matter how small or big they may seem. The Advice Centre provides an integrated, professional, confidential student-centered service which offers information, advice, guidance and support to enable every student to develop and achieve their full potential.

The Student Advice Centre will keep confidential notes to record student interactions. This allows the advisers to keep track of all student contact and the support and advice provided. Full details can be found in the Student Advice Centre Confidentiality Policy.

3 Disability Support

The University's Learning Support Officers are based in the Student Advice Centre at both Cranfield and Shrivvenham and offer information, guidance and support to students with learning and disability support needs.

Learning Support Officers provide a point of contact for students who may have specific needs to support their academic study (including a range of disabilities or health-related conditions). They can offer information, advice and guidance to students and academic staff on all aspects of disability, mental health concerns, other health conditions and learning support.

Students who have declared their learning or disability support needs 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 try and make contact with them as soon as possible: their names and email addresses are listed below.

Students who require support but have omitted to declare a disability on their application form, or students who become disabled or are diagnosed with a Specific Learning Difficulty 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 or remotely, 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. This will usually be in the form of a medical 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 Learning Support Agreement which will document any reasonable adjustments necessary 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 necessary; details of your condition will not be disclosed. The Learning Support Agreement 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.

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

The Learning Support Officers for Cranfield and Shrivvenham are as follows:

Learning Support Officer for Cranfield	Pauline Buck
Learning Support Officer for Shrivvenham	Emma Stevens

To arrange an appointment with a Learning Support Officer, contact the Student Advice Centre by email (studentadvice@cranfield.ac.uk) or phone (Cranfield - 01234 75 2112, Shrivvenham - 01793 78 5444).

4 Academic Support

Throughout your course there are 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 Directors, Programme Directors and Module Leaders

For each 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);
 - 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 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.

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 the Student Advice Centre (studentadvice@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 both research and taught students, can be sought from your Student and Academic Support (SAS) Lead, staff in the Student Advice Centre (see section 2) and the Cranfield Students' Association (csa@cranfield.ac.uk) (see section 3).

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 that 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, such as difficulties with relationships or struggling to cope with academic/personal expectations. You may be struggling with a known, specific problem, or you feel you need support without knowing what the problem is. The University counselling services 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 the counselling service 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).

Referrals to the counselling services

You are able to self-refer to the counselling services at any point using the contact details below. Additionally staff in the Student Advice Centre, your course team or others may signpost you to the counselling service if they feel that it would be of benefit to you.

Cranfield

Barrie Hopwood
07808 766067
barrie.hopwood@cranfield.ac.uk

Teresa Townsend
07958 303487
t.townsend@cranfield.ac.uk

Shrivenham

The counselling service for students at Shrivenham is offered by Always Counselling Service - <http://www.alwayscounselling.com>

What to expect from counselling

Counselling will normally begin with a session where you and your counsellor work through your experiences and discuss together ways for you to move forwards. Depending on the problems you are experiencing, further sessions with you and your counsellor may be required as appropriate.

Talking to a counsellor can help to normalise your experience and place it in context. It can be a relief to tell someone who is impartial, in a confidential setting about the difficulties and problems that you have struggled with on your own. A counsellor can bring objectivity, critical distance, and experience of dealing with problems of all kinds. This can help you to see a problem in a new way and give you confidence to begin to deal with it.

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 Slim 23

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%20LR%20linked%20Feb%202017.pdf>

In addition to the general University Health and Safety policy and procedures, site specific arrangements are in place at the Defence Academy, which can be found on the Defence Academy intranet (<http://dais>).

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

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, which is located near the 'Café and Chat' coffee shop 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.

Further details can be found on the Defence Academy Intranet (DAIS).

9 Dignity at Study

9.1 Dignity at Study Policy

The Council of the University has approved the following policy statement:

“Cranfield University is committed to a working and learning environment that is free of intimidation or discrimination, and recognises that the contribution of staff and students will be most effective in conditions which are free of unnecessary anxiety, stress and fear. These conditions are likely to flourish in an environment which respects the rights of individuals and is concerned with maintaining their dignity at work. 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.”

As part of its overall commitment to equality of opportunity, Cranfield University is committed to promoting a good and harmonious environment where everyone is treated with respect and dignity and in which no-one feels threatened or intimidated. It is also required by UK law to ensure that its staff and students have the right to exercise freedom of speech, while paying due attention to whether those rights may lead to incitement to violence or other public disturbance.

9.2 Harassment

Underpinning the University’s Dignity at Study Policy is the belief that staff and students should be free from intimidation or discrimination, harassment and bullying. Harassment in any form is unacceptable behaviour and will not be permitted or condoned by the University. Such behaviour may also be a breach of UK legislation, including but not limited to the Equality Act 2010, the Protection from Harassment Act 1997 and the Counter-Terrorism and Security Act 2015. This legislation covers:

- unwanted conduct related to one of the ‘protected characteristics’ (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex and sexual orientation), which has the purpose or effect of violating another person’s dignity;
- creating an intimidating, hostile, degrading, humiliating or offensive environment; and
- preventing activities on campus that may incite people to violence (terrorism or assault).

The most important factor in determining whether harassment or bullying has occurred is not the intention of the alleged perpetrator, but the impact the action may reasonably be expected to have on the person subjected to the actions.

Such behaviour or conduct can include unwelcome physical, verbal or non-verbal conduct. Such behaviour is unacceptable whenever it is unwanted, and whenever the recipient finds it offensive and/or intrusive.

Harassment may take the form of bullying, which is defined as “the abuse of power or position to threaten, abuse, intimidate, insult or criticise; to humiliate and undermine a person”.

Harassment or bullying may happen in public or in private and may range from overt forms such as shouting to more subtle forms such as marginalising and ignoring a person. It may arise from the personal style of an individual and attacks may be irrational and/or unpredictable.

While the perception of the recipient of unwanted behaviour is very important, the test of reasonableness must also be applied to each case. In considering perceptions of harassment or bullying, it is important to be mindful of the potential for cultural differences in respect of interpersonal behaviours. Individuals have different thresholds and varying levels of understanding.

Whilst a lack of intention to harass or bully cannot negate that harassment and bullying occurred, the intention or lack of intention to harass or bully are clearly important in managing the resolution. It is therefore important to ensure that an individual accused of harassment or bullying is able to respond fully and explain his or her position.

9.3 Examples of Harassment and Bullying

Harassment and bullying may take place between students, or staff and students.

Many forms of behaviour can constitute harassment, some examples of which are given below but the list is not exhaustive:

- unnecessary and unwelcome physical contact ranging from touching to serious assault (both sexual and non-sexual);
- verbal and written harassment (including on social media sites or via other electronic media) through jokes, racist remarks, offensive language, sexual suggestion, gossip and slander, threats, letters;
- visual displays of posters, graffiti, emblems or other offensive material;
- isolation or non-cooperation;
- exclusion from social activities.

Some examples of potentially bullying behaviour are given below but the list is not exhaustive:

- instantaneous rages, often over trivial matters;
- personal insults and name-calling;
- public humiliation, put-downs or ridiculing;
- hoarding information;
- constant unfounded criticism of performance or study tasks;
- being pressurised by a group into behaviour/actions against your wishes;
- being requested or pressurised by an individual or a group to commit an act of violence or terrorism;
- being inappropriately excluded from events or activities to which you are entitled;
- deprivation of required information to undertake studies or research;
- talking only to a third party to isolate another.

Difficulties in defining what constitutes harassment should not deter students from complaining of behaviour which causes distress.

Students should also not be deterred from making a complaint because of embarrassment or fear of intimidation.

Further examples of harassment are set out in Appendix B of this Handbook.

Some actions, if occurring only once, may only cause mild irritation, but if repeated may become harassing; some actions or behaviours clearly constitute harassment even if they occur only once. All forms of harassment are unacceptable.

9.4 Rights and Responsibilities

As a student you have a number of rights and responsibilities relating to dignity at study.

- You have the right to study and live in an environment which is free from any form of harassment or bullying.
- You have the right to complain if you believe you are being treated inappropriately, and to be assured that all complaints will be dealt with seriously, promptly and confidentially. At all times, you have the right to decide what action you want to take.

- Every effort will be made to ensure that if you make a complaint, or give evidence in connection with a complaint, you will not be victimised. 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.
- You have the right to take action outside of the University, including if you feel it appropriate to involve the police. If such an offence occurs you should report the attack/assault to the police: the University will support you fully in doing this, but cannot do it on your behalf. The existence of this Handbook does not replace or detract from your rights to pursue a complaint under the relevant discrimination legislation.
- In addition, all students 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.
- You should discourage harassment by making it clear that you 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.

As part of its commitment to ensuring the learning environment for all students is harmonious and free from intimidation or discrimination, the University:

- will ensure that adequate resources are made available to promote respect and dignity in the University and to deal effectively with complaints of harassment. This Handbook will be communicated effectively to all staff and students.
- will support staff to offer confidential first line information and support on all Dignity at 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 its harassment policy and procedures annually.

9.5 Raising a concern/informal complaint

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.

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.

You may seek a confidential discussion with any of the staff listed below that you feel able to approach. You 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 Advice Centre (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

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 Advice Centre 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;
- asking staff in the Student Advice Centre, your Pastoral Advisor or representative of the Students' Association to approach the alleged harasser on your behalf.

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.

9.6 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.

Any formal complaint will be considered using the University's student complaints procedures, as set out in the Senate Student 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.

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

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.

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 0STT
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 £9.00, 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 the Student Advice Centre. 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, nor its policies on equality and diversity, confidentiality or data protection. 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 studentadvice@cranfield.ac.uk.

What will happen next?

The Student Advice Centre will respond to all concerns, including those raised anonymously.

The Student Advice Centre will gather information and escalate the concern to the University's Deputy Prevent Lead, the Head of Student Support and Wellbeing, who will provide advice and co-

ordinate action which may be required. A confidential log of issues raised will be maintained. Matters of serious concern will be referred to the University's Prevent Lead, the Academic Registrar.

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.

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 the Student Advice Centre at studentadvice@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 Student Advice Centre will gather information and escalate the concern to the Deputy Prevent Lead who may consult with Security staff and the Cranfield Students' Association to assess any risks identified. Recommendations for action will be referred to the University's Prevent Lead for decision. See the Council Statement on Freedom of Speech, Meetings and Events (available on the intranet) 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 the Student Advice Centre at studentadvice@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 the Student Advice Centre do?

The Student Advice Centre will gather information and escalate the concern to the Deputy Prevent Lead who may consult with Security staff and the Cranfield Students' Association in agreeing action to remove material. Significant concerns may be referred to the University's Prevent Lead.

11.5 Cranfield's commitment

As part of our Duty Cranfield will:

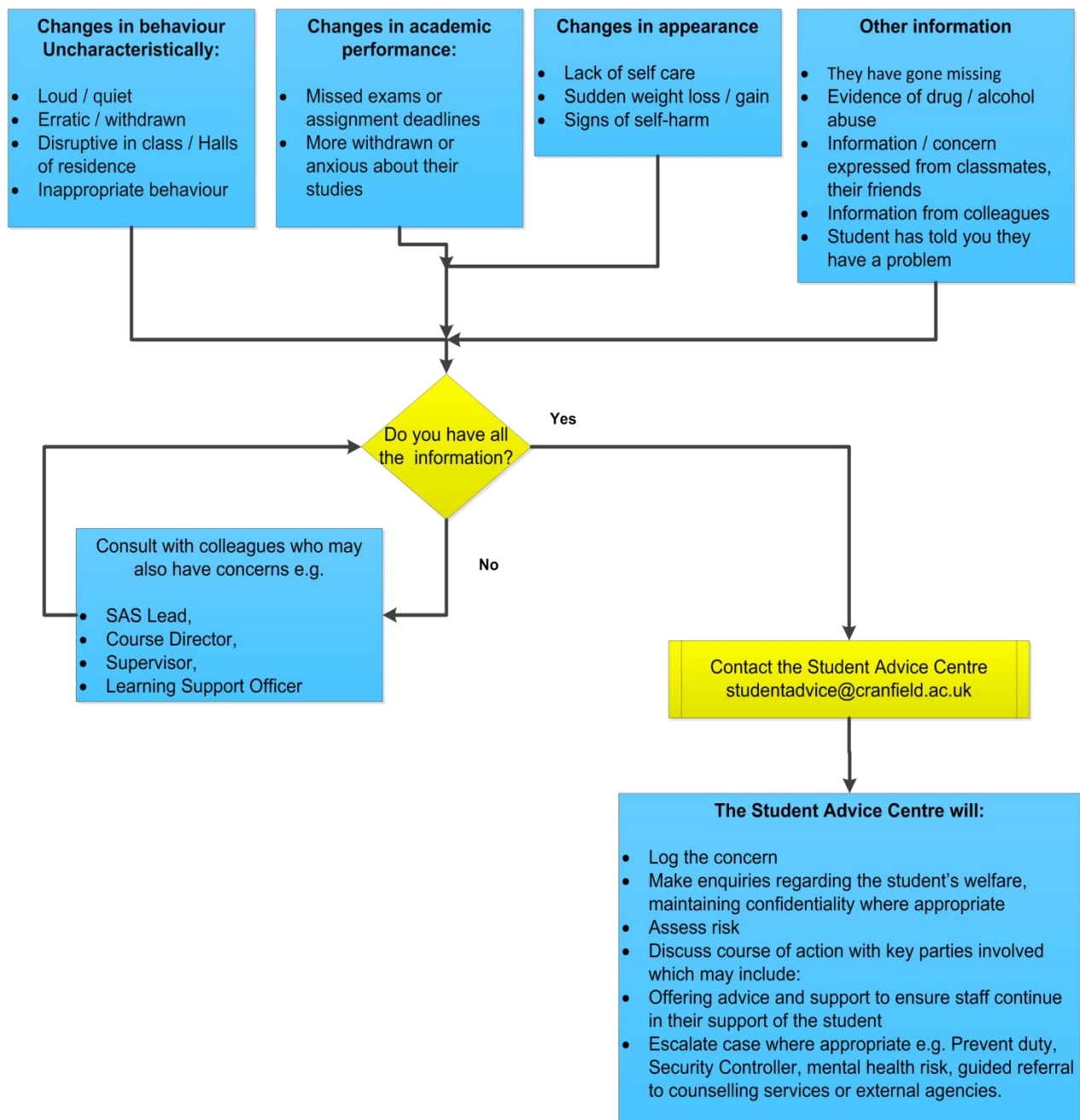
- Ensure that staff are aware of the University's Duty, through briefings and training
- Maintain and apply a good understanding of the relevant guidance in relation to the Government's Prevent agenda
- Ensure that students are able to register any concerns they have with an appropriate member of staff
- 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.

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 the Student Advice Centre) or the Student Advice Centre directly, who will log the concern, make enquires regarding that student's welfare and take the appropriate next steps. You can, at any time contact the Student Advice Centre 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.



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, he or she is 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 the Student Advice Centre 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. The University is also a member of the National Association of Disability Practitioners (NADP) and Association of Dyslexic Specialists in Higher Education (ADSHE) which offers advice on best practice in disability provision in Higher Education.

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 the relevant Learning Support Officer 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 declared 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 declare a disability on their application form, become disabled, or are diagnosed with a Specific Learning Difficulty 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 and material in course handbooks 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 declared disability to inform them of the support available within the School.

Many students are allocated to a personal tutor or supervisor whose interest in them is pastoral as well as academic. Each campus has access to student counsellors and 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 disclosed 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 declare their disability. However, we can only provide reasonable adjustments if we know they are required. In particular, students who disclose 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 – both through the use of feedback questionnaires and 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 Difficulties (SpLDs)

1 Introduction

This Policy is supported by the University's overall Disability Policy (section 13.1). Dyslexia and other specific learning difficulties (such as dyspraxia) are covered by the Equality Act 2010 as they are ongoing conditions. Dyslexia is a combination of abilities and difficulties 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 difficulties should bring a copy of their latest assessment with them to the university at Registration. If the assessment by a registered educational psychologist (or dyslexia professional) was carried out when the student was under the age of 18 a further assessment may be required and this will be arranged by the Learning Support Officer, for as soon as possible after registration.

At student induction sessions, presentations and 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 difficulty 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 the Student Advice Centre E: studentadvice@cranfield.ac.uk. Information will also be available via the Intranet and the Cranfield website.

A diagnostic assessment or re-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 (re-)assessment in most cases.

The diagnostic assessment report will belong to the student who will then discuss its recommendations with the appropriate Learning Support Officer who will agree how to proceed and what additional assistance is required. The Learning Support Officer will draft a Learning Support Agreement 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.

Advice will be offered to those wishing to apply for a Disabled Students Allowance or Access to Learning Fund to resource this support.

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 Learning Support Agreement 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 his or her 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 Learning Support Agreement 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 Student Handbook on Assessment Rules), 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 Advice Centre to assist students in making an appropriate application for support from the Disabled Students Allowance (DSA), 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 Difficulties. 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 Difficulties 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.

A series of questions on disability and diversity have been added to a number of student satisfaction questionnaires and will be reviewed by the Student Experience Committee. The results of these questionnaires 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 he or she wishes 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 declaring 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 difficulties 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 difficulties 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 his or her 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 declared mental health difficulty to discuss the nature of the difficulty and appropriate support mechanisms. An individual Learning Support Agreement 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 declared a mental health disability 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 the HESA, 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 declared 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 difficulty 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 difficulty 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 difficulties (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 difficulties, this information will be shared in confidence as far as is reasonable to ensure appropriate provision of effective support – e.g. with the Student Advice Centre, 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 through presentations, booklets and materials in course handbooks.
- 4.2 Support services are available to any student who may be experiencing mental health difficulties (including stress related problems).
- 4.3 Advice can be sought from:
 - the Student Advice Centre
 - University Counselling services
 - the Learning Support Officer
 - the Cranfield Students Association

For students who have declared a mental health difficulty

- 4.4 Students are encouraged to declare their mental health difficulty 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 serious mental health difficulties which have been declared, contact will also be made with the appropriate local professional – a Consultant Psychiatrist or Community Psychiatric Nurse. As part of the student's individual Learning Support Agreement, appropriate support will be given by the professional practitioner and may be supplemented additional support from within the School and/or the Student Advice Centre.

For students who have chosen not to declare their mental health difficulties 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 the Student Advice Centre 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 Advice Centre, 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 the Student Advice Centre, as appropriate). Under Data Protection Legislation, the student has a right of access to any reports made about him/her.

4.8 Senior Executive Officers of the School (which includes the Pro Vice Chancellor of the School) will be kept informed of the situation by the Learning Support Officer, 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 s/he might continue with her/his 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 his/her 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 he/she has previous knowledge of the case, without the individual's informed written consent.

4.10 Where a student whose behaviour is giving cause for concern does not consent to being examined by a medical practitioner, the case may still be referred to the OHP who may give a qualified opinion – on the basis of the observations of those who have reported their concerns – on whether the individual is fit to continue their studies. Evidence collated to form the basis of the OHP's opinion should be factual and objective. If the OHP has reason to believe that the individual is unfit to continue with his/her studies, he or she should make such a recommendation to the Head of Student Support and Wellbeing who will take appropriate action.

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

4.11 The procedure for those students who become ill during the course of their studies will be as in 4.6 to 4.10 above.

4.12 The emphasis in all instances will be on enabling as far as possible the student concerned to complete his/her 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 problem, 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 difficulties 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 and other relevant specialist skills for the Learning Support Officers.
- 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) 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.

Consideration will be given to raising awareness through health promotion initiatives, including mental health awareness days.

7 Disclosure & Confidentiality

- 7.1 The University will only inform those who need to know where a student has a mental health difficulty (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 of students without the consent of the student, except where the student refuses to leave University property (refer to point 4.5 above).
- 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 of threatening their personal safety or that of others, or there is a legal requirement to disclose information (if a crime has been committed).
- 7.4 Information on the student's mental health difficulty and support requirements will be kept on record during the student's period of study and for five years after the end of their registration (for reference should the student return for further study), although students retain the rights afforded them by the General Data Protection Regulation. The records will be securely destroyed thereafter. 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 on studentadvice@cranfield.ac.uk:

- The student's Course Director or Supervisor
- The School's Director of Education or Research
- The student themselves
- A Board of Examiners
- A Learning Support Officer or member of the Student Advice Centre

Where the Head of Student Support and Wellbeing feels it is appropriate to investigate a student's fitness to study he or she 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.

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 him or her, or his or her 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, he or she 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 the Student Advice Centre).

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 meet¹ 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 appeal to be submitted, and then permanently withdrawn, or reinstated dependent on the results of any appeal.

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.

¹ 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.

6 Stage 3 – Appeal

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 appeal 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 appeal must be submitted within twenty working days of the stage 1 or 2 decision.

The appeal 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 an appeal 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 appeal made is dismissed summarily by the Academic Registrar, or if a student has no grounds for appeal.

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 appeal (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 we value diversity. We value people as individuals whether as employees, students or clients and recognise that people from different backgrounds can bring fresh ideas and perceptions making work or study more efficient with better products and services.

Through harnessing diversity and going beyond what is legally required, the University will nurture creativity and innovation. This will help us attract and retain the best people and enable them to realise their full potential.

The University is committed to equality and diversity, as highlighted 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”.

1. The purpose of this Code of Practice is to outline practices through which the University's Diversity Statement will be implemented.
2. Protection against unfair treatment or unjustifiable disadvantage extends beyond the protected characteristics specified in the Equality Act 2010 (age, disability, gender reassignment, race, religion and belief, sex and sexual orientation).
3. Under the Equality Act, ‘discrimination’ is defined as treating one person less favourably than another. Discrimination 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.

4. The Council 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.’

5. All members of staff are encouraged to assist in reporting and preventing any discriminatory practices, which may exist within the University, by drawing them to the attention of the Senior Diversity & Inclusion Business Partner.

Appropriate procedures are in place for staff and students who believe that they have experienced bullying or harassment by a member of staff or student.

6. In order to promote a culture of inclusivity and embed diversity, all staff will be made aware of this Code of Practice and have access to a number of online and face-to-face diversity training solutions.

Appendix to the Code of Practice on Valuing Diversity

The Code of Practice underpins all activities of the University. In addition, it will be implemented in the ways detailed below.

A. Staff and Student Recruitment

The University promotes equality for all staff and student applicants irrespective of their protected characteristic by:

- (i) ensuring all 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 available to those responsible for selection*
- (ii) ensuring managers, academic and support staff have appropriate development in diversity and inclusion matters
- (iii) ensuring policies and practices support equality of opportunity and the elimination of discrimination
- (iv) annually monitoring recruitment, selection and admissions data by protected characteristic and taking appropriate action where necessary

B. Learning, teaching and working environment

The University is committed to maintaining an environment which encourages members of staff and students to contribute fully and on an equal basis:

- (i) reasonable action is taken to remove barriers to accessibility, particularly in relation to access to services, information and buildings.
- (ii) staff are made aware of their responsibilities within equality legislation so that they do not discriminate against anyone because of a protected characteristic.
- (iii) various policies and codes of practice are in place relating to behaviour at work and study for staff and students, which help promote a zero tolerance of harassment and bullying. Policies are also in place for staff and students who feel they may have been discriminated against.

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

C. Staff Learning and Development

All staff have access to promotion and career development opportunities, which is part of the annual performance development review conducted by Line Managers. Promotion data is annually monitored and anonymously reported by protected characteristic.

Staff Learning and Development programmes and workshops ensure equality of opportunity is promoted and have diversity embedded into them so that staff are aware of their responsibilities under the legislation and University policies.

D. Monitoring

The University publishes an annual Diversity Monitoring report which incorporates staff and student data by the protected characteristics, to help identify trends and potential areas of exposure to help shape future work. The report is approved by the University Executive and Council.

E. Further reference documents:

- (i) The University Single Equality Scheme
- (ii) Diversity Monitoring Reports

<https://intranet.cranfield.ac.uk/hrd/diversity/Pages/Diversity-Monitoring-reports.aspx>

13.6 Safeguarding Policy

1 Policy Statement

The University aims to protect and safeguard the welfare of children and vulnerable adults with whom the University's work bring it into contact. This policy, together with those listed below, aims to facilitate the management of the risk associated with the duty to protect such individuals. This policy applies to all staff, students, volunteers, contractors and the staff of subcontractors.

Cranfield University is committed to providing a safe and secure environment for all staff, students and visitors who access its services, grounds and facilities. The University acknowledges in particular its responsibility to safeguard children under the age of 18 and vulnerable adults at any time when they are engaging in University-run activities, whether they are on or off the University's two sites, and 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 a vulnerable adult 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.

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 vulnerable adults. This policy applies to all staff, students, volunteers, contractors and the staff of subcontractors. 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/Worried about a Student/Friend](#)
- [Prevent/Worried about a staff member](#)
- [Student Advice Centre](#)
- [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 Passports](#) (working with NHS)
- [Safeguarding CUTE module \(via CUTE Training Library\)](#)
- [Risk assessments related to Take your Child to Work Day](#)
- [Agreement between Campus Services/Accommodation and Apprentice training provider](#)

2 Responsibilities of those working closely with Children and/or Vulnerable Adults (including Work Experience Placements)

Any individual working closely (e.g. in a line management or supervisory position) with children and/or vulnerable adults should complete the online Safeguarding training module (via the CUTE Training Library) 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 is registered with the Disclosure and Barring Service (DBS) and will ensure that where a risk assessment identifies that anyone (as required by the University) working directly with children under the age of 18 and/or vulnerable adults 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 DBS subject to their role falling within the eligibility criteria. Should a risk assessment identify that a DBS check may be required, please contact your local HR team in the first instance.

The University will decide whether to carry out a DBS check or not and will take into account aspects of the contact with the child and/or vulnerable adult such as the length of the work/contract, the type of work, the office or work environment and whether the child or vulnerable adult will ever be left on their own with other employees.

3 Reporting an Incident/Disclosure/Concern relating to the safeguarding of children or vulnerable adults

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 vulnerable adults in relevant situations meet their responsibilities and ensure all appropriate checks are made
- Promote safeguarding good practice throughout the University
- 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 HR Compliance, Policy and Data (Deputy Safeguarding Lead)
- Head of Registry Services
- CSA General Manager
- Director of Student Experience
- Head of Health and Safety
- Director of Campus Services
- Member of Research and Innovation Office

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 Site) noting that if any child or adult is perceived to be at serious risk of immediate harm, the relevant emergency service should be contacted.

For general inquiries or to report a safeguarding incident, disclosure or concern about a student, please email studentadvice@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.

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: Student Advice Centre (SAC) Confidentiality Policy

Confidentiality Statement

The SAC is committed to providing a confidential advice service. All users of the SAC have the right to confidentiality to protect their interests. Assuring confidentiality is necessary to maintain the credibility of the service.

Definition

The SAC understands confidentiality to mean that no information shall be given directly or indirectly to any third party without the client's expressed consent unless required by law.

In Practice

1. Clients should be offered use of a confidential space. The facility will be advertised by a notice placed in the waiting area saying:

"Everything you tell staff in the Student Advice Centre will be treated confidentially and will not be shared with anyone else without your written consent to do so, unless required to do so by law, or if you disclose something which may put yourself or others at risk. A confidential space is available to use on request".
2. The SAC acknowledges that information may be given out through staff informally discussing cases. Advisors should ensure that no discussion which can identify the client takes place outside the Student Advice Centre.
3. If the SAC advisors wish to contact a client by phone at their home, they must ensure that no reference is made as to the purpose of the call to third parties unless the client has given consent which must be recorded in their file.
4. Individual case notes are recorded electronically in a restricted area. All records will be archived securely once the student's registration period has ended and deleted 5 years after a student leaves the University or upon written request from the student.
5. It is the responsibility of advisors to ensure that all statistical information provided to third parties is given in anonymous form so that individuals cannot be identified.

Breach of Confidentiality

1. The SAC recognises that exceptional circumstances may arise in which an appropriate breach of confidentiality must be considered. These circumstances include cases where the client may be a danger to themselves or others or where legislation requires a disclosure of information e.g. under the Prevention Duty (Terrorism and Security Act 2015). Such cases should be discussed amongst advisors and the Head of Student Support and Wellbeing and detailed notes of the discussion should be placed on the client's file. Where possible, the client should be informed of the decision if a breach is deemed necessary.
2. The SAC will disclose information where legally required to do so.
3. The SAC will monitor this policy regularly to ensure it meets statutory and legal requirements.
4. Should a complaint arise and be substantiated as a result of a breach of confidentiality, it will be treated as a disciplinary matter. In the case of a most serious offence regarding a breach of confidentiality, this may be a dismissible offence.

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.

A.B.1 Racial harassment

Racial 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 race, colour, ethnic origin, cultural differences, nationality or national origin. Incitement to commit such an act will also be viewed as racial harassment.

Examples of such behaviour include the following:

- 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;
- 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.B.2 Harassment connected to religion, belief or non-belief

Such 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 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 such behaviour include the following:

- Ridicule and offensive humour or jokes about a belief or non-belief;
- Derogatory remarks or name calling;
- Exclusion from social activities without justification;
- Display of or transmission (including by electronic means) of offensive materials;
- Malicious scorning of beliefs or non-belief;
- Promoting very extreme religious views and/or sectarianism;
- Physical attack.

A.B.3 Disability harassment

Disability harassment may be any hostile or offensive act or expression by a person or group against another person or group that makes direct or indirect insulting and offensive references to a person's disability.

Examples of such behaviour include the following:

- Mockery, taunts or jokes regarding personal attributes;
- 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;
- Assumption about a person's ability to carry out certain types of work based on their disability.

A.B.4 Age harassment

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

Examples of such behaviour include the following:

- Ageist remarks, jokes;
- Negative comments generalising about the age-group of the individual;
- Physical abuse;
- Display of offensive materials.

A.B.5 Harassment relating to sexual orientation

Harassment on the grounds of sexuality can be hostile or offensive acts or expressions by a person or group against another person or group because of their sexuality.

Examples of such behaviour include the following:

- Homophobic remarks, jokes, innuendo or gossip;
- Threats of disclosing the sexuality of an individual;
- Expressing or acting on stereotypical assumptions;
- Display of or transmission (including by electronic means) of offensive materials;
- The asking of intimate questions about a person's personal or sexual life;
- Excluding people based on their sexual orientation;
- Offensive actions and physical attack.

A.B.6 Harassment relating to gender reassignment

Harassment on the grounds of gender reassignment can be hostile or offensive acts or expressions by a person or group against another person or group that is proposing to undergo, is undergoing or has undergone a process (or part of a process) to change their sex.

Examples of such behaviour include the following:

- Derogatory remarks, jokes, innuendo or gossip;
- Threats of disclosing the gender identity of the individual;
- Expressing or acting on stereotypical assumptions;
- Exclusion of such students from facilities, social activities and group work;
- Display of or electronic transmission of offensive materials.

A.B.7 Sexual harassment

Sexual harassment is unwanted conduct of a sexual nature or conduct based on sex that is offensive to the recipient. 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 he or she is viewed as a sexual object may cause offence even if offence was not intended.

Examples of such behaviour include the following:

- Unwelcome advances, attention, invitations or propositions;
- Unwelcome comments, jokes or gestures emphasising the gender of an individual or a group that are of a sexual nature;
- Electronic display or the transmission of pornographic or indecent materials;
- Display of offensive drawings, photographs or pornographic materials ;
- Unnecessary and unwanted physical contact;
- 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.

A.B.8 Other forms of harassment

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

Examples of such behaviour include the following:

- Intrusion into the individual's personal life by pestering, spying or stalking;
- Persistent pressures to become involved in anti-social or criminal behaviour;
- Pressure to commit acts of violence, assault, criminal damage or terrorism.

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