



UNIVERSITY OF  
CAMBRIDGE



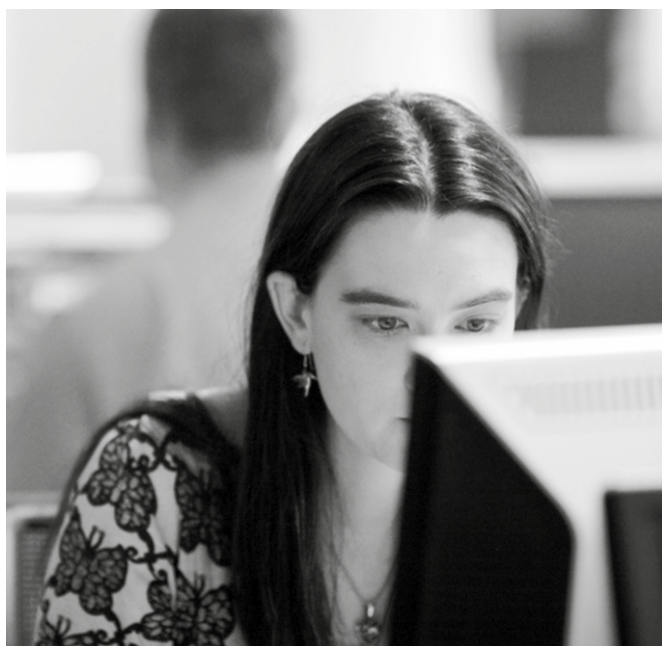
# When to Refer

A Faculty and Department Guide to helping  
undergraduate and postgraduate students access  
the right pastoral support at the right time



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# Introduction

**All members of the Collegiate University community – undergraduate and postgraduate students, academics and staff – have a role to play in creating a healthy and supportive learning environment for our students.**

The Colleges work in close partnership with the University to provide the very best pastoral and welfare support to students and, as part of that partnership, individuals such as College Tutors and Senior Tutors have formal welfare roles and responsibilities. It is also recognised, however, that frontline staff in Faculties and Departments are often a natural first port of call for students, with whom they have built strong working relationships.

Whilst the support and listening ear of a member of frontline staff often goes a long way, there will be times when specialist input is necessary. This guide is intended to help clarify boundaries in supporting students and to prevent frontline staff from inadvertently straying into offering the types of advice and support which, for good reasons, the University expects to come from the student's College Tutor, a specialist department or service, a registered health professional or an accredited practitioner.

Navigating the student support network at Cambridge can sometimes present challenges, both for students in distress and those in Faculties and Departments who find themselves witnessing that distress, or asked for advice. This Guide has, therefore, been written in close collaboration with the Senior Tutors' Committee to help student-facing staff to support and refer students effectively, as and when welfare issues present themselves.

In many cases, the most effective way to help a student will be to listen and, where necessary, to signpost them towards sources of support. The Collegiate University has an extensive range of student support services designed specifically for Cambridge students and often the most important thing is for a student with a problem to know that these services exist and how to access them.

It is worth taking some time to familiarise yourself with **When to Refer**, and then to keep the document close at hand for those times when you need to refer back to it. This Guide will be made available online and updated annually.

## Feedback

We hope this Guide will be helpful. We welcome your feedback on its usefulness and will be reviewing and adapting it annually to ensure it becomes an essential reference point for you in supporting our students. If you wish to provide specific feedback or comments, please contact the Education Quality and Policy Office ([EducationPolicy@admin.cam.ac.uk](mailto:EducationPolicy@admin.cam.ac.uk)).



# Hints and Tips

Whilst many of you will be experienced in your roles and well-seasoned in your interactions with students, some may be newer to Collegiate Cambridge or to your position. The hints and tips below are intended to serve as a helpful reminder for those with experience, and as a useful guide to those new in post.

## Active listening

Listening and being fully present – that is, putting aside other tasks and giving your undistracted attention - will help you to gain greater insight into a student's needs: their circumstances, issues, feelings and priorities.

## Impartiality

Avoid making direct or indirect value judgments about particular situations or options presented by a student. Adopting an unbiased and balanced approach will allow a student to make their own decisions that are appropriate and personalised to their own situation. There is Moodle training available that introduces the concept of implicit bias and the impact it has here: [www.equality.admin.cam.ac.uk/training-overview/understanding-unconscious-implicit-bias](http://www.equality.admin.cam.ac.uk/training-overview/understanding-unconscious-implicit-bias). Many Departments and Colleges have also developed implicit bias guidance, and some are also working to introduce cultural sensitivity training.

## Open questions

Open questions can be helpful to encourage a student to express themselves fully. These questions tend to be prefaced by who, what, why, how, where and when and cannot be answered by a simple "Yes" or "No". Open questions may allow a student to reflect on their circumstances and what support they need. Ensure questions serve a purpose.

[www.mindtools.com/pages/article/newTMC\\_88.htm](http://www.mindtools.com/pages/article/newTMC_88.htm)

## Non-verbal communication

It has been shown that people learn more about each other via non-verbal behaviour than from what is actually said. Be aware of non-verbal cues from students and mindful of your own body language, nuances of voice and facial expressions.

[www.mindtools.com/pages/article/Body\\_Language.htm](http://www.mindtools.com/pages/article/Body_Language.htm)

## Checking understanding

Before you try to help a student resolve a problem or refer them, it will be helpful to check your understanding of their issue or question first. This can be done by summarising, paraphrasing or reflecting back to the student what you understand the problem to be and the support they are seeking.

## Take advice

It is not always possible or realistic to solve a student's problem immediately. It may be necessary for you to speak to a more senior colleague or someone with specialist knowledge and take advice before going back to the

student. It is better to manage the student's expectations by explaining this up front and taking the necessary time to provide accurate information or signposting than feeling forced in to making promises or giving assurances on the spot that you later have to renege on.

## Conflicts of interest

In rare circumstances, your previous interactions with a particular student or other roles of responsibility may create a conflict of interest. Should this occur, it is possible that your ability to be impartial may be impaired. It may be sensible to refer a student to another colleague in these circumstances.

## Self-disclosure

A shared experience does not always mean a shared understanding and it is important to recognise that each person's experience of an issue can be different. Try not to impose your own experiences, opinions, values or feelings on to a student.

## Confidentiality

When a student discusses personal issues or circumstances with you, it is important for them to feel that you will treat the information sensitively and not broadcast it. However, most members of staff do not have a professional duty to maintain absolute confidentiality and it is important that students understand this up front with no guarantees of confidentiality being given to students.

In certain circumstances it will be appropriate and/or necessary for you to share information that a student has disclosed. That might be within your Department or Team (to a more senior colleague), with the student's College (for example where tutorial input or pastoral support is required), with a service such as the University Counselling Service or Disability Resource Centre (where specialist advice is needed) or even with the emergency services.

It is generally considered best practice to seek a student's consent to share information about them with another party before doing so. This is usually not a problem as long as the student understands that this is necessary to serve their best interests or to resolve an issue and that you will only share information that the other party needs to know.



There are, however, circumstances where consent to share information about a student is not required:

- In an emergency where you have reason to believe someone's safety is at risk, it is absolutely appropriate and necessary for you to break confidentiality and seek help immediately – a duty of care in these circumstances always overrides any obligations regarding confidence if there is an imminent and serious risk of harm to the student or to others.
- There are specific exemptions where the Collegiate University may be asked by the police or other government agencies to disclose sensitive personal information about a student without their consent in circumstances where seeking consent would either a) risk national security or b) undermine the purposes of the disclosure (for example prejudicing the prevention or detection of serious crime, the apprehension or prosecution of offenders, or the assessment or collection of any tax or duty). If contacted in these circumstances, any such request will explicitly state if any of these exemptions apply. It would be appropriate to escalate a request of this kind to the Senior Tutor of the student's College without delay.
- The University is also required to provide the Home Office with certain information about the students it sponsors on a visa and does not require consent for this (e.g. if a student has breached the conditions of their visa).

When consent is withheld:

- It may be desirable, and is usually possible, to seek generic/hypothetical advice from another party about a situation or issue without naming the student in question; either to resolve the query/problem or to help you to decide whether a fuller disclosure is necessary;
- In the case of minor issues for which it would be helpful but not essential for you to share information about the student, it should be made clear to the student that whilst it is their prerogative not to consent to wider disclosure, doing so will limit your ability to arrange appropriate support and/or to fully resolve the issue. It is prudent to make a written note of discussions of this nature.
- In more complex or risky circumstances where you feel that you need to share information the student has disclosed but consent is not forthcoming, you should inform the student of your intention to share information with reasons why you believe this to be necessary. It is prudent to make a written note of the fact you have done so detailing to whom information has been shared and the reasons cited for doing so. Disclosure of information should always be carefully managed on a strictly need-to-know basis.

If a student insists that they need to speak to someone in confidence prior to any disclosure, there are individuals to whom they can speak who are professionally bound by specific rules on confidentiality. This would include their GP, College Nurse, Chaplain, or an accredited Counsellor.

Please note that confidentiality considerations in the context of the following scenarios are outlined specifically within their section:

- Disability disclosure
- Lesbian, Gay and Bisexual (LGB) students
- Transgender students
- Medical, veterinary science or PGCE student's fitness to practise

### **When to refer?**

Knowing when to refer often requires some judgment. If you feel you are straying into an area you do not feel comfortable discussing, are not trained to deal with, or is outside your area of professional expertise, a referral is usually appropriate.

A general rule of thumb to prompt a referral would be when the issue the student raises:

- Needs specialist advice or input.
- Is complex or serious.
- Would conflict with other aspects of your role.
- Needs more time than you can offer.

### **Where to refer?**

It is not always possible to know what the best source of support might be. There may be more than one problem or the initial problem may not be the most central. Whilst this Guide sets out possible points of referral for a number of different scenarios, what is most important in the first instance is to guide the student to a service or individual that is acceptable to them. Usually this will be to their College Tutor or one of the specialist services within Collegiate Cambridge, such as the Student Advice Service, who will refer on to other sources of help if they think it appropriate.

If a student does not want to engage with Collegiate University services, they can be helped to find support elsewhere. See Appendix A for a list of useful external services.

## How to refer?

It is usually best if a student can take the initiative to approach their College or a service themselves for support. This empowers them, helps them to retain control and to manage any disclosure of information in the way they wish.

There may, however, be times when it is not possible for a student to seek help directly. In these circumstances, it may be helpful for you to take a more active role in either telephoning or emailing an appropriate service on the student's behalf. Consent from the student to contact anyone on their behalf should be obtained from them before any referral is made (see also Confidentiality).

## When a student doesn't want to be referred

It may be that the student tells you they would prefer to talk to you than to someone else. In these circumstances, it might be appropriate to:

**Explain your role.** It is often enough to explain to the student that you are not in a position to offer further help since it isn't appropriate to your role or you lack the specialist expertise or the time to give ongoing support.

**Explore the student's concerns.** If the student is worried about going to see someone else, it may help to explore the reasons for this worry in more detail and provide reassurance where you can.

**Set clear limits.** Having revealed personal difficulties to you, the student may wish to continue to receive further support from you. However, setting and maintaining clear and appropriate professional boundaries helps to avoid the student developing unrealistic expectations about you, your role, the level of confidentiality you can guarantee, or your relationship. Clarify with the student in what capacity they are seeking support from you. Know your limits and don't hesitate to refer a student for more specialist advice or support when this is required.

## Looking after yourself

Supporting students, whilst rewarding, can be challenging. It is therefore essential that your own welfare needs are met to ensure you can offer the best support to students. Consider what assistance you may need if you are exposed to upsetting circumstances or if you are worried about a situation. Make sure you allow time for yourself, and share any anxieties or concerns you have with a more senior colleague.

## Contact from relatives or next of kin

Students aged 18 or over are legally independent adults and should be treated as such. No information should be shared about them with their relatives or next of kin without explicit consent from the student. You can however explore with the student the possibility of them involving their families or significant others so that they are better supported.

## In an emergency

If you are concerned that a student or someone else is in imminent and serious danger, you can contact the emergency services by dialling 999. If there is an urgent medical concern, call 111 to speak to a fully trained NHS adviser.

### Inform a senior colleague in situations when:

- you have serious concerns about a student;
- you feel you are getting out of your depth in supporting a student;
- you think there may be legal issues; or
- you are not sure of the best course of action.



# Internal sources of welfare support

## The Colleges

### The Senior Tutor

All Colleges have a Senior Tutor. Senior Tutors have wide-ranging responsibilities within the College across both educational and pastoral matters. Senior Tutors have overall responsibility for the delivery of undergraduate student education, maintaining close contact with Directors of Studies, Tutors and Fellows and overseeing the supervision system and College teaching in different Tripos subjects. They also have overall responsibility for student welfare provision within the College, including postgraduate students, maintaining close contact with the College's Tutorial Office, Tutors, Nurse (if applicable), Counsellor (if applicable), Chaplain/Dean (if applicable) and Student JCR/MCR Representatives.

### The College Tutor (or Graduate Tutor)

The way tutorial provision is delivered across the Colleges can vary but all Colleges will have Tutors of some kind. Their role is generally to provide all-round pastoral support, information, advice and guidance to students and to act as the administrative interface between the College, the University and students. Tutors can be approached for help with problems about study, finance, illness, friends and family and other personal circumstances. They can also refer or signpost students to other services both within Collegiate Cambridge and externally. Whilst there is a wider College welfare team supporting students, it is generally recognised that Tutors provide a helpful and established connection between the College and University and would therefore, normally, be the first point of contact for a member of a Faculty or Department seeking College input on a student welfare matter.

Most Tutors will also have other roles in Collegiate Cambridge and many will hold academic appointments with the University and so may not be available in College all the time.

### The College Nurse

The majority of Colleges employ a College Nurse who can help students with a variety of health and welfare needs. This includes assessment, support and advice for students experiencing minor illnesses and injuries and mental health worries, but often extends to more general support for all manner of concerns and personal or emotional issues. If more specialised help or treatment is required, the College Nurse can help refer students or coordinate support from their GP, the University Counselling Service and/or another local service. College Nurses are also involved in providing health education to students and members of their College. As regulated nursing professionals, College Nurses are bound by professional and ethical obligations relating to confidentiality.

### The College Counsellor

As well as the University Counselling Service (UCS), a resource available for all students, some Colleges also directly employ College counsellors or one of the UCS College-Based Counsellors to support students experiencing mental health difficulties. As with Nurses, accredited Counsellors are bound by professional and ethical obligations in relation to confidentiality.

### The College Chaplain and/or Dean

Many Colleges have a Chaplain and/or Dean who are responsible for the life of the College Chapel (where there is one) and also tend to have a pastoral role among members of the College community. Whilst Chaplains and Deans may be affiliated with a particular Christian denomination owing to the religious traditions of many of the College Chapels, they are available to all members of College, students and staff, of all faiths or none.

The Chaplain or Dean will be happy to talk to students about issues or concerns, including matters of faith and spiritual life, studying, work, family, friends, health, bereavement, or if they just want a chat. They can also usually put students in touch with local leaders or contacts from their own faith tradition if needed.

### Tutorial Office Staff

The Tutorial Office tends to be the main academic office within each College. Tutorial Office staff will join up the College's student processes with the University's, and provide administrative support to the Senior Tutor and Tutors, as well as acting as a first point of contact to support students with a wide range of tutorial – educational and welfare – issues.

### Porters

All Colleges have Porters. There is generally a Head Porter leading a team of Porters who work on a shift basis so that there is always at least one Porter available and on site at all times, day or night and every day of the year. Porters' responsibilities are wide-ranging but might include being a first point of contact for out-of-hours student welfare matters in an emergency and managing access to all areas of the College.

### College Welfare Officers

JCR/MCR Welfare Officers are student representatives who are elected by a College's student body to their posts for a year at a time. They form part of the wider pool of student representatives within Colleges and there may be other Officers who also have a welfare-related role at each College (such as an LGBT+ Officer or Women's Officer, for example).



JCR and MCR Welfare Officers have a specific role in supporting the welfare needs of the student body within their College, including listening and signposting to sources of specialist support and advice. They also have political role within College which involves student representation on College Committees and campaigning for changes or improvements to facilities and welfare provision.

In supporting students, Welfare Officers will make local access arrangements which might include offering drop in sessions, giving out a welfare phone number, or regular tea and talk events.

Whilst Welfare Officers will receive some training, they are not Tutors, Advisors, counsellors or medical practitioners and their primary role in supporting students is to be a listening ear and to help provide signposting and information, rather than giving specialist advice and guidance.

## The University

### The University Counselling Service (UCS)

Web: [www.counselling.cam.ac.uk](http://www.counselling.cam.ac.uk)  
Email: [counsellingreception@admin.cam.ac.uk](mailto:counsellingreception@admin.cam.ac.uk)  
Phone: 01223 332865  
Address: 3rd Floor, Student Services Centre,  
New Museums Site, Cambridge, CB2 3PT

The UCS provides free, specialist mental health interventions through a professionally staffed confidential service to students experiencing psychological distress. As well as professional counsellors, the Service also employs Mental Health Advisors (MHAs) who are accessed by students via staff referral. MHAs provide support for students experiencing moderate to severe mental health difficulties. **The UCS also has a Sexual Assault and Harassment Advisor (SAHA) who provides support for students who have been subjected to sexual misconduct.**

### The Disability Resource Centre (DRC)

Web: [www.disability.admin.cam.ac.uk](http://www.disability.admin.cam.ac.uk)  
Email: [disability@admin.cam.ac.uk](mailto:disability@admin.cam.ac.uk)  
Phone: 01223 332301  
Address: Ground Floor, Student Services Centre,  
New Museums Site, Cambridge, CB2 3PT

The DRC provides a confidential and accessible service for disabled students and those staff supporting them. The DRC provides advice and guidance for prospective and current disabled students to enable them to access a wide range of services; develops and implement support programmes for disabled students to ensure equal opportunity, access, and attainment; and provides advice, guidance, and training for University and College staff in meeting the institution's

duties to disabled students within the context of disability equality legislation. The DRC is also responsible for writing and distributing Student Support Documents which contain recommendations on how the Collegiate University can best support and teach a disabled student based on their specific disability, subject and College.

### The International Student Office (ISO)

Web: [www.iso.admin.cam.ac.uk](http://www.iso.admin.cam.ac.uk) and  
[www.internationalstudents.cam.ac.uk](http://www.internationalstudents.cam.ac.uk)  
Email: [international.students@admin.cam.ac.uk](mailto:international.students@admin.cam.ac.uk)  
Phone: 01223 761806  
Address: Student Services Centre, New Museums Site,  
Cambridge, CB2 3PT

The ISO provides specialist support and advice to students who come to study at Cambridge from outside the UK. They offer visa advice, ensure compliance with the University's Home Office **student** sponsor licence requirements and administer the Erasmus+ programme/**Turing Scheme** as well as a small number of international funding awards.

### The Office of Student Conduct, Complaints and Appeals (OSCCA)

Web: [www.studentcomplaints.admin.cam.ac.uk](http://www.studentcomplaints.admin.cam.ac.uk)  
Email: [studentcomplaints@admin.cam.ac.uk](mailto:studentcomplaints@admin.cam.ac.uk) or  
[OSCCA@admin.cam.ac.uk](mailto:OSCCA@admin.cam.ac.uk)  
Address: 1st Floor, Student Services Centre,  
New Museums Site, Cambridge, CB2 3PT

The Office of Student Conduct, Complaints and Appeals (OSCCA) provides procedural advice, case handling and oversight of a number of student procedures including: student complaints about University experience of staff; the review of examination results; capability to study; informal complaints regarding student misconduct; student discipline; and a number of final appeal stage processes, for example, fitness to practise. In addition, the Office handles responses and is the point of contact for the external ombudsman, the Office of the Independent Adjudicator (OIA), with whom students can raise complaints following the completion of an internal University procedure.



### The Careers Service

Web: [www.careers.cam.ac.uk](http://www.careers.cam.ac.uk)

Email: [enquiries@careers.cam.ac.uk](mailto:enquiries@careers.cam.ac.uk)

Phone: 01223 338288

Address: 2nd Floor, Student Services Centre,  
New Museums Site, Cambridge, CB2 3PT

The Careers Service provides careers advice and information to all current matriculated undergraduates and postgraduates as well as post docs. The team of experienced Advisers provide one-to-one guidance consultations; 14 major careers events each year; an extensive programme of briefings and skill sessions; coordinated employer presentations; a free book on CVs and Applications; and a database of over 4,000 graduate-level job vacancies.

### The Childcare Office

Web: [www.childcare.admin.cam.ac.uk](http://www.childcare.admin.cam.ac.uk)

Email: [childcare@admin.cam.ac.uk](mailto:childcare@admin.cam.ac.uk)

Address: 21 Trumpington Street, Cambridge, CB2 1QA

The Childcare Office oversees the facilities and assistance offered to University staff and students with children. The Office operates an information service, which aims to support families of the University community. The Office offers information on family related issues including childcare, schooling, health care, financial support and local community resources.

### The University Sports Centre

Web: [www.sport.cam.ac.uk](http://www.sport.cam.ac.uk)

Phone: 01223 336580

Address: University of Cambridge Sports Centre,  
Philippa Fawcett Drive, Cambridge CB3 0AS

The Sports Centre provides a hub for sport at Cambridge University and there is an extensive range of fitness and sports equipment and facilities available. The Sports Service provides considerable support to sports clubs and teams across the University, including providing guidance, handbooks and resources to promote dignity, safety and welfare within sport at Cambridge: [www.sport.cam.ac.uk/resources](http://www.sport.cam.ac.uk/resources).

### The Student Registry

Web: [www.student-registry.admin.cam.ac.uk](http://www.student-registry.admin.cam.ac.uk)

Email: [student.registry@admin.cam.ac.uk](mailto:student.registry@admin.cam.ac.uk)

Phone: 01223 766302

Address: 1<sup>st</sup> Floor, Student Services Centre,  
New Museums Site, Cambridge, CB2 3PT

The Registry's role is to provide collegiate administrative and operational support in a number of different areas including student records, fees, examinations and assessment, loans and some funding. They also support a number of committees including the Exams Access and Mitigation Committee (formerly the Applications Committee).

### Educational Quality and Student Policy Office (ESP)

Web: [www.educationalpolicy.admin.cam.ac.uk](http://www.educationalpolicy.admin.cam.ac.uk)

Email: [educationalpolicy@admin.cam.ac.uk](mailto:educationalpolicy@admin.cam.ac.uk)

Phone: 01223 332276

Address: 1<sup>st</sup> Floor, Student Services Centre,  
New Museums Site, Cambridge, CB2 3PT

The Education Quality and Policy Office is responsible for three key areas: quality assurance, enhancement of teaching and learning and policy relating to student health and wellbeing. Business is conducted primarily through the General Board's Education Committee and its Standing Committees. Officers of EQPO also liaise closely with and provide administrative support to the Senior Tutors' Committee and its Standing Committees.

### The Equality and Diversity Team (E&D)

Web: [www.equality.admin.cam.ac.uk](http://www.equality.admin.cam.ac.uk)

Email: [equality@admin.cam.ac.uk](mailto:equality@admin.cam.ac.uk)

Phone: 01223 332286

Address: The Old Schools, Trinity Lane, Cambridge, CB2 1TN

The E&D team support the University in its pursuit of equality of opportunity and a proactive and inclusive approach to equality, which supports and encourages all under-represented groups, promotes an inclusive culture, and values diversity.



## Other Support

### The Student Advice Service

Web: [www.cambridgesu.co.uk/support/advice](http://www.cambridgesu.co.uk/support/advice)

Email: [advice@cambridgesu.co.uk](mailto:advice@cambridgesu.co.uk)

Phone: 01223 746999

Address: Cambridge Students' Union Upper Ground Floor,  
17 Mill Lane, Cambridge, CB2 1RX.

The Student Advice Service offers free and confidential information, advice and support to all Cambridge University students.

### The Cambridge SU

Web: [www.cambridgesu.co.uk](http://www.cambridgesu.co.uk)

Email: [enquiries@cambridgesu.co.uk](mailto:enquiries@cambridgesu.co.uk)

Phone: 01223 333313

Address: SU Building, Upper Ground Floor, 17 Mill Lane,  
Cambridge, CB2 1RX.

Cambridge SU is the university-wide representative body for students at the University of Cambridge. Cambridge SU have produced a number of resources for students:

[www.cambridgesu.co.uk/resources](http://www.cambridgesu.co.uk/resources)

### Nightline

Web: <http://cambridge.nightline.ac.uk>

Email: [email@cambridge.nightline.ac.uk](mailto:email@cambridge.nightline.ac.uk)

Chat: <https://im.cambridge.nightline.ac.uk/webim>

Phone: 01223 744444

Nightline (formerly Linkline) is a listening service run by students for students. Nightline volunteers are available from 7pm-7am during every Cambridge University full term. Nightline is affiliated with the National Nightline Association and runs independently of the University of Cambridge. This independence allows them to provide confidential, anonymous, non-judgmental and non-directive support and information to Cambridge University students. They are a listening rather than an advice service and will help students to talk things through.

### The Student Wellbeing Website

Web: [www.studentwellbeing.admin.cam.ac.uk](http://www.studentwellbeing.admin.cam.ac.uk)

In January 2018, the University launched a new student wellbeing site. The pages include proactive suggestions to promote healthy wellbeing amongst students, general sources of support and resources for particular issues, information about the NHS and healthcare in the UK, personal safety and travel information as well as helpful contacts and resources.

### CamGuides

<https://camguides.lib.cam.ac.uk>

CamGuides is a set of resources for students beginning undergraduate, or taught Master's, degrees at the University of Cambridge.



# Scenarios

## When a student has an emotional or mental health difficulty

The Collegiate University has a duty of care to provide support for students experiencing emotional and/or mental health difficulties and a legal responsibility to make adjustments for those with long-term mental health conditions.

At times, many of us experience anxiety, low-mood or feelings of not fitting in. Deadlines, worries about achieving the required standard and the pressures of work are all expected challenges of life. Students need to be supported in coping with the transition to university and with life's difficulties and it is important to realise that experiencing stress and difficult emotions does not, in itself, denote the presence of a mental health condition. Much can be gained from a student receiving reassuring words and support from a member of staff or a friend. However, when these difficulties become overwhelming or start to have a serious and negative impact on a student's day to day living, then they are likely to benefit from specialist advice and support.

Signs of mental health difficulties or emotional concerns can be very varied. But some common indications might include persistent low mood, feelings of sadness, hopelessness and helplessness, low self-esteem, persistent tearfulness, irritability and intolerance of others, low motivation, indecisiveness, anxiety or even having suicidal thoughts or thoughts of self-harming. Physical symptoms might include changes in behaviour such as moving or speaking more slowly than usual, changes in appetite or weight and disturbed sleep. Other signs might involve a drop in academic performance, non-attendance at scheduled meetings or supervisions and difficulties with social interaction.

### What should you do?

#### If a student is seeking a listening ear

- Some students may just need someone to talk to or to help them overcome an immediate and short term concern, and may not need to be referred for specialist help. A College Tutor can offer a kind ear and a useful perspective and would be the natural first port of call for a student needing support.
- The following are also well placed to help students in these circumstances:
  - College Nurse
  - The Student Advice Service [www.cambridgesu.co.uk/support/advice](http://www.cambridgesu.co.uk/support/advice)
  - JCR/MCR Welfare Officers
  - Nightline (7pm–7am term time only)
  - The University student wellbeing website: [www.studentwellbeing.admin.cam.ac.uk](http://www.studentwellbeing.admin.cam.ac.uk)
  - Counselling Service self-help guides: [www.counselling.cam.ac.uk/selfhelp/selfleafi.pdf](http://www.counselling.cam.ac.uk/selfhelp/selfleafi.pdf)
  - Welfare pages of College websites

If you are in any doubt as to whether the student needs specialist support or not, refer them as outlined below.

#### If a student is seeking specialist support but is not at immediate risk of harming themselves or others

- If a student is seeking specialist support, in most cases directing the student to self-refer to the University Counselling Service would be an appropriate step.  
Students can register online: <https://forms.counselling.cam.ac.uk/titanium/Hwc/Main/Menu>  
Once the self-referral form has been submitted, the student will be offered support ranging from guided self-help and workshops to counselling individually or in groups.
- The University Counselling Service also employs Mental Health Advisors (MHAs) who can take referrals from College Tutorial and welfare staff as well as specialist university advisors. The MHAs offer support to students experiencing moderate to severe mental health difficulties <https://www.counselling.cam.ac.uk/mha>
- Many Colleges also have their own Counsellor that students can make an appointment to see, or be referred to by a member of the College welfare team. Students should always be encouraged to speak to their College Tutor about a mental health concern as the Tutor will be best placed to offer the required pastoral support and to act as the interface between the relevant specialist services.

<p><b>If you are worried a student is at imminent risk of harming themselves (or others)</b></p>	<ul style="list-style-type: none"> <li>Do not take sole responsibility for the situation. Indicate to the student that you are concerned enough to arrange for further help; even if it means breaking the student's confidence (safeguarding a student's wellbeing takes precedence over the need for confidentiality).</li> <li>If you feel out of your depth and worried about a student's safety, seek guidance and assistance immediately from a more senior colleague.</li> <li>If you are unsure of the severity of the student's situation, you can contact the Senior Tutor of the student's College, or the University Mental Health Advisors can be contacted through the UCS reception on 01223 332865 during working office hours. If you feel able to deal with the situation yourself: <ul style="list-style-type: none"> <li>Ask the student if they have made plans to harm or kill themselves. This is very unlikely to put the idea into their head, and they may feel relieved to talk. (<a href="http://www.samaritans.org/how-we-can-help-you/what-speak-us-about/if-you%E2%80%99re-worried-about-someone-else/what-should-i-do-if-i">www.samaritans.org/how-we-can-help-you/what-speak-us-about/if-you%E2%80%99re-worried-about-someone-else/what-should-i-do-if-i</a>)</li> <li>Take the student and what they say seriously. They may be able to tell you what support they need and who might be able to help.</li> <li>If you believe the student is in immediate danger, call an ambulance and inform someone at the student's College (e.g. the Senior Tutor, contactable through the Porter's Lodge). Stay with the student until help arrives.</li> <li>An urgent mental health service is available for people in Cambridge via telephone. Calling 111 then selecting Option 2 will direct the student to the Mental Health First Response Service available 24/7. This NHS service can offer urgent and timely support for people in mental health or emotional crisis. <a href="https://www.cpft.nhs.uk/service-detail/service/first-response-service-frs-21/">https://www.cpft.nhs.uk/service-detail/service/first-response-service-frs-21/</a></li> </ul> </li> </ul>
<p><b>If the student has disclosed a long-term mental health condition</b></p>	<ul style="list-style-type: none"> <li>Those with a diagnosis of a long term or fluctuating mental health condition (for example, an anxiety disorder, eating disorder or depression) may be eligible for study-related support under the 2010 Equality Act. Direct any student seeking support with a diagnosed mental health problem to the Disability Resource Centre to speak to a Disability Adviser (01223 332301 or email <a href="mailto:disability@admin.cam.ac.uk">disability@admin.cam.ac.uk</a>).</li> </ul> <p>With the student's consent, the Disability Resource Centre will liaise directly with key contacts in College and the Department/Faculty.</p>
<p><b>If you would like general advice about teaching a student with mental health difficulties and supporting their needs</b></p>	<p>Visit the Disability Resource Centre dedicated webpages: <a href="http://www.disability.admin.cam.ac.uk/staff-supporting-disabled-students/teaching-disabled-students/understanding-effects-impairments-0">www.disability.admin.cam.ac.uk/staff-supporting-disabled-students/teaching-disabled-students/understanding-effects-impairments-0</a></p>
<p><b>For an A-Z of information and support in relation to mental health</b></p>	<p>Mind, the mental health charity, has an A-Z of information and support: <a href="http://www.mind.org.uk/information-support/a-z-mental-health">www.mind.org.uk/information-support/a-z-mental-health</a></p>

The Collegiate University has a duty of care to provide support for students experiencing emotional and/or mental health difficulties.



# Scenarios

## When a student has a disability, specific learning difficulty or long-term medical condition

There are now over 3600 disabled students studying at Cambridge; approximately 17% of the total student population. Students may have a wide range of disabilities from physical or sensory impairments, specific learning difficulties (such as dyslexia or dyspraxia), autistic spectrum conditions (such as Asperger Syndrome), mental health conditions (such as depression or anxiety disorder) and a range of other medical needs and long-term health conditions which require particular support.

Some students may not yet have a diagnosis. For example, despite dyslexia being the most common disability in the UK (10% of the population), significant numbers of students with this learning difficulty go undiagnosed and their symptoms unaddressed<sup>1</sup>. Students without a disability diagnosis may find that previous strategies and coping mechanisms which served them well during their time at school no longer work for them in the higher education context.

Whilst we strongly encourage disclosure of a disability on application wherever possible, and certainly on confirmation of offer, to ensure any required support can be put in place in time for a student's arrival, some students develop a disability during their studies or may simply choose to disclose at a later date. When a student discloses a disability to a member of staff, that student is deemed to have disclosed their disability to the Collegiate University and we are legally bound to act on that disclosure by making reasonable adjustments. It is very important therefore, when a student discloses a disability, that they are directed to the Disability Resource Centre to ensure that they benefit from the established process for the determination of support requirements at the earliest opportunity.

The sooner a student lets the appropriate people know, the sooner appropriate reasonable adjustments and support can be arranged. Support available to students once a disability is disclosed might include: adjustments to teaching and learning, such as electronic copies of teaching materials in advance; examination access arrangements, such as extra time; human support, such as mentoring, study skills sessions, notetaking; the loan of specialist equipment (keyboards, ergonomic equipment, software), and adjustments to accommodation or the built environment.

### What should you do?

<b>If a prospective applicant is wondering about disability support before applying to Cambridge</b>	<ul style="list-style-type: none"><li>• Direct them to the Disability Resource Centre <a href="http://www.disability.admin.cam.ac.uk/students/prospective-students">www.disability.admin.cam.ac.uk/students/prospective-students</a></li></ul>
<b>If an applicant has been offered a place and wants to disclose a disability</b>	<ul style="list-style-type: none"><li>• Direct them to the Disability Resource Centre <a href="http://www.disability.admin.cam.ac.uk/students/incoming-students">www.disability.admin.cam.ac.uk/students/incoming-students</a></li><li>• The DRC have put on a 2021 Virtual Transition Event for incoming students: <a href="https://www.disability.admin.cam.ac.uk/2021-virtual-transition-event">https://www.disability.admin.cam.ac.uk/2021-virtual-transition-event</a></li></ul>
<b>If a student discloses a disability to you</b>	<ul style="list-style-type: none"><li>• Over 40% of the students on the Disability Resource Centre's database did not disclose their disability on admission, with the vast majority not having a formal diagnosis at that time. It is therefore quite possible that a student might disclose a disability to you some time after they have commenced their studies.</li><li>• It is very important after a disclosure that the student be directed to contact the Disability Resource Centre at the earliest opportunity.</li><li>• It is advisable that you follow up any disclosure with an acknowledgement in writing, with contact details of the Disability Resource Centre, encouraging the student to contact them at their earliest convenience in order for appropriate arrangements to be put in place. <b>It is key that there is a written record that the student disclosed a disability and that you have taken appropriate action to allow the student to seek support and adjustments.</b></li></ul>

**If a current student needs disability-related advice or support**

Some people do not realise that a diagnosed mental health difficulty falls under the legal definition of disability. Many current students benefit from the support which the DRC can provide, both through the support of Disability Advisers in making recommendations for adjustments for teaching and learning and exams and assessment, and also the provision of specialist mentoring. Students need to contact the DRC themselves. If you feel a student with a mental health difficulty would benefit from the support:

- Direct them to the Disability Resource Centre to speak to a Disability Adviser, who can arrange/provide:
  - information and advice on disability issues
  - guidance on screening and diagnostic assessments
  - assistance with funding applications
  - the loan of specialist equipment
  - human support (e.g. student skills, mentoring, note-taking) through the Non-Medical Help (NMH) Scheme
  - liaison with the student's College and Department via the College's Disability Liaison Officer
  - Examination access arrangement advice

**If you would like advice about teaching a disabled student**

- Visit the Disability Resource Centre dedicated webpages:  
**[www.disability.admin.cam.ac.uk/staff-supporting-disabled-students/teaching-disabled-students](http://www.disability.admin.cam.ac.uk/staff-supporting-disabled-students/teaching-disabled-students)**
- The DRC can also arrange to come to University Departments to talk with staff about supporting and teaching disabled students.

The Head of the DRC, the DRC's Disability Development Consultant and Disability Advisers are happy to advise members of academic and support staff on matters related to teaching disabled students.

**If you would like to explore training opportunities available in supporting disabled students**

- Visit the Disability Resource Centre training webpages  
**[www.disability.admin.cam.ac.uk/thinking-about-disability/training](http://www.disability.admin.cam.ac.uk/thinking-about-disability/training)**  
**[www.disability.admin.cam.ac.uk/thinking-about-disability/training/training-timetable](http://www.disability.admin.cam.ac.uk/thinking-about-disability/training/training-timetable)**

There are now over 3600 disabled students studying at Cambridge; approximately 17% of the total student population.



1. <https://www.bdadyslexia.org.uk/dyslexia>



# Scenarios

## When a student may not be capable to study

The Collegiate University is committed to supporting student wellbeing and recognises that a positive approach to the management of physical and mental health issues is critical to student learning, academic achievement and to the wider student experience.

It is also recognised that there may be instances where a student's physical or mental health may give rise to concerns about the student's fitness to study, for example the student's capacity to engage with their studies and/or to function more widely as a member of the community. Using a formal procedure, rather than hoping the problem will improve by itself, will enable the Collegiate University to consider how best to support the student.

### What should you do?

#### If you have a concern regarding a student's capability to study

- You should normally first discuss your concerns with the student's Senior Tutor.
- In the first instance, the Senior Tutor will try to resolve the matter as part of the College's pastoral responsibilities and any applicable College policies/processes and will ensure that an appropriate record of the handling of the matter within the College is made and retained. College fitness to study policies are normally available on their websites.
- In circumstances where a student's College has not been successful in satisfactorily resolving concerns about the student's capability to study (for example, because of the severity of the problem or the student's lack of engagement), or where (in liaison with the College Senior Tutor) it is not considered appropriate for the College's process to be pursued first, a referral can be made to the Office of Student Conduct, Complaints and Appeals (OSCCA) by the student's Head of Faculty/Department or Senior Tutor under the University's procedure to support and assess capability to study (formally the Fitness to Study procedure).
- To find out more about the University's Procedure to Support and Assess Capability to Study you can access this webpage: [www.studentcomplaints.admin.cam.ac.uk/supporting-and-assessing-capability-study](http://www.studentcomplaints.admin.cam.ac.uk/supporting-and-assessing-capability-study)

#### If you have a concern regarding a medical or veterinary science student's fitness to practice

- Special considerations apply to students on courses leading to qualifications for professions governed by codes of conduct intended to protect the public, such as medicine, veterinary science and teaching.
- These governing bodies set out the standards of competence, care and conduct expected of their members. The Collegiate University has a duty to ensure that medical, veterinary science students and PGCE students are fit to practise in line with these codes of conduct and has mechanisms in place to appropriately consider cases of fitness to practise.
- Fitness to practise issues can arise from a student's conduct, health, or performance. Medical and Veterinary Science and PGCE students have a responsibility to report anything that may affect their fitness to practise to the following:
  - a. for medical students, the Director of Medical Education (Clinical) or (Preclinical);
  - b. for veterinary students, the Director of Teaching;
  - c. for PGCE students, the primary or secondary PGCE course manager, as appropriate.
- Whilst anyone within Collegiate Cambridge can refer a matter of concern regarding a medical, veterinary Science, or PGCE student's fitness to practise to the Fitness to Practise Committees (managed by the Secretaries Faculty Board of Biology and Faculty Board of Veterinary Medicine for vets, the Faculty Board of Biology and the Faculty Board of Clinical Medicine for medics, and the Faculty Board of Education for PGCE students), it is recommended in the first instance that concerns regarding a student's fitness to practise be discussed with their Senior Tutor or Director of Studies.

A positive approach to the management of physical and mental health issues is critical to student learning.



## When a student experiences bereavement

The death of someone close can be one of the most devastating things we have to go through. Grief and loss are such intensely personal issues that it can be difficult to know how to respond to and support a student who is grieving.

It is important to remember that how people react to bereavement will be influenced by many different things, including: their age and personality; cultural background and religious beliefs; support network; previous experiences of bereavement and other personal circumstances.

Whilst every person's experience of grief is unique, there can be some common themes that arise from bereavement such as a feeling of numbness, emotional fluctuation, changes to sleep and eating patterns, feelings of guilt, intense feelings of pain, circular thinking; reliving previous conversations or events over and over again, feelings of anger, hopelessness, loneliness and sadness.

The student may want to talk about the person who has died. One of the most helpful things you can do is simply to listen, and give them time and space. Offering specific practical help with their studies can be more helpful than vague general platitudes.

### What should you do?

#### If you become aware a student has experienced a bereavement

- Acknowledge their loss rather than ignoring it.
- Accept that everyone grieves in their own way; there is no 'normal' way.
- Be aware that they may not want to talk.
- If they do want to talk, listen and create an environment in which they can be themselves without putting on a front.
- Be aware that grief can take a long time to resolve.
- Avoid clichés such as 'I understand how you feel'; 'You'll get over it'; 'Time heals'.
- Offer any useful, practical help you can give.
- Encourage them to look after themselves by eating and sleeping.
- If requested, signpost to useful sources of support:
  - College Tutor, College Nurse, College Counsellor or College Chaplain/Dean
  - The Student Advice Service
  - JCR/MCR Welfare Officers
  - Nightline (7pm – 7am) term time only
  - University Counselling Service
- As well as counselling, the University Counselling Service also runs a bereavement group. Workshop and group timetables are available on the UCS webpages:  
<https://www.counselling.cam.ac.uk/GroupsAndWorkshops>  
UCS self-help leaflet:  
<https://www.counselling.cam.ac.uk/selfhelp/bereav>
- Cruse Bereavement Care:  
**Helpline:** 01223 633536  
**Email:** [cambridge@cruse.org.uk](mailto:cambridge@cruse.org.uk)  
**Website:** [www.cruse.org.uk](http://www.cruse.org.uk)



# Scenarios

## When a student reports feeling homesick

Moving away from home or to a new country for the first time can be daunting and many students will experience some level of homesickness at some point during their studies. Settling in, making new friends or changes in personal circumstances can create challenges, whether students have come from the other side of the world or half an hour down the road.

Cambridge is a truly international and cosmopolitan University with students from all cultures and backgrounds attracted to study here for a variety of reasons. There are lots of opportunities for students to meet like-minded people, to make friends and feel at home whilst they are studying. This could be through their College, their Faculty/Department, the Students' Unions, by joining clubs or societies, volunteering or simply getting out and exploring the city and its beautiful surroundings. It may be helpful to make practical suggestions regarding societies and other opportunities to socialise as not all students are aware of them.

Ultimately it is the decision of each individual student whether they take up opportunities and attend events available at Cambridge. All you can do is encourage them to take part and enjoy the fullest possible experience that Cambridge offers.

## What should you do?

### If a student is feeling homesick

- It's natural for students to feel homesick. Missing home is something that affects most students at some point. Giving the student permission to be homesick, accepting it as normal and helping the student to see that they are not alone in how they are feeling may offer some reassurance and reduce anxiety.
- One myth about university and student lifestyle is that every day is a wild party for students. The reality is that University will present challenges for everyone and everyone's experience will be different. It can feel overwhelming for students who feel they are not experiencing University in the way they feel they should, or for students whose values, beliefs or cultural background are at odds with this perceived 'student' lifestyle. Dispelling the myth that everyone else is constantly having a fantastic time can be helpful.
- Students often cite keeping busy as a good strategy for coping with homesickness and encouragement to get involved in academic, social and extra-curricular activities is also a helpful tactic.
- There are also other sources of help, including:
  - The student's College Tutor, College Nurse or JCR/MCR (College Junior/Middle Common Room) welfare representatives
  - Many Colleges operate College mentoring or 'College parent' schemes where more experienced undergraduates are buddied up with new students with responsibility for helping them to settle in.
  - The University Counselling Service self-help pages on homesickness and transition to University may be helpful:  
<https://www.counselling.cam.ac.uk/system/files/documents/homesickness.pdf>  
<https://www.counselling.cam.ac.uk/system/files/documents/transition.pdf>
  - The Student Advice Service  
[www.cambridgesu.co.uk/support/advice](http://www.cambridgesu.co.uk/support/advice)
  - The Cambridge SU Societies Directory  
[www.cambridgesu.co.uk/opportunities/societies/societies](http://www.cambridgesu.co.uk/opportunities/societies/societies)
  - Student Minds have created a helpful transitions guidance book to help students making the transition to University  
[www.studentwellbeing.admin.cam.ac.uk/files/student\\_minds\\_transitions\\_interactive.pdf](http://www.studentwellbeing.admin.cam.ac.uk/files/student_minds_transitions_interactive.pdf)

### Support for postgraduate students over the Christmas vacation

The Christmas vacation is a time when students (mostly postgraduates) remaining in Cambridge may feel particularly homesick or lonely. A number of Colleges act as the 'Christmas College' each year and will provide activities and a place for students to gather over the Christmas period. Cambridge SU and Student Advice Service also annually write an online Christmas Vacation Activity Guide which is circulated widely towards the end of each Michaelmas term.

## When a student reports discrimination, physical misconduct, sexual misconduct or abusive behaviour

The University is dedicated to creating and maintaining a safe, welcoming, inclusive and diverse community which nurtures a healthy environment and culture of mutual respect and consideration, allowing all members to thrive without fear of harassment, discriminations, sexual misconduct, abuse, coercive behaviours or related misconduct. The University aims to provide students with a safe environment in which to live and study and has a zero-tolerance approach to discrimination, physical misconduct, sexual misconduct and/or abusive behaviour by any member of its community.

People who have experienced these issues often feel very worried about coming forward to report it. If someone comes to you, consider that this might be the first time they have sought support. Their biggest fear might be that it was their fault or that you will not believe them.

If a student chooses to disclose to you, ensure that you listen carefully and provide a non-judgmental supportive response. However, because of the specialist support likely to be required and the risk of giving the student the wrong advice, it is highly recommended that you refer the student on to specialist support, or in an emergency, the police. You can find further information about the University's policies and procedures regarding harassment and sexual misconduct here: [www.studentcomplaints.admin.cam.ac.uk/reporting](http://www.studentcomplaints.admin.cam.ac.uk/reporting)

The page 'When a student is a victim of a crime' may also be helpful.

### What should you do?

**If you are approached by a student who reports that they have experienced discrimination, physical misconduct, sexual misconduct or abusive behaviour**

- If a student presents in distress following a very recent incident of sexual violence, it is important to assess whether the alleged assailant is still in the vicinity and an imminent risk to others, and whether the student has any injury serious enough to require immediate medical attention. If so, call the police and/or an ambulance on 999. You do not need the student's consent in these exceptionally risky circumstances. Inform someone at the student's College (e.g. the Senior Tutor, contactable through the Porter's Lodge). Stay with the student until help arrives.
- If, as a result of the information that you have been given, you believe that the actions of a Cambridge University student puts anyone in immediate and significant danger then you should contact the Office of Student Conduct, Complaints and Appeals (OSCCA) who can consider requesting a temporary exclusion of the student from the Academic Secretary. Usually it is appropriate to inform the victim of your actions.
- If the situation is not an emergency, but the student has experienced sexual misconduct, detailed guidance on how to handle the disclosure of a sexual assault or rape is available online: [www.seniortutors.admin.cam.ac.uk/health-and-welfare/rape-sexual-assault](http://www.seniortutors.admin.cam.ac.uk/health-and-welfare/rape-sexual-assault). The University Sexual Assault and Harassment Advisor has put together a really helpful guide for staff about supporting students after a disclosure: <https://www.counselling.cam.ac.uk/sexual-assault-and-harassment-advisor/staff-guide-for-supporting-students-who-have-experienced-sexual-misconduct>
- Guidance about the support and reporting options (including anonymous reporting) is available for students online: [www.studentcomplaints.admin.cam.ac.uk/reporting](http://www.studentcomplaints.admin.cam.ac.uk/reporting)
- There is also a comprehensive University web resource for staff and students: [www.breakingthesilence.cam.ac.uk](http://www.breakingthesilence.cam.ac.uk)
- Students can approach the University's Sexual Assault and Harassment Advisor who can provide emotional and practical support: [www.counselling.cam.ac.uk/sexual-assault-and-harassment-advisor](http://www.counselling.cam.ac.uk/sexual-assault-and-harassment-advisor)
- Students can also contact their College Discrimination and Harassment Contact, their College Nurse or the Student Advice Service for advice and support.
- Students can also be guided to UCS information and leaflets here: <https://www.counselling.cam.ac.uk/selfhelp/assaultsupport>

**If a student approaches you for support as they have been accused of discrimination, physical misconduct, sexual misconduct or abusive behaviour**

- Students responding to accusations of harassment, discrimination or sexual misconduct can seek support or advice by speaking to their College Tutor, College Nurse, College Counsellor, their College's Discrimination and Harassment contact, the University Counselling Service or the Student Advice Service.
- There is further guidance available here: [www.studentcomplaints.admin.cam.ac.uk/accused](http://www.studentcomplaints.admin.cam.ac.uk/accused)



# Scenarios

## When a student is questioning their sexual orientation

The Office for National Statistics reported in 2018 that 2.2% of the UK population identify as lesbian, bisexual or gay (LGB). People may realise they are LGB at different stages of their lives and may or may not choose to 'come out' to different people at different points along the way. There is no right or wrong pathway to take and, like all students, LGB students will come from different and diverse backgrounds, ethnicities and faiths which will, to some extent, guide their own personal and individual journey and the decisions they make about disclosure.

For some, the opportunities to live away from home, to explore self-identity, and develop confidence and independence within a new environment can play a significant role in their beginning the individual journey of 'coming out' as LGB during their time in higher education. For others, they may arrive at Cambridge already living openly as an LGB individual.

However, the experiences of LGB students at University can be challenging. The Equality Challenge Unit issued a report on the experience of LGBT staff and students in HE in 2009<sup>1</sup> and reported that whilst the majority (90.2%) of LGB students were out to their university friends, almost two-thirds were not out to tutors (61.3%) or lecturers (64.3%) as they feared discrimination. According to the same survey, 15% of LGB undergraduates feared losing financial support if they came out to their parents, 49% of LGB students reported negative treatment from fellow students due to their sexual preference, 8.8% had experienced physical abuse on campus and 20% had taken time out of their course.

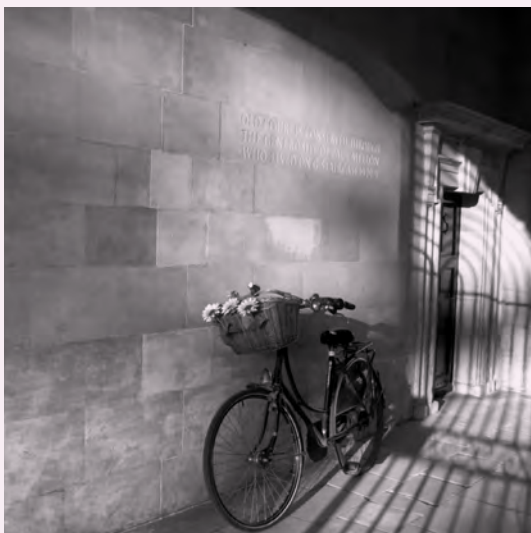
More recent research by Stonewall in 2018<sup>2</sup> shows that:

- Two in five LGBT students (42%) have hidden their identity at university for fear of discrimination.
- More than one in five (22%) LGB students have been the target of negative comments or conduct from other students.
- 7% of LGB students faced negative comments or conduct from university staff in the last year because they are LGB.

Often assumed to be progressive and liberal spaces, universities represent a key opportunity for many people to explore and be open about their sexual orientation. Building on the findings of other bodies, the recent Stonewall research clearly demonstrates that universities need to work harder to ensure that campuses do not represent a hostile environment for LGBT students and to debunk the assumption that homophobia, biphobia and transphobia are not an issue on British campuses.

The University has a duty to ensure that LGB students are well supported and not subjected to discrimination, victimisation or harassment, and that proactive attempts are made to foster good working relationships between all members of the University community. Whilst at university, LGB students may well seek support and advice on a range of issues including questioning sexual orientation, concerns about coming out, or the challenges they may face in personal, family and social relationships as an LGB individual. There are a number of support routes available to LGB students.

The University's Equal Opportunities Policy can be found on the Equality and Diversity webpages: [www.equality.admin.cam.ac.uk/equality-and-diversity-cambridge/equal-opportunities-policy](http://www.equality.admin.cam.ac.uk/equality-and-diversity-cambridge/equal-opportunities-policy)



If someone comes to you, consider that this might be the first time they have sought support.

## What should you do?

### If a student is questioning their sexual orientation or seeking support in coming out

Be aware that the student may be very nervous about speaking to someone about their sexual orientation and may be worried about a negative reaction. The fact that they have decided to talk to you indicates you're someone they feel they can trust and so, whilst it's important you don't stray into providing specialist advice, it will be very important that their interaction with you is a positive one. Some things to consider:

- Offer reassurance as it may be the very first time they have spoken to anyone about their feelings.
- Be positive and non-judgmental. It is normal for people to question their sexual orientation and it can be helpful for students to know they are not alone.
- Listen. Let the student talk and do not be dismissive.
- It is important not to make assumptions about what a student's needs or experiences will be and listening carefully to what they say will help you understand the kind of support they are seeking.
- Keep information about the student's sexual orientation confidential unless given explicit consent from them to share it.

Some students may just want someone to talk to and may benefit from:

- Speaking to their College Tutor, College Nurse, JRC/MCR Welfare Officers or the Student Advice Service or contacting Nightline
- Joining the CUSU LGBT+ campaign: [www.cambridgesu.co.uk/organisation/6099](http://www.cambridgesu.co.uk/organisation/6099)
- Accessing helplines, online resources and support:  
<https://switchboard.lgbt>  
<http://thekitetrust.org.uk>  
[www.stonewall.org.uk/help-advice/coming-out-0](http://www.stonewall.org.uk/help-advice/coming-out-0)  
<http://encompassnetwork.org.uk>  
<https://lgbt.foundation>  
[www.comingoutuk.com](http://www.comingoutuk.com)  
[www.mindout.org.uk/get-support/advice-and-information](http://www.mindout.org.uk/get-support/advice-and-information)  
<https://galop.org.uk/>

it is quite possible, however, that they may want specific support or advice, or may be struggling with their situation and need more specialist input:

- If a student needs specialist emotional support, in most cases directing the student to self-refer to the University Counselling Service would be an appropriate step.
- Students can register online: <https://forms.counselling.cam.ac.uk/titanium/Hwc/Main/Menu>
- Many Colleges also have their own Counsellor whom students can make an appointment to see, or to whom a member of the College welfare team can refer.

### If a student has faced discrimination or harassment

See When a student reports harassment, discrimination or sexual misconduct

1. [www.ecu.ac.uk/wp-content/uploads/2015/04/Experiences-of-LGBT-staff-and-students-in-he.pdf](http://www.ecu.ac.uk/wp-content/uploads/2015/04/Experiences-of-LGBT-staff-and-students-in-he.pdf)
2. [www.stonewall.org.uk/sites/default/files/lgbt\\_in\\_britain\\_universities\\_report.pdf](http://www.stonewall.org.uk/sites/default/files/lgbt_in_britain_universities_report.pdf)



# Scenarios

## When a student is questioning their gender identity and is seeking advice and support

Transgender is an umbrella term used to describe people whose gender is not the same as, or does not sit comfortably with, the sex they were assigned at birth. Trans people may describe themselves using one or more of a wide variety of terms, including (but not limited to) Transgender, Transsexual, Gender-queer (GQ), Gender-fluid, Non-binary<sup>1</sup>. The term transgender is not indicative of gender expression, sexual orientation, hormonal makeup, physical anatomy, or how one is perceived in daily life. The Equality Act 2010 places obligations on Collegiate Cambridge to ensure that no student is discriminated, harassed or victimised on the grounds of their gender identity.

'Transition' refers to the process and/or the period of time during which gender reassignment occurs (with or without medical intervention). It is a person's process of developing and assuming a gender expression to match their gender identity. Transition can include: coming out to one's family, friends, and/or co-workers; changing one's name and/or sex on legal documents; hormone therapy; and possibly (though not always) some form of surgery. It's best not to assume how one transitions as it is different for everyone.

Transgender people come from all walks of life and it is estimated that there are 650,000 transgender people in the UK<sup>2</sup> (1% of the population). Some students may identify as trans and, whilst not all will transition to their preferred gender, a large proportion will look for advice and assistance at some point. Collegiate Cambridge has both legal and moral responsibilities to ensure that transgender students are well supported. Additionally, there is a process by which a person can obtain a Gender Recognition Certificate, which changes their legal gender.

It is important to note that everyone is different; some people will transition with ease and others will not. Some may access surgery, whereas others will live in their preferred gender full-time without taking this step. It is possible that a student may come to you seeking advice either because they are questioning their gender identity or because they have made the decision to transition to their preferred gender and want advice on how best to proceed.

As with LGB students, trans students may face challenges during their time at University; according to an Equality Challenge Unit 2009 report<sup>3</sup>, 35% of trans students feared losing financial support if they came out about their trans status to their parents, 9.2% of trans students were estranged from their parents, they encountered higher levels of negative treatment from peers than their LGB counterparts and 28% of trans students had taken time out of their course.

Research compiled by Stonewall in 2018<sup>4</sup> shows that:

- Three in five trans students (60%) have been the target of negative comments or conduct from other students.
- More than a third of trans students (36%) faced negative comments or conduct from university staff in the last year because they are trans.
- Seven per cent of trans students have been physically attacked by another student or member of university staff in the last year.

Universities have a duty to prevent and tackle all forms of bullying, including transphobic bullying, and cannot discriminate on grounds of gender identity or perceived gender identity against a student, tutor or other members of staff. The Public Sector Equality Duty requires all public bodies, including universities and higher education institutions, to eradicate discrimination, advance equality and foster good relations, including preventing and tackling transphobic bullying and language.

It is important to pay attention to the pronouns that someone chooses to use. Misgendering a trans student can be a real source of anxiety and therefore using the correct pronoun is vitally important. If in doubt, please ask the student which pronoun they prefer to use.

Please note that a person's gender status and transition history is confidential and must not be disclosed without the person's permission, which should preferably be obtained in writing. It is important for those to whom this information is disclosed to be aware that **'outing' a person as trans is classed as direct discrimination under the Equality Act 2010 and could result in criminal charges under the Gender Recognition Act 2004.**

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1. For a helpful glossary of LGBT+ terms, see: [www.stonewall.org.uk/help-advice/glossary-terms](http://www.stonewall.org.uk/help-advice/glossary-terms)  
2. Gender Identity Research and Education Society [www.gires.org.uk/what-we-do](http://www.gires.org.uk/what-we-do)  
3. [www.ecu.ac.uk/wp-content/uploads/2015/04/Experiences-of-LGBT-staff-and-students-in-he.pdf](http://www.ecu.ac.uk/wp-content/uploads/2015/04/Experiences-of-LGBT-staff-and-students-in-he.pdf)  
4. [www.stonewall.org.uk/sites/default/files/lgbt\\_in\\_britain\\_universities\\_report.pdf](http://www.stonewall.org.uk/sites/default/files/lgbt_in_britain_universities_report.pdf)

## What should you do?

### If a student approaches you for advice because they are questioning their gender identity

- The needs of each student will be specific to their particular circumstances and it is important not to make any assumptions and to ask the student what help they think they need.
- The confidentiality of the student should be respected and explicit agreement sought before any information about that student's circumstances is shared with anyone else.
- If the student is experiencing gender confusion, they can be referred to specialist local support services that can provide advice and guidance, including their GP, their College Counsellor or the University Counselling Service.
- Student-led support can also be accessed via their JCR/MCR Welfare Officer, Student Union or the Student Advice Service, and Nightline.
- Self-help information can be found on the University Counselling Service webpages: <https://www.counselling.cam.ac.uk/selfhelp/Sexual> and there is a helpful local organisation, The Kite Trust, supporting young people questioning their gender identity: [www.thekitetrust.org.uk](http://www.thekitetrust.org.uk)
- Given the pastoral role that Colleges play, it would be helpful for the student to speak to their College Tutor, Senior Tutor or any member of the College welfare team about their circumstances to ensure that appropriate support can be discussed and put in place.
- Further external resources are given in Appendix A

### If a student approaches you because they have made the decision to transition to their preferred gender and would like support in managing this change

- The student should be advised to contact their College Tutor either directly or through their Senior Tutor in the first instance. Students may also wish to seek a confidential appointment with their College Nurse.
- Further advice can be located here: [www.seniortutors.admin.cam.ac.uk/files/gender\\_reassignment\\_staff.pdf](http://www.seniortutors.admin.cam.ac.uk/files/gender_reassignment_staff.pdf)
- For some students, a range of welfare issues may also need to be considered in relation to the transition process, and the student's College will be best placed to ensure that the student is offered appropriate pastoral support.

### If you would like further information about supporting gender non-conforming young people

- The Equality and Diversity team provide training and awareness raising events throughout the year for staff
- And there is equality and diversity online training available: [www.equality.admin.cam.ac.uk/training/equality-diversity-online-training](http://www.equality.admin.cam.ac.uk/training/equality-diversity-online-training)
- There is an NHS site explaining how to find an NHS gender identity clinic: [www.nhs.uk/live-well/healthy-body/how-to-find-an-nhs-gender-identity-clinic](http://www.nhs.uk/live-well/healthy-body/how-to-find-an-nhs-gender-identity-clinic)
- A Top Tips booklet for working with Trans and gender questioning young people including definitions of terms can be found here: [www.gires.org.uk/wp-content/uploads/2014/08/Top-tips-booklet.pdf](http://www.gires.org.uk/wp-content/uploads/2014/08/Top-tips-booklet.pdf)
- For information about the process of acquiring a Gender Recognition Certificate: [www.gov.uk/apply-gender-recognition-certificate](http://www.gov.uk/apply-gender-recognition-certificate)



# Scenarios

## When a student has a problem with alcohol

The NHS estimates that around 9% of adult men and 4% of adult women in the UK show signs of alcohol dependence at some stage<sup>1</sup>. Whilst many students drink alcohol without developing alcohol dependence, evidence from a number of sources suggests that student alcohol consumption regularly exceeds recommended health limits.

Alcohol abuse can negatively impact physical health and psychological wellbeing. It may also affect academic performance and attainment, the residential, social and recreational experiences of fellow students, and in some circumstances damage the Collegiate University's reputation.

In order to support student learning, development and success, it is important that an environment of personal and collective responsibility and respect is fostered. All members of the Collegiate community—students, academics and staff—have a role to play in safeguarding a healthy learning environment and in creating a culture that both encourages those who consume alcohol to do so in a safe way, as well as supporting students who do not drink alcohol to get the most from their University experience.

A survey of Cambridge students carried out in 2016<sup>2</sup> indicated that small but significant pockets of the student population drink to self-medicate or alter mood and some already have an established alcohol dependency when they arrive at University. Look out for students who may fall in to either of these categories as they are likely to need support.

## What should you do?

### If you have concerns about a student's level of alcohol consumption

- The support provided or action taken will largely depend on the student's circumstances.
- There are a number of relevant policies and support mechanisms in place within Colleges to assist students experiencing difficulties with excessive alcohol consumption and so if you are concerned about a student, in the first instance, please contact the student's Senior Tutor for a discussion.
- If a student is unsure if their alcohol consumption is dangerous, the Drink Aware self-assessment will help them to determine if drinking levels and behaviours are likely to be harmful:  
**[www.drinkaware.co.uk/selfassessment](http://www.drinkaware.co.uk/selfassessment)**
- If the student approaches you seeking specialist support, this can be accessed from the following sources:
  - The UCS: counselling can help a student to understand and address the personal and emotional aspects to their alcohol use. The counsellors at UCS will be very willing to talk things over and help the student to work out what is the best option for them and can particularly help with any underlying problems that may be associated with alcohol use, but they will usually refer on to specialist agencies such as Inclusion for help with dependency or for medical support.
  - The College Nurse or GP: students can visit their College Nurse or GP to seek support for concerns about alcohol use and to confidentially discuss any issues it may be causing. The College Nurse or GP may suggest different types of assessment and support options available to the student including from the Cambridgeshire Drug and Alcohol Service and they can refer the student to these services.
- The UCS have links to resources and a helpful self-help leaflet:  
**<https://www.counselling.cam.ac.uk/selfhelp/aladd>**
- Sources of external support can be found in Appendix A.

1. [www.drinkaware.co.uk/alcohol-facts/health-effects-of-alcohol/mental-health/alcohol-dependence](http://www.drinkaware.co.uk/alcohol-facts/health-effects-of-alcohol/mental-health/alcohol-dependence)  
2. [www.seniortutors.admin.cam.ac.uk/files/alcohol\\_project\\_report.pdf](http://www.seniortutors.admin.cam.ac.uk/files/alcohol_project_report.pdf)



## When a student has a problem with drugs

Evidence suggests that illicit drug use within the UK is a not uncommon, particularly in young adults. Findings from the 2015–16 Crime Survey for England and Wales revealed that 18% of those aged between 16 and 24 had taken an illicit drug in the preceding year and 9% had taken an illicit drug in the preceding month.

University is sometimes seen as a time of experimentation and risk taking for young people and it is possible that students will come in to contact with drug use whilst they are studying and may choose to experiment in using drugs themselves. The three most-used illicit drugs amongst younger adults are cannabis, ecstasy and cocaine.

Drug misuse clearly has legal implications but can also negatively impact an individual's physical health and psychological wellbeing.

Whilst not all drugs are addictive, a student may develop a dependence to a drug which will require specialist support and intervention.

### What should you do?

#### If you have concerns that a student is using illegal drugs

- The support provided or action taken will largely depend on the student's circumstances.
- There are a number of relevant policies and support mechanisms in place within Colleges to assist students experiencing difficulties and so in the first instance, please contact the student's Senior Tutor for a discussion.
- If a student is unsure if they need help for drug use, they can take the SMART self-assessment to help them decide if they need more support: [www.smartcjs.org.uk/get-support/drugs/self-assessment-2](http://www.smartcjs.org.uk/get-support/drugs/self-assessment-2)
- If the student approaches you seeking specialist support, this can be accessed from the following sources:
  - The UCS: counselling can help a student to understand and address the personal and emotional aspects to their alcohol use. The counsellors at UCS will be very willing to talk things over and help the student to work out what is the best option for them and can particularly help with any underlying problems that may be associated with alcohol use, but they will usually refer on to specialist agencies such as Inclusion for help with dependency or for medical support.
  - The College Nurse or GP: students can visit their College Nurse or GP to seek support for concerns about alcohol use and to confidentially discuss any issues it may be causing. The College Nurse or GP may suggest different types of assessment and support options available to the student including from the Cambridgeshire Drug and Alcohol Service and they can refer the student to these services.
- The UCS have links to some helpful resources: <https://www.counselling.cam.ac.uk/selfhelp/aladd>
- Sources of external support can be found in Appendix A.



# Scenarios

## When a student is considering a course transfer, intermission, College transfer or withdrawal

Students may approach you to discuss the possibility of transferring to another programme (changing course), interrupting their study (intermitting/disregarding terms), moving to a different College or withdrawing from study altogether (leaving the University before completion). The reasons for these possible changes in circumstances are likely to be wide ranging, and may include one or more of the welfare issues covered in When to Refer.

Whilst all staff can support students as they come to decisions about their future, students will need input from their College if they wish to change course, intermit, move to another College or withdraw.

### What should you do?

<b>If a student wants to change course</b>	<ul style="list-style-type: none"><li>• Direct them to their College Tutor or Senior Tutor (undergraduates), or the Course Director/Director of Postgraduate Education in their Faculty or Department and Graduate Tutor (postgraduates).</li></ul> <p>The possibility of changing courses will depend on what course the student is studying, what they wish to change to, their academic background and how far into their studies they are at the point they decide they want to change.</p> <p>For undergraduates, changes of Tripos between Parts may be possible, but particular restrictions apply. These are set out in Ordinances and need to be considered by the student's College.</p> <p>International students with Tier 4/student visas should check with the International Student Office whether there will be any visa implications to changing course by contacting <a href="mailto:international.students@admin.cam.ac.uk">international.students@admin.cam.ac.uk</a></p>
<b>If a student needs to take time out of their study</b>	<ul style="list-style-type: none"><li>• Sources of information on disregarding terms (intermitting) can be found on the student wellbeing pages: <a href="http://www.studentwellbeing.admin.cam.ac.uk/support-particular-issues/intermission">www.studentwellbeing.admin.cam.ac.uk/support-particular-issues/intermission</a></li><li>• The UCS also runs a helpful group for students returning from intermission: <a href="https://www.counselling.cam.ac.uk/GroupsAndWorkshops">https://www.counselling.cam.ac.uk/GroupsAndWorkshops</a></li><li>• The Student Registry can also be contacted for queries relating to intermission: <a href="http://www.student-registry.admin.cam.ac.uk/about-us/EAMC">www.student-registry.admin.cam.ac.uk/about-us/EAMC</a></li><li>• The implications for international students with Student visas who need to take time out also require careful consideration and specialist advice. If this applies, please refer the student to the International Student Office by contacting <a href="mailto:international.students@admin.cam.ac.uk">international.students@admin.cam.ac.uk</a></li><li>• There may be fee implications for students wishing to intermit, advice on which can be provided by the student's Tutor.</li><li>• Postgraduate students funded by a Research Council or by any other sponsor must inform the administrator of their funding body if they are intermitting and discuss the implications to their funding.</li></ul>
<b>If a student wants to change College</b>	<ul style="list-style-type: none"><li>• Direct the student to their Senior Tutor or Graduate Tutor in the first instance. The student should not approach any College other than their own for support with this process.</li><li>• There is a dedicated process for requesting a transfer in compelling circumstances and the student's Senior Tutor or Graduate Tutor will be best placed to provide advice.</li></ul>
<b>If a student needs to withdraw from the University</b>	<ul style="list-style-type: none"><li>• Direct them to their College Tutor, Graduate Tutor or Senior Tutor.</li></ul> <p>Students must advise their College if they decide to withdraw and postgraduates are required to complete an online process for withdrawal. Course Directors must be informed and Colleges will also need to tell Student Finance England if the student is in receipt of a student loan.</p> <p>International students with Tier 4/Student visas wishing to withdraw will need specialist advice. If this applies, the student can seek support from the International Student Office by contacting <a href="mailto:international.students@admin.cam.ac.uk">international.students@admin.cam.ac.uk</a></p>

The Student Advice Service can also provide independent advice in relation to any of these issues.

## When a student needs help with a finance query

Some students may experience financial concerns while studying at university. This may lead to their having difficulties in concentrating on their day-to-day activities and making the most of their time at University. They may not know who to speak to about their entitlement to (or difficulties with) funding arrangements such as student loans, fees, bursaries, scholarships, hardship funds etc.

### What should you do?

<b>If a student is seeking general information about finance</b>	<ul style="list-style-type: none"><li>• Most Colleges will have a dedicated member of staff who can assist students with financial queries. Referring the student to their College Tutor or Tutorial Office would be a good place to start so that contact can be made with the relevant member of College staff.</li><li>• Advisers at the Student Advice Service are also trained to provide money advice to students.</li><li>• Other sources of financial help can be accessed at the links below: <a href="http://www.student-funding.cam.ac.uk">www.student-funding.cam.ac.uk</a> <a href="http://www.cambridgestudents.cam.ac.uk/fees-and-funding">www.cambridgestudents.cam.ac.uk/fees-and-funding</a> <a href="http://www.admin.cam.ac.uk/univ/cambridgebursary">www.admin.cam.ac.uk/univ/cambridgebursary</a> <a href="http://www.gov.uk/studentfinance">www.gov.uk/studentfinance</a></li></ul>
<b>If a student is seeking information about support for financial hardship</b>	<ul style="list-style-type: none"><li>• As above, referring the student to their College Tutor or Tutorial Office is a good place to start; most Colleges have a College Hardship Fund.</li><li>• Further financial hardship support can be found at the links below: <a href="http://www.cambridgestudents.cam.ac.uk/fees-and-funding/financial-hardship-support-access-funds">www.cambridgestudents.cam.ac.uk/fees-and-funding/financial-hardship-support-access-funds</a></li></ul>
<b>If a student is seeking information about disability related funding</b>	<ul style="list-style-type: none"><li>• As above, referring the student to their College Tutor or Tutorial Office is a good place to start but you could also direct them to the Disability Resource Centre: <a href="http://www.disability.admin.cam.ac.uk/funding-your-support-0">www.disability.admin.cam.ac.uk/funding-your-support-0</a></li></ul>
<b>If a student is seeking information about childcare funding</b>	<ul style="list-style-type: none"><li>• As above, referring the student to their College Tutor or Tutorial Office is a good place to start.</li></ul> <p>There is also a dedicated Childcare Office that you can refer the student to for a conversation with a Childcare Information Adviser (<a href="mailto:childcare@admin.cam.ac.uk">childcare@admin.cam.ac.uk</a>)</p> <p>Further information can be found at the links below: <a href="http://www.childcare.admin.cam.ac.uk/supportwithchildcarecosts">www.childcare.admin.cam.ac.uk/supportwithchildcarecosts</a> <a href="http://www.childcare.admin.cam.ac.uk/central-childcare-bursary-scheme-eu-overseas-students">www.childcare.admin.cam.ac.uk/central-childcare-bursary-scheme-eu-overseas-students</a> <a href="http://www.childcare.admin.cam.ac.uk/government-financial-support-families">www.childcare.admin.cam.ac.uk/government-financial-support-families</a> <a href="http://www.childcare.admin.cam.ac.uk/emergency-childcare-options">www.childcare.admin.cam.ac.uk/emergency-childcare-options</a> <a href="http://www.gov.uk/child-maintenance">www.gov.uk/child-maintenance</a></p>

Students experiencing money worries might have difficulties in concentrating on their day-to-day activities and making the most of their time at University.



# Scenarios

## When a student needs support relating to faith, belief or religious belief

Coming to University is an exciting time for students and brings with it greater freedom to question the world and their place in it. For many, this may mean exploring issues of faith, perhaps questioning their own beliefs, or exploring new ideas and possibilities. Students may come to you with a variety of questions about faith.

It is important to be aware of our responsibilities for responding to the practical issues of faith observance in the Collegiate University environment and requests from students for adjustments.

### Possible adjustments:

- Exam arrangements
- Use of electronic devices on the Jewish Sabbath (key cards for example)
- Food preparation and dietary requirements
- Accommodation adjustments
- Prayer room facilities

## What should you do?

### If a student is requesting an exam adjustment on religious or faith grounds

- Direct them to their College Tutor in the first instance.
- Further information about exam adjustment on grounds of faith or religion can be found on the Student Registry website:  
[www.cambridgestudents.cam.ac.uk/your-course/examinations/faith-provision-university-exams](http://www.cambridgestudents.cam.ac.uk/your-course/examinations/faith-provision-university-exams)
- The Equality and Diversity team maintain a calendar of faith and diversity dates for each academic year on their webpages, under the Resources tab:  
[www.equality.admin.cam.ac.uk/resources](http://www.equality.admin.cam.ac.uk/resources)

### If a student would like to find out more about local events and facilities

- Most students will have access to their College Chaplain or Dean who will provide pastoral and welfare support to any member of College (of any religious faith, or none) to discuss any matter in confidence. Details can be found here: [www.studentwellbeing.admin.cam.ac.uk/college-pastoral-support/chaplaindean](http://www.studentwellbeing.admin.cam.ac.uk/college-pastoral-support/chaplaindean)
- Details of faith societies and communities at the University, and a list of religion-specific places of worship can be found here: [www.studentwellbeing.admin.cam.ac.uk/equality-diversity-and-inclusion](http://www.studentwellbeing.admin.cam.ac.uk/equality-diversity-and-inclusion)
- Other sources of information:  
[www.interfaith.cam.ac.uk](http://www.interfaith.cam.ac.uk)  
[www.equality.admin.cam.ac.uk/projects/faith-and-belief-practice](http://www.equality.admin.cam.ac.uk/projects/faith-and-belief-practice)

It is important to be aware of our responsibilities for responding to the practical issues of faith observance in the Collegiate University environment and requests from students for adjustments.



**Places of prayer in the University and Colleges**

- There are four main places of prayer within the University, available for worship, celebration and meditation:
  - **Great St Mary's Church:**  
<https://www.greatstmarys.org/>
  - Addenbrooke's Hospital Chapel:  
[www.cuh.org.uk/corporate-information/services/non-clinical-services/chaplaincy/chapel](http://www.cuh.org.uk/corporate-information/services/non-clinical-services/chaplaincy/chapel)
  - The Islamic Society run a Prayer Room on the Sidgwick Site:  
<http://isoc.co.uk/life/isoc-prayer-room>
  - Fisher House is the University Catholic Chaplaincy premises:  
<http://fisherhouse.org.uk>
- A policy statement outlining principles relating to use of University facilities or rooms for worship, celebration or meditation can be found here:  
[www.prevent.admin.cam.ac.uk/resources-and-guidance](http://www.prevent.admin.cam.ac.uk/resources-and-guidance)
- Colleges will try wherever possible to make the necessary arrangements to accommodate students with particular religious or spiritual needs and students should be encouraged to discuss any requirements with their College Tutor, Chaplain or Dean.
- Whilst the University is not under any legal obligation to provide rooms for faith related activities within Faculties/ Departments and students are encouraged to discuss any such requirements directly with their College, some Faculties/Departments may have the capacity to make rooms available for this purpose and can facilitate student access to them. This is encouraged; as long as these spaces are made available to students of all faiths or none.
- Faculties and Departments who are unable to provide rooms for faith related activities are advised to refer students to the main places of prayer within the University (as listed above) or to suggest students speak directly to their College.
- Further advice can be sought via the Equality and Diversity Team.

**If you would like more guidance on the University's obligations under the Equality Act 2010**

- Visit the Equality and Diversity webpages:  
[www.equality.admin.cam.ac.uk/training/equalities-law/public-equality-duties](http://www.equality.admin.cam.ac.uk/training/equalities-law/public-equality-duties)

**If you are concerned about a student under the Prevent duty**

- The Collegiate University has responsibilities under the Prevent duty. If a student has concerns that they are being subjected to controlling or coercive behaviour, including pressure to subscribe to a particular religion or belief, or if you have concerns that a student is subjecting others to such behaviour, you may wish to raise a concern with the Prevent Coordinator. [Preventconfidential@admin.cam.ac.uk](mailto:Preventconfidential@admin.cam.ac.uk) See also **When a student may be susceptible to radicalisation.**



# Scenarios

## When an international student has an enquiry about their visa

International students often have queries relating to their visa or immigration status. They may have questions on the visa application requirements, need guidance on how a change of circumstances might have implications on their immigration status, ask for help with extending their visa to complete a course or seek advice on options to switch into a work-related visa.

The provision of immigration advice is regulated in the UK by the Office of the Immigration Services Commissioner (OISC) and therefore should only be provided to students by specialists. You must always refer any student who is seeking visa and immigration advice to the International Student Office.

Be aware that International students may be particularly anxious before arriving and may also require support as they approach the end of their programme. There are post-study visa options that may be available to students, including two University supported schemes: the Start-up visa, for students with a business idea they wish to develop in the UK, and the Doctorate Extension Scheme, for PhD students

[www.internationalstudents.cam.ac.uk/immigration/work-visas-after-study](http://www.internationalstudents.cam.ac.uk/immigration/work-visas-after-study)

### What should you do?

**If a student is seeking general information about a visa or immigration query**

- Direct them to the International Students' website: [www.internationalstudents.cam.ac.uk](http://www.internationalstudents.cam.ac.uk)
- Direct them to the UK Council for International Student Affairs (UKCISA). They are the national advisory body for international students in the UK and the Collegiate University is a member institution: [www.ukcisa.org.uk](http://www.ukcisa.org.uk)
- Direct them to the Home Office website: [www.gov.uk/government/organisations/uk-visas-and-immigration](http://www.gov.uk/government/organisations/uk-visas-and-immigration)

**If a student is seeking specialist advice about a visa or immigration query**

- The International Student Office is the only office at the University able to provide immigration advice and services to students. They provide advice on a range of student-related immigration matters. Students should be referred to the International Student Office (ISO): [www.internationalstudents.cam.ac.uk/immigration/visa-advice](http://www.internationalstudents.cam.ac.uk/immigration/visa-advice)  
Email : [international.students@admin.cam.ac.uk](mailto:international.students@admin.cam.ac.uk)  
The team ask for students to make email contact in the first instance with a face-to-face appointment arranged as required.



Be aware that international students may be particularly anxious before arriving and may also require support as they approach the end of their programme.

## When a student has a communicable or notifiable disease

During 2021–22 we are experiencing the ongoing Covid-19 pandemic. There are specific resources available relating to this which are worth being aware of:

- [www.studentwellbeing.admin.cam.ac.uk/support-particular-issues/coronavirus-covid-19](http://www.studentwellbeing.admin.cam.ac.uk/support-particular-issues/coronavirus-covid-19)
- [www.counselling.cam.ac.uk/covid-19-support](http://www.counselling.cam.ac.uk/covid-19-support)
- [www.cam.ac.uk/coronavirus/students](http://www.cam.ac.uk/coronavirus/students)
- [www.cam.ac.uk/coronavirus/stay-safe-cambridge-uni](http://www.cam.ac.uk/coronavirus/stay-safe-cambridge-uni)
- <https://universityofcambridgecloud.sharepoint.com/sites/COVIDRecovery>  
(seek permission to access resources by emailing [distmlmcov19@admin.cam.ac.uk](mailto:distmlmcov19@admin.cam.ac.uk))

The following relates to other communicable/notifiable diseases

The University of Cambridge has around 20,000 students living and studying in close proximity across the City of Cambridge. Given these numbers, the opportunity for close physical contact and the numbers of staff and students regularly returning to the UK from overseas, there is always the risk of a case or outbreak (two or more linked cases) of a disease or illness that requires management and intervention to contain the spread of infection. Whilst major outbreaks and serious diseases are thankfully comparatively rare, in the event they should arise the Collegiate University has both legal and moral responsibilities to respond in an appropriate and efficient way, whilst being highly sensitive to any students affected. A number of preventative measures (such as hygiene and sanitary measures) are also in place across the Collegiate University. Under the Public Health (Control of Disease) Act 1984 and the Health Protection (Notification) regulations 2010, there are a number of diseases which, if diagnosed, should be reported to the proper authorities and a full list is available at: [www.gov.uk/guidance/notifiable-diseases-and-causative-organisms-how-to-report](http://www.gov.uk/guidance/notifiable-diseases-and-causative-organisms-how-to-report).

### What should you do?

#### If a student with symptoms of a communicable disease approaches you directly for help

- If they are unwell and require medical attention or assessment, refer them to the local NHS either via their GP, by dialling 111, by arranging for the student to go to A&E or, in cases of emergency, by dialling 999. The first priority is to ensure that the student receives the medical attention they require.
- If at all possible, obtain the following information about the student:
  - Their name and date of birth;
  - Their College;
  - Their contact details;
  - Whether their next of kin has been informed.
- Notify the student's College by contacting the College Nurse and/or Senior Tutor, confirming what action you have taken and where you have referred the student. They are usually contactable via the College's Porters' Lodge.
- The University has a responsibility to notify the Public Health England Health Protection Team of any incidence of suspected communicable disease within the student community. For students, this is normally the responsibility of the Senior Tutor or College Nurse Communicable Disease Liaison who will work with the PHE Health Protection Team to trace close contacts of the student and arrange any necessary prophylaxis for identified close contacts.
- Liaison with other parts of the University will also be managed by the student's Senior Tutor or College Nurse.
- DO NOT give out information to the media. Refer all media enquiries to the University's Office of External Affairs and Communications on 01223 332300 or [communications@admin.cam.ac.uk](mailto:communications@admin.cam.ac.uk)

#### If you receive a report that a student has been diagnosed with or is being tested for such a disease.

- If at all possible, obtain the following information about the student:
  - Their name;
  - Their College;
  - Information on the student's current whereabouts;
  - Whether the student's College has been informed.
- If the College has already been notified, you should take no further action. The Senior Tutor and College Nurse of the student's College will be working with Public Health England and the Advisory Group on Communicable Diseases to ensure the necessary steps are taken in such cases and to reassure and inform members of the College/University community as appropriate.
- If the College has not been notified, or you are the first to hear such a report, notify the student's Senior Tutor with all the information you have been able to ascertain.
- DO NOT give out information to the media. Refer all media enquiries to the University's Office of External Affairs and Communications on 01223 332300 or [communications@admin.cam.ac.uk](mailto:communications@admin.cam.ac.uk)



# Scenarios

## When a student may be susceptible to radicalisation

Section 26 of the Counter-Terrorism and Security Act 2015 places a duty on specified authorities – including higher education institutions – to have “due regard to the need to prevent people from being drawn into terrorism”. This is commonly referred to as the ‘Prevent duty’.

The Act makes clear that duties under Prevent should be balanced with legal requirements in relation to freedom of speech and academic freedom, as enshrined in other legislation. Freedom of expression is itself an important means to challenge and prevent people from being drawn into terrorism.

Experimenting with political, religious and philosophical ideas will be a natural part of the University experience for many students and are not generally negative; after all, many great innovations were the result of ‘radical’ thought. However, when these thoughts are so far from the norm that an individual begins to see violence as a legitimate means to achieve political, religious or philosophical ends, then intervention is required.

Radicalisation can take place face-to-face, online, or there have been cases where individuals radicalise themselves. Whilst there is very low risk, a small number of students may be vulnerable to a range of radicalising causes, including religious radicalisation, far-right politics or animal rights extremism.

There is no set pattern to the occurrence of radicalisation but it would be helpful to look out for the following behaviours as single or combined signs for concern:

- Noticeable changes in peer group or religious practices
- Sudden or increased isolation from family/social group
- Extremist political activism or the accessing, possession or distribution of materials advocating extremist views
- An undertone of grievance or ‘them and us’ language/behaviour
- Increased emotional instability, and/or cultural/social anxiety
- Possession of suspicious items (large amounts of money, multiple passports, possession of unusually large amounts of everyday materials which could be used to make incendiary devices).

Please bear in mind that many of the above, rather than being a sign of potential radicalisation, may instead suggest other support needs. Our approach should therefore be considered on a case by case basis.

## What should you do?

**If you believe there to be an immediate threat to the safety of the student, or that actions of that student may lead to harm to members of the University community or the wider public**

- Contact the police directly (dial 999) outlining your concerns.  
Report that you have done so to the Senior Tutor of the student’s College or the University Prevent Coordinator ([referralconfidential@admin.cam.ac.uk](mailto:referralconfidential@admin.cam.ac.uk) or 01223 332331). You may choose either at your discretion. The Senior Tutor or University Prevent Coordinator will be responsible for informing necessary parties within the Collegiate University, as appropriate.  
The full procedure and supplementary guidance can be accessed via the University’s Prevent website:  
[www.prevent.admin.cam.ac.uk/resources-and-guidance](http://www.prevent.admin.cam.ac.uk/resources-and-guidance)



**If you have concerns about a student and their vulnerability to radicalisation but do not believe there to be an immediate risk to the safety of the student or others**

- Raise your concerns with the Senior Tutor of the student's College or the University Prevent Coordinator ([referralconfidential@admin.cam.ac.uk](mailto:referralconfidential@admin.cam.ac.uk) or 01223 332331), outlining the circumstances.

The Senior Tutor/University Prevent Coordinator will then consider these circumstances. They may consider gathering further information or insight from College or University staff to contextualise the information.

If appropriate, the Senior Tutor and University Prevent Coordinator will share information and liaise informally together and, if necessary, will liaise with the police and/or the DfE HE/FE Regional Prevent Coordinator (without naming the individual unless appropriate), for advice or further contextual information.

On the rare occasions where severity of concern warrants it, the student may be referred to external sources of support through the relevant channels.

Alternatively, a local package of support to the student may be delivered via the College, in line with its policies on welfare support and safeguarding.

If further investigation suggests that concerns are unfounded, no further action will be taken.

In all instances, whether action is taken or not, the College Prevent Lead will be informed of the name of the student and the facts of action taken (or not taken) to allow for confidential recording.

The full procedure and supplementary guidance can be accessed via the University's Prevent website: [www.prevent.admin.cam.ac.uk/resources-and-guidance](http://www.prevent.admin.cam.ac.uk/resources-and-guidance)

**If you would like to undertake training on the University's obligations under the Prevent Duty**

- Visit the University's training website: <https://prevent.admin.cam.ac.uk/training>

**If you are asked for information about the Collegiate University's approach to the Prevent duty**

- Details can be found at the below websites: [www.prevent.admin.cam.ac.uk](http://www.prevent.admin.cam.ac.uk)  
[www.ois.cam.ac.uk/resources-for-colleges/prevent-duty-guidance](http://www.ois.cam.ac.uk/resources-for-colleges/prevent-duty-guidance)



Experimenting with political, religious and philosophical ideas will be a natural part of the University experience for many students.



# Scenarios

## When a student is a victim of a crime

It is possible that at some point a student will approach you looking for support as a victim of crime. A student might, for example, share with you that the fact that were a victim recently and have not yet reported this to anyone. Or, they might tell you that they are finding it difficult to cope with the aftereffects of a crime that happened some time ago. Even crimes experienced in the past can have a significant effect on a student's day to day life and studies.

The effects of crime can be long-lasting, and this doesn't necessarily correlate with how 'serious' the crime may seem. Some people find it possible to continue with their daily routines after a major trauma while others can be very distressed by a seemingly minor incident. Be prepared for this range of responses and avoid judgement.

The page relating to a report of harassment, discrimination or sexual misconduct may also be helpful, if appropriate.

### What should you do?

#### If a student approaches you as a recent victim of recent crime

- In an emergency where there is ongoing risk to the victim or others, always call 999 for police support and an ambulance, if necessary.
- To report less urgent crime or disorder, the student should contact the police by dialling 101. Available 24 hours a day, 7 days a week, the telephone system will identify where the student is calling from and connect them with the local police for that area. You can only report a crime on behalf of a victim when the victim has given you their explicit consent to do so.
- Students can also report a crime in person at Parkside Police Station, Parkside, Cambridge CB1 1JG from 8:00am – 10:00pm
- When reporting a crime, students can be accompanied by a friend, partner, Tutor, Student Union Sabbatical Officer, an Advisor from the Student Advice Service or a representative from Victim Support.
- It is possible to report a crime sometime after the incident has occurred so students should not be put off reporting at a later date, even if they didn't approach the police straight away.
- As a victim of a crime, the student is likely to need pastoral support from their College and it is therefore recommended that the student, or you on their behalf (and with their consent), contact their Tutor or the College Tutorial Office during the day or the College Porters' Lodge if out of hours, to report the issue and seek College support. The College may also need to put in place other measures, for the student's or wider student-body's safety, depending on the nature of the crime.
- The Student Advice Service can also provide independent advice and support to a student who has been a victim of a crime.

#### If a student approaches you as they are struggling to come to terms with a past crime they were victim of.

- It is important to establish what sort of support the student thinks would be helpful. They may be approaching you for a listening ear. If this is the case, listen, remain non-judgmental and offer any practical resolution you can.
- If the student is seeking more specialist support or advice, they should contact their Tutor, GP or the University Counselling Service:
- Cambridge Victim Services provides independent and confidential support and advice for victims of crimes: [www.cambsvictimservices.co.uk](http://www.cambsvictimservices.co.uk)
- Victim Support also provides a confidential phone line for support and information on any crime. Tel: 08 08 16 89 111 (Monday - Friday 8:00pm - 8:00am; Saturday 5:00pm - Monday 8:00am) [www.victimsupport.org.uk](http://www.victimsupport.org.uk)

The effects of crime can be long-lasting, and this doesn't necessarily correlate with how 'serious' the crime may seem.

## When a student has a query relating to pregnancy, parental leave or childcare

Studying at Cambridge whilst raising a child may seem like a daunting prospect to a student. However, there is lots of support available, whatever the circumstances.

### What should you do?

**If you are approached by a student disclosing pregnancy or seeking information about parental leave**

There is a guidance document on pregnancy and parental leave entitlement for students available at: [www.studentwellbeing.admin.cam.ac.uk/support-particular-issues/maternity-paternity-and-parental-leave](http://www.studentwellbeing.admin.cam.ac.uk/support-particular-issues/maternity-paternity-and-parental-leave)

- Students should be directed to their College Tutor no later than the 15th week before the expected week of childbirth, to ensure that any arrangements can be made in good time. The College will arrange a meeting with the student's Faculty/Department to discuss how pregnancy may impact on study and how best to manage any time out of study that may be necessary. A risk assessment may also need to be undertaken by Occupational Health to protect the health of the student and the unborn child. The College may need to liaise with the International Student Office if the student is studying on a Tier 4/Student visa and needs to take a break from studying as there may be implications to their visa arrangements.
- If a student does not wish to continue with their pregnancy and would like to explore other options, they have a right to privacy in these circumstances. However, it is recommended that students speak to their College whatever their circumstances to ensure that the relevant support can be provided. In addition or as alternatives to their Tutor, students can also speak to their College Nurse, College Counsellor or College Chaplain/Dean. Students may also wish to seek advice and support independently of their College and can do so via their GP, the Student Advice Service, the University Counselling Service ([www.counselling.cam.ac.uk](http://www.counselling.cam.ac.uk)), Marie Stopes Charity ([www.mariestopes.org.uk](http://www.mariestopes.org.uk)) or the Family Planning Association ([www.fpa.org.uk](http://www.fpa.org.uk)).
- If a student has experienced miscarriage or still birth, the student can access support and advice via their College Tutor, College Nurse or Counsellor. They can also access support via their GP, the Student Advice Service, University Counselling Service and SANDS charity (Stillbirth and Neonatal Death) <https://www.sands.org.uk/>

**If you are approached regarding childcare support by a student parent**

- Direct the student to their College Childcare Contact. A list of contacts is kept up to date here: [www.childcare.admin.cam.ac.uk/college-support-student-parents/designated-college-childcare-contacts](http://www.childcare.admin.cam.ac.uk/college-support-student-parents/designated-college-childcare-contacts)

The College Childcare Contact will signpost students to relevant support and advice, including referrals to the University Childcare Office where necessary. They can provide information regarding College family accommodation, and will have knowledge of the financial support available to student parents within their College. They are also encouraged to work with the College in order to ensure that arrival, orientation and social, pastoral and academic events are accessible to all student parents. Childcare Contacts are also encouraged to play a role in organising child-friendly events to enable student parents to meet, as well as facilitate communications between them.

Studying at Cambridge whilst raising a child may seem like a daunting prospect to a student.



# Scenarios

## When a student wishes to make a complaint

It is very important that students raise problems or issues with staff as soon as they arise. Many concerns may often be resolved quickly and effectively – without requiring the use of a formal procedure – by simple consultation or discussion with the right person. At the earliest stages, many complaints may be resolved readily with the support, involvement or intervention of a relevant member of staff at a local level.

If you have any questions regarding the University's complaints procedure please contact the Office of Student Conduct, Complaints and Appeals.  
[www.studentcomplaints.admin.cam.ac.uk](http://www.studentcomplaints.admin.cam.ac.uk)

### What should you do?

#### If a student raises an issue

- When a student raises an issue, it is usually possible to resolve it quickly and informally. A complaint (which may, for instance, be founded on misunderstanding or disagreement) can sometimes simply require a calm, balanced and non-prejudicial discussion between parties, without the need for any further action or an escalation of the matter to formal process.
- There are many effective ways of dealing with 'routine' student concerns such as:
  - (a) giving more information
  - (b) providing explanations or clarifications
  - (c) a discussion around the expectations of the student and of the other parties concerned
  - (d) suggesting solutions or action to be taken
  - (e) being empathetic and understanding when there is no apparent solution
- Whatever early resolution avenue is used, students should be able to air their concerns, raise issues, and feel that they have been listened to; staff should equally not feel inhibited from expressing a view or explaining the institution's position.
- Questions to determine if you are the best person to attempt early resolution of a concern might include:
  - (a) What specifically is the concern about and which area(s) of the Collegiate University is/are involved? (Is it my area? Can I deal with it?)
  - (b) What outcome is the student hoping for? (Can I achieve it?)
  - (c) Is the concern straightforward (Does it need to be investigated?)
  - (d) Can it be resolved by providing, where appropriate, an explanation, an alternative solution or some form of apology? (Is it in my gift to give this?)
- Try to resolve the issue informally, if you are in a position to do so, you can use the advice for staff relating to resolving complaints here: [www.studentcomplaints.admin.cam.ac.uk/staff-support/handling-complaints-and-disclosures](http://www.studentcomplaints.admin.cam.ac.uk/staff-support/handling-complaints-and-disclosures)
- Where necessary, seek advice from a more senior colleague or the Office of Student Conduct, Complaints and Appeals.
- If the issue does not fall within your remit, direct the student to speak to the relevant colleague or institution, encouraging them to resolve the issue informally in the first instance. Alternatively, offer to speak to the relevant person on the student's behalf.
- If the issue pertains to a College issue, the student should be directed to engage with their College Complaints Procedure.
- If the student wants advice about what to do you can direct them to the Student Advice Service with professionals who provide advice independently from the University or Colleges, or the student's College Tutor.

#### If a student has wishes to pursue a formal complaint with the University

- If the student believes that their complaint has not been resolved following discussion, advice and an attempt at local resolution, or where the complaint is serious or systemic, an application can be made to initiate the formal process.
- Any complaint made under the formal process should be submitted within 28 days of the informal process concluding.
- The Student Complaints Procedure application form and further advice can be found on the Office of Student Complaints, Conduct and Appeals website:  
[www.studentcomplaints.admin.cam.ac.uk/student-complaints](http://www.studentcomplaints.admin.cam.ac.uk/student-complaints)
- If the student wants advice about their complaint you can direct them to the Student Advice Service or their College Tutor.
- If you have informed the student about the Student Complaints Procedure or taken any action as a result of an information complaint, it is useful to confirm this to the student in writing and keep a record of the correspondence, as it might be relevant to any formal complaint investigation.

## When a student has died

The death of a student, though rare, represents a significant loss to fellow students, staff and the student's family and friends. In a student population the size of Cambridge's, it is anticipated that there will, unfortunately, be a small number of deaths each year. When this happens, there are a range of legal and moral responsibilities to discharge, whilst being highly sensitive to the needs and wishes of those involved. In the rare circumstance that you discover, or are the first notified that a student has died, there are some actions required.

### What should you do?

#### In the unlikely event that you discover or are first notified of a student death on University premises or elsewhere

- It is essential to notify the Head of House of the student's College immediately. He or she will be the primary contact and will inform the College Senior Tutor. *Together, they will be responsible for informing all the necessary parties within the Collegiate University and will liaise with the police to ensure that the student's next of kin are informed.* If the Head of House is unavailable, notify the Senior Tutor.
- If a body is discovered:
  - DO NOT touch or move anything (other than to confirm that the person is deceased).
  - Where possible, those present should secure the scene pending the arrival of the police.
  - There may be other people at the scene who need to be dealt with in a sensitive manner. Generally they should be asked to remain in the vicinity until the police arrive, preferably together in a suitable nearby room. Wherever possible immediate care and comfort should be provided by those on the scene and the names and contact details of those present should be recorded.
- Guidance following a student death for Colleges has been issued by the Senior Tutors' Committee: [www.seniortutors.admin.cam.ac.uk/university-guidance-and-procedures/death-student](http://www.seniortutors.admin.cam.ac.uk/university-guidance-and-procedures/death-student)

#### If you are contacted by the media regarding a student death

- Occasionally, members of the media will learn of incidents before those within the Collegiate University who need to know are made aware. If you are contacted by the press about a student death, refer them directly to the Office of External Affairs and Communications:  
**communications@admin.cam.ac.uk**  
**Phone:** 01223 332300  
**Out of hours:** 07879 116949

#### If you are asked to take part in a College Serious Incident Case Review meeting.

- A Case Review meeting is recommended as usual practice following a significant incident such as a student death to allow members of the University and Colleges to meet, reflect and take stock.
- If you are asked to attend, it is because your views and experience are valuable to the process. The meeting will bring together parties across Cambridge to identify good practice that could be shared, as well as areas that may need attention. The purpose of the meeting is wholly supportive and will not result in individual blame being apportioned to any member of the Collegiate University.
- Taking account of the sensitivity around these cases and the needs of those affected, these meetings would usually be arranged by the Senior Tutor of the deceased student's College a good while after the event, once any police enquiry, coroner's inquest and any Health and Safety Executive investigations have been concluded and any potential reputational risks have been safely managed.



# Appendix A

## Useful sources of support

### General wellbeing

Centre 33: <http://centre33.org.uk/help/cambridge-south-cambridgeshire>  
Citizen's Advice Bureau: [www.citizensadvice.org.uk](http://www.citizensadvice.org.uk)  
Finding a local GP: [www.nhs.uk/Service-Search/GP/LocationSearch/4](http://www.nhs.uk/Service-Search/GP/LocationSearch/4)  
Finding a local Dentist: [www.nhs.uk/Service-Search/Dentists/LocationSearch/3](http://www.nhs.uk/Service-Search/Dentists/LocationSearch/3)  
NHS self-help leaflets: <https://web.ntw.nhs.uk/selfhelp>  
Student Minds Transitions guidance: [www.studentminds.org.uk/uploads/3/7/8/4/3784584/180813\\_transitions\\_interactive.pdf](http://www.studentminds.org.uk/uploads/3/7/8/4/3784584/180813_transitions_interactive.pdf)  
Student Health App: [www.expertselfcare.com/health-apps/student-health-app](http://www.expertselfcare.com/health-apps/student-health-app)  
The Mix: [www.themix.org.uk](http://www.themix.org.uk)  
University Counselling Service self-help leaflets: [www.counselling.cam.ac.uk/selfhelp](http://www.counselling.cam.ac.uk/selfhelp)

### Addiction

Alcoholics Anonymous: [www.alcoholics-anonymous.org.uk](http://www.alcoholics-anonymous.org.uk)  
Alcohol Change: <https://alcoholchange.org.uk>  
Al-Anon (for those affected by someone else's drinking): [www.al-anonuk.org.uk](http://www.al-anonuk.org.uk)  
Association for the Treatment of Sexual Addiction and Compulsivity (ATSAC): <https://atsac.co.uk>  
DrinkAware: [www.drinkaware.co.uk](http://www.drinkaware.co.uk)  
Drug and Alcohol Service Cambridgeshire: [www.changegrowlive.org/drug-alcohol-service-cambridgeshire/cambridge](http://www.changegrowlive.org/drug-alcohol-service-cambridgeshire/cambridge)  
Frank: [www.talktofrank.com](http://www.talktofrank.com)  
Gam Care: [www.gamcare.org.uk](http://www.gamcare.org.uk)  
Gamblers Anonymous: [www.gamblersanonymous.org.uk](http://www.gamblersanonymous.org.uk)  
Narcotics Anonymous: <http://ukna.org>  
National Association for Children of Alcoholics (NACOA): [www.nacoa.org.uk](http://www.nacoa.org.uk)  
We are with you: [www.wearewithyou.org.uk](http://www.wearewithyou.org.uk)

### Bereavement

Bereavement Advice Centre: [www.bereavementadvice.org](http://www.bereavementadvice.org)  
Cruse charity: [www.cruse.org.uk](http://www.cruse.org.uk)  
Dying Matters: [www.dyingmatters.org](http://www.dyingmatters.org)  
NHS Live Well site – bereavement: [www.nhs.uk/conditions/stress-anxiety-depression/coping-with-bereavement](http://www.nhs.uk/conditions/stress-anxiety-depression/coping-with-bereavement)  
Support after suicide: <http://supportaftersuicide.org.uk>  
Survivors of bereavement by suicide: <https://uksobs.org>

### Care Leavers

Become: [www.becomecharity.org.uk](http://www.becomecharity.org.uk)  
Care Leavers' Association: [www.careleavers.com](http://www.careleavers.com)  
CAO Information: [www.undergraduate.study.cam.ac.uk/why-cambridge/support/care-leaver-support](http://www.undergraduate.study.cam.ac.uk/why-cambridge/support/care-leaver-support)  
The Rees Foundation: [www.reesfoundation.org](http://www.reesfoundation.org)

### Carers

Carers Trust: <https://carers.org>  
CarersUK: [www.carersuk.org](http://www.carersuk.org)  
Care for Carers: [www.careforcarers.org.uk](http://www.careforcarers.org.uk)  
NHS- Cambridgeshire support and information: <https://www.cpft.nhs.uk/carers>  
NHS - Carer's Assessment: [www.nhs.uk/conditions/social-care-and-support/carers-assessment](http://www.nhs.uk/conditions/social-care-and-support/carers-assessment)

### Contraception, Family Planning, Sexual Health and Pregnancy

British Pregnancy Advisory Service: [www.bpas.org](http://www.bpas.org)  
Brook: [www.brook.org.uk](http://www.brook.org.uk)  
Chlamydia testing (under 24s): [www.tht.org.uk/our-services/phone-and-post/free-chlamydia-postal-test-kits](http://www.tht.org.uk/our-services/phone-and-post/free-chlamydia-postal-test-kits)  
DHIVerse (HIV information and support): [www.dhiverse.org.uk](http://www.dhiverse.org.uk)  
Emergency Contraception: [www.studentadvice.cam.ac.uk/welfare/pregnancy/emergencycontraception.html](http://www.studentadvice.cam.ac.uk/welfare/pregnancy/emergencycontraception.html)  
Family Planning Association: [www.fpa.org.uk](http://www.fpa.org.uk)  
Lime Tree Clinic (sexual health clinic): [www.icash.nhs.uk](http://www.icash.nhs.uk)  
Marie Stopes Charity (abortion): [www.mariestopes.org.uk](http://www.mariestopes.org.uk)  
NHS - Sexual Health Hub: [www.nhs.uk/live-well/sexual-health](http://www.nhs.uk/live-well/sexual-health)  
SANDS charity (stillbirth and neonatal death): [www.sands.org.uk](http://www.sands.org.uk)

## Coronavirus

[www.studentwellbeing.admin.cam.ac.uk/support-particular-issues/coronavirus-covid-19](http://www.studentwellbeing.admin.cam.ac.uk/support-particular-issues/coronavirus-covid-19)

[www.counselling.cam.ac.uk/covid-19-support](http://www.counselling.cam.ac.uk/covid-19-support)

[www.cam.ac.uk/coronavirus/students](http://www.cam.ac.uk/coronavirus/students)

[www.cam.ac.uk/coronavirus/stay-safe-cambridge-uni](http://www.cam.ac.uk/coronavirus/stay-safe-cambridge-uni)

<https://universityofcambridgecloud.sharepoint.com/sites/COVIDRecovery>

Government support: [www.gov.uk/find-coronavirus-support](http://www.gov.uk/find-coronavirus-support)

Mental health support: [www.mind.org.uk/information-support/coronavirus](http://www.mind.org.uk/information-support/coronavirus)

## Crime

Cambridge Victim Services: [www.cambsvictimservices.co.uk](http://www.cambsvictimservices.co.uk)

Parkside Police Station: [www.cambs.police.uk](http://www.cambs.police.uk)

Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)

## Cyberbullying and online abuse

Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

Bullying UK: [www.bullying.co.uk](http://www.bullying.co.uk)

Cybersmile Foundation: [www.cybersmile.org](http://www.cybersmile.org)

## Disordered eating

Anorexia and Bulimia Care: [www.anorexiabulimiacare.org.uk](http://www.anorexiabulimiacare.org.uk)

B-eat: [www.beateatingdisorders.org.uk](http://www.beateatingdisorders.org.uk)

F.E.A.S.T: [www.feast-ed.org](http://www.feast-ed.org)

National Centre for Eating Disorders: <https://eating-disorders.org.uk>

NHS - Eating disorders: [www.nhs.uk/conditions/eating-disorders](http://www.nhs.uk/conditions/eating-disorders)

Overeaters Anonymous: [www.oagb.org.uk](http://www.oagb.org.uk)

## Family Difficulties

My Horrid Parent: [www.myhorridparent.com](http://www.myhorridparent.com)

Stand Alone (supporting people that are estranged): [www.standalone.org.uk/students](http://www.standalone.org.uk/students)

CAO Care leaver and estranged student pages: [www.undergraduate.study.cam.ac.uk/why-cambridge/support/care-leaver-support](http://www.undergraduate.study.cam.ac.uk/why-cambridge/support/care-leaver-support)

Relate: [www.relatecambridge.org.uk](http://www.relatecambridge.org.uk)

## Finance and Debt Management

Cambridge Money Advice Centre: <http://cambridgemoneyadvicecentre.org.uk>

Citizens Advice: [www.citizensadvice.org.uk](http://www.citizensadvice.org.uk)

Entitledto: [www.entitledto.co.uk](http://www.entitledto.co.uk)

Financial Services Compensation scheme: [www.fscs.org.uk](http://www.fscs.org.uk)

Money Advice Service: [www.moneyadviceservice.org.uk/en](http://www.moneyadviceservice.org.uk/en)

Money and mental health – MIND: [www.mind.org.uk/information-support/tips-for-everyday-living/money-and-mental-health/#.W3QdsrpFyes](http://www.mind.org.uk/information-support/tips-for-everyday-living/money-and-mental-health/#.W3QdsrpFyes)

MoneySavingExpert.com: [www.moneysavingexpert.com](http://www.moneysavingexpert.com)

National Debt Line: [www.nationaldebtline.org](http://www.nationaldebtline.org)

PayPlan+: [www.payplanplus.com](http://www.payplanplus.com)

Step Change Debt Charity: [www.stepchange.org](http://www.stepchange.org)

Student Finance England: [www.gov.uk/student-finance](http://www.gov.uk/student-finance)

The Money Charity: <https://themoneycharity.org.uk>

Turn2Us: [www.turn2us.org.uk](http://www.turn2us.org.uk)

## International students

Cambridge SU International Students' Campaign: [www.cambridgesu.co.uk/organisation/6087](http://www.cambridgesu.co.uk/organisation/6087)

Home Office: [www.gov.uk/government/organisations/uk-visas-and-immigration](http://www.gov.uk/government/organisations/uk-visas-and-immigration)

Student Budget Calculator: [www.which.co.uk/money/university-and-student-finance/student-budget-calculatorUK](http://www.which.co.uk/money/university-and-student-finance/student-budget-calculatorUK)

Council for International Student Affairs: <https://ukcisa.org.uk>



## LGBT+

A Guide for Trans Young People: <https://genderedintelligence.co.uk/support/trans-youth/resources>

Beaumont Society: [www.beaumontsociety.org.uk](http://www.beaumontsociety.org.uk)

Cambridge SU LGBT+ Campaign: [www.cambridgesu.co.uk/organisation/6099](http://www.cambridgesu.co.uk/organisation/6099)

Cambridge Diamonds Transgender Support Network: <http://diamondstgc.org.uk>

Coming Out UK: [www.comingoutuk.com](http://www.comingoutuk.com)

Encompass Network: <http://encompassnetwork.org.uk>

Galop: <https://galop.org.uk/>

Gendered Intelligence: <http://genderedintelligence.co.uk>

Gender Identity Research and Education Society: [www.gires.org.uk](http://www.gires.org.uk)

LGBT Consortium: [www.lgbtconsortium.org.uk](http://www.lgbtconsortium.org.uk)

LGBT Foundation: <https://lgbt.foundation>

Metro: [www.metrocentreonline.org](http://www.metrocentreonline.org)

Mindline Trans+: <http://mindlinetrans.org.uk>

MindOut: [www.mindout.org.uk](http://www.mindout.org.uk)

NHS gender dysphoria guidelines: [www.nhs.uk/conditions/gender-dysphoria](http://www.nhs.uk/conditions/gender-dysphoria)

RUComingOut: [www.rucomingout.com/about.html](http://www.rucomingout.com/about.html)

Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)

Switchboard LGBT+ helpline: <https://switchboard.lgbt>

The Kite Trust: <http://thekitetrust.org.uk>

Transgender Zone: [www.transgenderzone.com](http://www.transgenderzone.com)

## Mental health

7 Cups: [www.7cups.com](http://www.7cups.com)

Anxiety UK: [www.anxietyuk.org.uk](http://www.anxietyuk.org.uk)

Befrienders: [www.befrienders.org](http://www.befrienders.org)

Bipolar UK: [www.bipolaruk.org](http://www.bipolaruk.org)

Blurt it out: [www.blurtitout.org](http://www.blurtitout.org)

Cambridge mental health care in a crisis: <https://www.cpft.nhs.uk/service-detail/service/first-response-service-frs-21/>

CALM: [www.thecalmzone.net](http://www.thecalmzone.net)

Cameo (first time psychosis symptoms): <https://www.cpft.nhs.uk/search/service/cameo-early-intervention-23>

Cogwheel Trust: [www.cogwheel.org.uk](http://www.cogwheel.org.uk)

Depression UK: <http://depressionuk.org>

Doc Ready: [www.docready.org/#/home](http://www.docready.org/#/home)

Feeling Overwhelmed: <http://connectingwithpeople.org/sites/default/files/Feeling%20overwhelmed.pdf>

Group Therapy Centre Cambridge: <https://grouptherapycambridge.org.uk>

HOPELineUK: [www.papyrus-uk.org/help-advice/about-hopelineuk](http://www.papyrus-uk.org/help-advice/about-hopelineuk)

Mental Health Foundation: [www.mentalhealth.org.uk](http://www.mentalhealth.org.uk)

Mind: [www.mind.org.uk/information-support/helplines/#contact](http://www.mind.org.uk/information-support/helplines/#contact)

National Self Harm Network: [www.nshn.co.uk](http://www.nshn.co.uk)

NHS Moodzone: [www.nhs.uk/conditions/stress-anxiety-depression](http://www.nhs.uk/conditions/stress-anxiety-depression)

No Panic: [www.nopanic.org.uk](http://www.nopanic.org.uk)

OCD-UK: [www.ocduk.org](http://www.ocduk.org)

Papyrus: [www.papyrus-uk.org](http://www.papyrus-uk.org)

Rethink: [www.rethink.org](http://www.rethink.org)

Samaritans: [www.samaritans.org](http://www.samaritans.org)

SANE: [www.sane.org.uk](http://www.sane.org.uk)

Self-injury support: [www.selfinjurysupport.org.uk](http://www.selfinjurysupport.org.uk)

StayAlive app: <https://itunes.apple.com/us/app/stay-alive/id915458967?mt=8>

Staying Safe from suicidal thoughts: <https://www.stayingsafe.net>

Student Minds: [www.studentminds.org.uk](http://www.studentminds.org.uk)

Students Against Depression: [www.studentsagainstd Depression.org](http://www.studentsagainstd Depression.org)

Young Minds: <https://youngminds.org.uk>

## Racism and discrimination

Campaign Against Antisemitism: <https://antisemitism.uk>

Equality Advisory Support Service: [www.equalityadvisoryservice.com](http://www.equalityadvisoryservice.com)

Disability Rights UK: [www.disabilityrightsuk.org/how-we-can-help](http://www.disabilityrightsuk.org/how-we-can-help)

TellMAMA: <https://tellmamauk.org>

The Community Security Trust: <https://cst.org.uk>



### **Sleep problems**

Mental Health Foundation - How to sleep better: <https://www.mentalhealth.org.uk/publications/how-sleep-better>

NHS – Insomnia: [www.nhs.uk/conditions/insomnia](http://www.nhs.uk/conditions/insomnia)

Royal College of Psychiatrists Sleeping Well leaflet: [www.rcpsych.ac.uk/healthadvice/problemsdisorders/sleepingwell.aspx](http://www.rcpsych.ac.uk/healthadvice/problemsdisorders/sleepingwell.aspx)

Sleep Council: <https://sleepcouncil.org.uk>

Sleepio: [www.sleepio.com](http://www.sleepio.com)

### **Sexual assault/violence/abuse**

Breaking the silence: [www.breakingthesilence.cam.ac.uk](http://www.breakingthesilence.cam.ac.uk)

Cambridge Choices Counselling: [www.choicescounselling.co.uk](http://www.choicescounselling.co.uk)

Cambridge Rape Crisis: <http://cambridgerapecrisis.org.uk>

Cambridgeshire Sexual Assault Referral Centre (SARC): [www.theelmssarc.org](http://www.theelmssarc.org)

Family Matters: [www.familymattersuk.org](http://www.familymattersuk.org)

Galop (LGBT+ anti-violence charity): [www.galop.org.uk](http://www.galop.org.uk)

Mankind Initiative: [www.mankind.org.uk](http://www.mankind.org.uk)

National domestic violence helpline: [www.nationaldomesticviolencehelpline.org.uk](http://www.nationaldomesticviolencehelpline.org.uk)

NHS - help after rape or sexual assault: [www.nhs.uk/live-well/sexual-health/help-after-rape-and-sexual-assault](http://www.nhs.uk/live-well/sexual-health/help-after-rape-and-sexual-assault)

Survivor's UK: [www.survivorsuk.org](http://www.survivorsuk.org)

Women's Aid: [www.womensaid.org.uk](http://www.womensaid.org.uk)

### **Self-help tools**

UCS self-help leaflets: [www.counselling.cam.ac.uk/selfhelp](http://www.counselling.cam.ac.uk/selfhelp)

Centre for Clinical Interventions: [www.cci.health.wa.gov.au/Resources/Looking-After-Yourself](http://www.cci.health.wa.gov.au/Resources/Looking-After-Yourself)

Fixers: [www.fixers.org.uk/home.php](http://www.fixers.org.uk/home.php)

Living life to the full: <https://littf.com>

Moodgym: <https://moodgym.com.au>

NHS self help leaflets: <https://web.nrw.nhs.uk/selfhelp>

Pacifica: [www.thinkpacifica.com](http://www.thinkpacifica.com)

Rainy mood: <http://rainymood.com>

Start2: [www.start2.co.uk](http://www.start2.co.uk)

StayAlive app: <https://itunes.apple.com/us/app/stay-alive/id915458967?mt=8>

Stress Analyst: [www.relaxonline.me.uk/sa1/index.html](http://www.relaxonline.me.uk/sa1/index.html)

Students Against Depression - Take Action Against Depression Workbook: [www.studentsagainstdepression.org/self-help](http://www.studentsagainstdepression.org/self-help)

The Fridge - self-serve self-management: [www.thefridge.org.au](http://www.thefridge.org.au)

**FIND A HELPLINE:** <https://helplines.org/helplines>



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