



# BME MENTAL HEALTH TOOLKIT



**BME  
CAMPAIGN**



# PREFACE

You might notice, in the next few pages, that the foreword was written by the 2018/19 Welfare Officer from our student union that, at the time, was called CUSU. As I'm writing this, we're now in the academic year 2020/21 and the student union is now called Cambridge SU, but the need for toolkit is still as necessary as it was when the first words were written. Despite the pause in production, this guide has been at the forefront of our minds and with the recently introduced role of Mental Health and Disabilities Officer (that's me), we made some headway and have now finished the BME Mental Health Toolkit!

We hope that this will help provide you with some information and guidance to help you survive and thrive in this university of ours.

Mental Health and Disabilities Officer 2020/21

[Plain-text version](#)

# FOREWORD

This handbook was created out of need. Specifically, the need to acknowledge the political dimensions of the national mental health conversation and the unique way that mental ill health is experienced by students of colour, particularly in an environment as white as Cambridge. Cambridge continuously perpetuates itself as a socially, spatially and institutionally isolating and violent place. Structural racism and the marginalisation of communities of colour through Prevent duty, colonised curriculums, barriers to access and more, mean that Cambridge leaves the mental health of the students of these communities in a precarious position.

The history that exists between people of colour and the medical profession is complex. The unethical testing of the contraceptive pill on Puerto Rican women and clinical studies of syphilis in African American men are just famous examples of the difficult and racist relationship people of colour have with the medical field. The experiences of racism by people of colour have historically either been ignored by mental health professionals or over-medicalised. Knowing this relationship and still not providing adequate support to students of colour is dangerous. Students have had to carve out these spaces for themselves. Help us change this. The mental health toolkit is a by us, for us approach where BME students share their guidance, tips and experiences with one another to make the feeling of loneliness and isolation a little less sharp.

Like a lot of people, I've found that I've slowly become quite disillusioned with a lot of mental health awareness. While I think talking is important, I want to move away from the insistence on the individual responsibility to talk. The onus should not be on mentally ill people to divulge deeply personal and possibly

traumatic anecdotes about their wellbeing or run-ins with health services in order to get people to take notice. Talking is important but so is policy, and as it stands there are so many structural barriers that render mental health services inaccessible to those who need them the most. For me, mental health cannot be untangled from social and political issues, and any form of support that doesn't recognise structural and societal conditions is futile. Support that only aims to ensure you'll be well enough to be a "productive" member of society, rather than getting to the root of trauma and mental distress, for me, is futile. Support that does not make sure that care and attention is equally distributed among a whole range of conditions and illnesses, is futile.

According to The Mental Health Foundation UK, in general, people from black and minority ethnic groups living in the UK are: [1]

- more likely to be diagnosed with mental health problems
- more likely to be diagnosed and admitted to hospital
- more likely to experience a poor outcome from treatment
- more likely to disengage from mainstream mental health services, leading to social exclusion and a deterioration in their mental health.

Furthermore, according to the mental health survey of ethnic minorities in Ethnos Research and Consultancy, ethnic minority students are more likely to experience mental health stigma



[1] <https://www.mentalhealth.org.uk/statistics/mental-health-statistics-black-asian-and-minority-ethnic-groups>

within their own communities, with a third (32%) of respondents to one study saying that they are treated less favourably, either moderately or a lot, by their own communities as compared to the general population, because of their mental health issues. This does not include the many BME people who do not access or engage with mainstream mental health services for fear of discrimination from service providers or their own communities.

I am choosing not to include statistics on specific BME communities and the discrimination they face from mental health providers because while this data is extremely important, you are more than a statistic. The point of this guidebook is to reassure you that if you are struggling with mental illness or ill-being that you are not unusual and you are not alone.

Cambridge is the kind of place that at some point, inevitably makes you feel mediocre - just know that mediocrity is a myth. It is a flawed concept that relies on the belief that humans exist in a hierarchy of valuation in which some people are superior to others according to their ability to contribute to society, usually on capitalist terms. Mediocrity hinges on the presumption of competition rather than cooperation and community. The pace at which the capitalist world and its many institutions expect us to work is not conducive to the maintenance of emotional and mental wellbeing. For a lot of marginalised people simply existing can be exhausting. It can be debilitating and even traumatic to have to move through the world justifying your experiences and interacting with people who are committed to judging and misunderstanding you. Some days just being is enough. We should let people of colour exist in whatever way they want without constantly expecting them to overcome or defy the odds.

A lot of us are told we have to work double as hard to get half as much as our white peers, and this often leads to feeling like you're not allowed to struggle because you have to positively represent not just yourself, but others from your community. It results in this exceptionalist notion of the model minority: a citizen of outstanding moral character that defies the odds and makes their community proud in a well known and respectable field.

However, the idea of a model minority tries to monopolise on what it means to be extraordinary or successful by defining it in very specific and capitalist terms, where there exists a distinction between the 'good' and the 'bad' and those who excel and those who do not. This reinforces respectability politics, which pushes this idea that in order to hold any worth you have to be constantly contributing something to society (which you don't). This can be an extremely harmful and reductive lens through which to see human life and value, and we should instead aim to abstract ourselves from these measures of success and reinvent and reclaim our own ones. We can use our own metrics for valuing the existence of people of colour that isn't based on excellence and constantly defying expectations. We can choose to expand our current models of success to include other, powerful but under-recognised, characteristics and accomplishments that don't centre white neoliberal notions of merit and worth, such as compassion, kindness, unity, empathy, resilience.

Feelings of inferiority combined with the dominance of structures and ideologies of oppression are damaging, but to believe in a false notion of your 'inferiority' is to lessen the work of the oppressor by inflicting pain on yourself. You owe yourself more than this - and I hope this guide helps you realise that.

Welfare and Rights Officer 2018/19

01	<b>Foreword</b>
06	<b>Helplines and Crisis Services</b>
08	<b>Support Services</b>
08	----- <b>Counselling and College-level support</b>
11	----- <b>Other University Support</b>
13	----- <b>Community Support</b>
17	<b>BME Counselling Scheme</b>
18	<b>BME General Practitioners</b>
20	<b>Talking to your GP</b>
21	<b>Funds and Financial Help</b>
22	<b>Know your Rights</b>
27	<b>Racial and Sexual Harassment Reporting Procedures</b>
31	<b>Academic Discrimination</b>
34	<b>Intermission</b>
36	<b>Changing College or Course, or Withdrawal</b>
37	<b>Political Self Care and Setting Boundaries</b>
41	<b>Emailing Supervisors+</b>
41	----- <b>Email Templates</b>
46	<b>BME Cultural Groups</b>

# HELPLINES AND CRISIS SERVICES

Here are a selection of helplines and crisis services. For more options, visit the Helplines Partnership

<https://helplines.org/helplines/> for a directory of UK helplines or the Befrienders Worldwide <https://www.befrienders.org/> to search for emotional support helplines from around the world.

## **NHS First Response Service - Call 111 and select option 2**

This service is available every day and at all times (24/7). The phone will be answered by a mental health professional who will listen to you and help you get the support you need. They can offer advice and refer you to other services.

<https://www.cpft.nhs.uk/about-us/mental-health-crisis.htm>

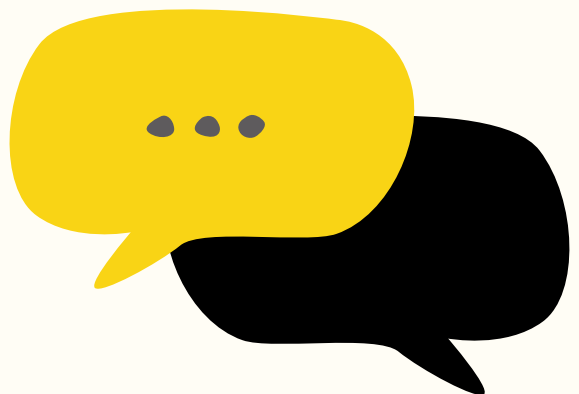
## **Samaritans - Call 116 123**

The Samaritans is a 24/7 listening service that you can contact about any concern that is worrying you. They can also be contacted by email, at [jo@samaritans.org](mailto:jo@samaritans.org), and by post.

<https://www.samaritans.org/>

## **Shout - Text SHOUT to 85258**

Shout is a free, confidential, 24/7 text messaging support service for anyone who is struggling to cope.





Cambridge Nightline - The ways to contact them can be found on their website: <https://cambridge.nightline.ac.uk/>

Cambridge Nightline is a confidential night-time (7pm -7am) support service for students at Cambridge and Anglia Ruskin and it's open during term-time.

## HELPLINES AIMED AT SPECIFIC GROUPS



**Papyrus HOPELINE UK - Call 0800 068 41 41**

They provide support and advice to young people (under 35's) struggling with thoughts of suicide. They can also be contacted by text at 07860 039967 and email at [pat@papyrus-uk.org](mailto:pat@papyrus-uk.org). They are open 9am - 10pm on weekdays, and 2pm - 10pm on weekends and bank holidays.

<https://www.papyrus-uk.org/>

**CALM (Campaign Against Living Miserably)- Call 0800 58 58 58**

They are aimed at men and can also be contacted by webchat <https://www.thecalmzone.net/help/get-help/>. It's open 5pm to midnight, 7 days a week.

**Switchboard - call 0300 330 0630**

This is a helpline for those who identify as LGBT+ and they are open 10am- 10pm everyday. They can also be contacted by email [chris@switchboard.lgbt](mailto:chris@switchboard.lgbt) or through their webchat.

<https://switchboard.lgbt/>

# SUPPORT SERVICES

While there is very little support specifically targeted at BME students, there are more general support services that aim to provide care for all Cambridge students that you might find helpful. Seeking support is always a positive and proactive step forwards, and there are many support services available to Cambridge students on the college, university and community level.

## COUNSELLING AND COLLEGE LEVEL SUPPORT

### University Counselling Service

<https://www.counselling.cam.ac.uk/>

In terms of pastoral support, the University Counselling Service (UCS) provides students with free counselling, workshops, group sessions and guided self-help. Apart from brief closures at Christmas and Easter, the service is open all year to all students who wish to see trained and accredited counsellors and therapists. You do not have a clinically diagnosed mental illness to access a counsellor - counselling is useful to deal with a very large range of issues, including (but not limited to) things such as loneliness, culture shock, difficult friendships/relationships, bullying or harassment, bereavement, uncertainty about gender or sexuality, or just when you need someone to talk to that's outside of your own bubble. The services UCS offer are entirely confidential and non-judgmental, and you can request to stop your sessions or switch counsellors at any time. To access counselling simply fill in the pre-counselling form on the UCS website (or have someone help you do it!).

There is now also a BME counsellors scheme which allows BME students to specifically request to see a BME counsellor - more information specifically relating to this is available later in this toolkit.

There is also a specialist Sexual Assault and Harassment Advisor based within the service who provides emotional and practical support for incidents of sexual violence or misconduct, either recently or in the past. In order to make an appointment to see her you will need to fill out the 'Pre-SAHA Form' which is available on the counselling service website.

### College Counselling and Support

There is a college-based counselling scheme, in which certain colleges employ counsellors from the University Counselling Service to work on-site within their colleges on specific days within term time. The colleges currently participating in the scheme are: Clare Hall, Darwin, Downing, Girton, Lucy Cavendish, Magdalene, Peterhouse (also have a college Mental Health Advisor), St Edmund's, Robinson and Wolfson. Please note that college-based counselling is only available in full term time so at any other times you will need to apply to UCS. However, you can apply to both! You will be added to both waiting lists and will be ensured a spot at the first available location.



Independent of this, some colleges employ or engage their own counsellors or equivalent. As it currently stands, colleges that do this are: Churchill, Corpus Christi, Emmanuel, Fitzwilliam, Homerton, Jesus, King's (Mental Health Advisor and CBT Therapist), Murray Edwards, Newnham, Pembroke, Queen's, St Catharine's St John's, Trinity and Trinity Hall. Remember to also check if your college offers funding for private therapy, and even if your college doesn't have a specific fund, you can try and push for it - there are always little pots of money that can be used to accommodate you, don't feel as if you're being a nuisance or bothering anyone.

Many colleges also have peer support teams for example Welfare Officers.

In most colleges your Nurse will probably be a big source of pastoral support - they're often well trained in mental health, and can chat about any medical or personal problems. Many colleges also have a Chaplain who can provide emotional, pastoral and spiritual support, regardless of your religion or beliefs.

Approaching Tutors or DoS's about matters of mental ill health can often be intimidating, or even just not an option if you don't feel you have a good enough or close relationship with them. In which case it might be a good idea to try talking to your JCR or MCR Welfare or Liberation Officers who run welfare initiatives in your college and can provide solidarity and more social opportunities for support.



# OTHER UNIVERSITY SUPPORT



## Disability Resource Centre

<https://www.disability.admin.cam.ac.uk/>

The Disability Resource Centre (DRC) is also a great source of emotional and practical support. It is important to remember that mental illness can be a disability, but regardless of whether you choose to self-identify as disabled, you don't have to have disclosed a disability or even have a diagnosis to access their services. They provide everything from reasonable adjustments, student support documents, guidance on assessments, study skills mentors and much more. Because of community stigma it can sometimes be difficult for people of colour to come to self-identifying as disabled, particularly when it comes to invisible disabilities like mental illness. You can feel like you're making it up or exaggerating.

## Student Advice Service (SAS)

<https://www.cambridgesu.co.uk/support/advice/>

The Student Advice Service (SAS) provides free, confidential and independent support for all Cambridge University students - including academic-related issues and mental health issues to dispute resolution and University/College regulations.

## Childcare Office

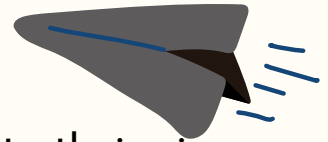
<https://www.childcare.admin.cam.ac.uk/>

We also have a Childcare Office for students and staff with children, which provide information on nurseries and support (including financial support).

## International Students Office

<https://www.internationalstudents.cam.ac.uk/>

The International Students Office provides specialist support to students who have come to study at Cambridge from outside the UK. They can't offer legal support but can offer Visa advice and support during Erasmus and guide international students through time here.



International students often have queries relating to their visa or immigration status. These could be relating to the visa application requirements, guidance sought on how a change of circumstances might have implications on their immigration status, help with extending their visa to complete a course or advice on options to switch into a work-related visa. There are a number of post-study visa options that may be available to you as an international student, including two which require University's sponsorship and/or endorsement schemes:

- **Start-up visa** - This visa is for students with a business idea they wish to develop in the UK.

<https://www.internationalstudents.cam.ac.uk/start-visa>

**Tier 4 Doctorate Extension Scheme for PhD students** - The Doctorate Extension Scheme (DES) enables Tier 4 students who complete a PhD at a UK institution to extend their visa in order to have more time to find work with a Tier 2 employer, set up as an entrepreneur or gain work experience in their field.

<https://www.internationalstudents.cam.ac.uk/immigration/work-visas-after-study/doctorate-extension-scheme>

The provision of immigration advice is regulated in the United Kingdom by the Office of the Immigration Services Commissioner (OISC) and therefore should only be provided to students by specialists.

# COMMUNITY SUPPORT

## Mental Health

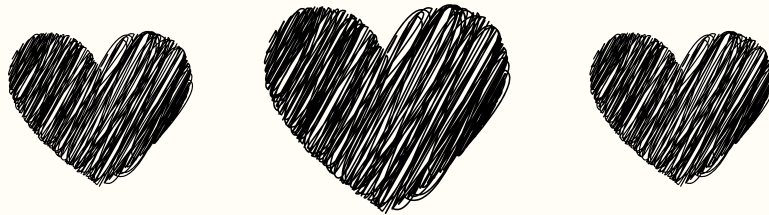
**Black, African and Asian Therapy Network** - This is the UK's largest independent organisation to specialise in working psychologically, informed by an understanding of intersectionality, with people who identify as Black, African, South Asian and Caribbean. For a list of BME therapists near you, or a list of free services they offer visit: <https://www.baatn.org.uk/>

**Cambridge Nightline** - If you need to talk to someone at night, there is Cambridge Nightline, a student-run confidential and anonymous listening line that runs from 7pm to 7am during full term time, that is independent of Cambridge University. Check their website for the best way to contact them: <https://cambridge.nightline.ac.uk/>

**Samaritans** - They're a national listening service that's available 24/7. You can call 116 123 or can contact them by email or post. <https://www.samaritans.org/how-we-can-help/contact-samaritan/> Cambridge also has a local Samaritans branch - contact details here: <https://www.samaritans.org/branches/cambridge/>

**First Response Service (FRS)** - The First Response Service (FRS) is a Cambridgeshire-wide NHS service for those experiencing a mental health crisis. If you're having a mental health crisis, you might be feeling unsafe, distressed or worried about your mental health. To access the service call 111, option 2 for advice and support. When you call you'll talk to someone who can support you and assess your needs. If necessary, they can signpost or refer you to a range of other services.

**Your GP** - GPs are usually a port of call for non-emergency health and medical support. GPs can advise you on accessing mental health services, travel, contraception, and getting repeat prescriptions. Many practices now offer telephone, face-to-face, and online consultations. There's a list of BME GPs later on in this booklet.



## Sexual Health

As students you have access to free sexual health supplies (condoms, dental dams, femidoms, pregnancy tests and lube) through your college (speak to your college welfare officer about this!).

**Lime Tree Clinic** - The Lime Tree Clinic in Cambridge provides a range of different contraceptive and sexual health services and testing for all genders and sexualities - to book an appointment call 0300 300 3030 or visit [www.icash.nhs.uk](http://www.icash.nhs.uk).

**dhiverse** - They are an inclusive, caring and non-judgemental charity providing sexual health and HIV support, education and information for all. They also offer training sessions and STI testing kits for colleges. For more information phone: 01223 508805 or email: [enquiries@dhiverse.org.uk](mailto:enquiries@dhiverse.org.uk)  
<https://www.dhiverse.org.uk/>



## Drug, Alcohol and Addiction

**FRANK - FRANK** provides a free and confidential advice service about drugs. You can call 0300 123 6600, text 82111 or email through the website. There is also advice and information on the website: [www.talktofrank.com](http://www.talktofrank.com)

**Change Grow Live Cambridge** - They can help you challenges including drugs and alcohol, housing, justice, health and wellbeing. They have a open-access approach which means you can walk into their service and get support. You can call them on 0300 555 0101 or email [cambridgeshirereferrals@cgl.org.uk](mailto:cambridgeshirereferrals@cgl.org.uk). Visit their website: <https://www.changegrowlive.org/drug-alcohol-service-cambridgeshire/cambridge>

**We are with you** - They provide free, confidential support to people experiencing issues with drugs, alcohol or mental health. <https://www.wearewithyou.org.uk/>

**Drinkaware** - Drinkaware are trying to reduce alcohol-related harm by helping people make better choices about their drinking. They provide impartial, evidence-based information, advice and practical resources <https://www.drinkaware.co.uk>

**Gamcare** - They offer a wide range of free, flexible and confidential support to those affected by gambling problems. The helpline can be contacted on 0808 8020 133, and they also operate a webchat. <https://www.gamcare.org.uk/>

## Others

**Kite Trust** - This is an LGBT+ young people's charity that aims to promote the health, well-being, and inclusion of LGBT+ young people across Cambridgeshire <https://www.thekitetrust.org.uk/>

**Citizen's Advice Bureau** - This is a network of 316 independent charities throughout the United Kingdom that give free, confidential information and advice to assist people with money, legal, consumer and other problems - [www.cambridgecab.org.uk](http://www.cambridgecab.org.uk)

**Stand Alone** - This is a charity that provides support to adults that are estranged from their family or a key family member - visit [www.standalone.org.uk](http://www.standalone.org.uk)

**Cambridge Rape Crisis** - They provide support for to women who are survivors and victims of sexual assault. They have resources both online and at their centre on Mill Road. Their helpline number is: 01223 245888, or you can email [support@cambridgerapecrisis.org.uk](mailto:support@cambridgerapecrisis.org.uk) or visit [www.cambridgerapecrisis.org.uk](http://www.cambridgerapecrisis.org.uk)

**Counselling directory** - This can help you find private counsellors. [https://www.counselling-directory.org.uk/region\\_8.html](https://www.counselling-directory.org.uk/region_8.html)

**The Mix** - They are a charity that can help signpost you to services in your area. For more information, look at: <https://www.themix.org.uk/get-support/speak-to-our-team>

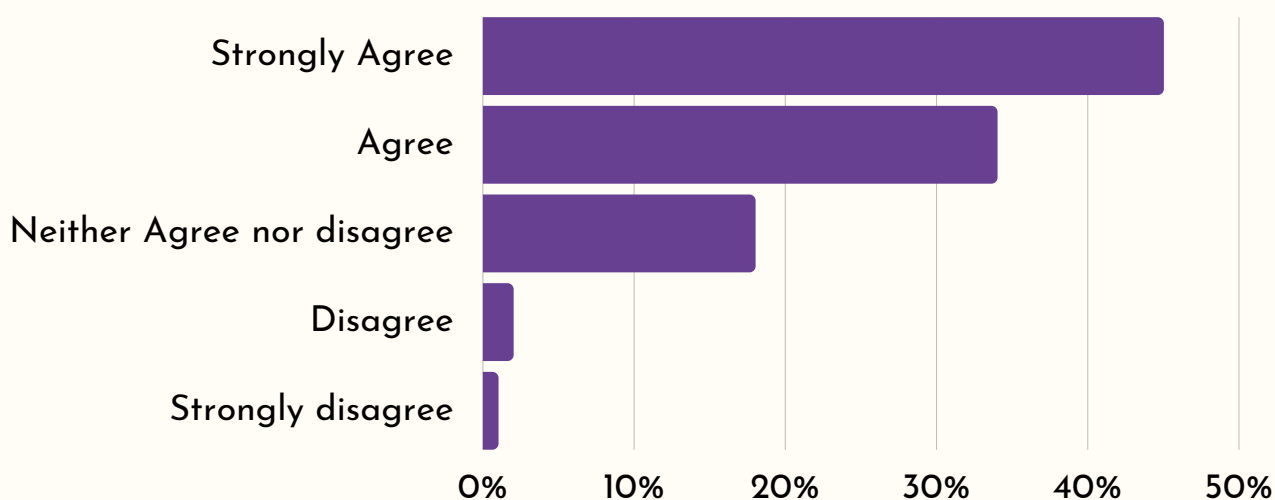
# BME COUNSELLING SCHEME

The Counselling Report for Ethnic Minority students was written by the 2017/18 Welfare and Rights Officer, Micha Frazer-Caroll. It outlines the results of a survey circulated amongst BME students and alumni from the University of Cambridge on experiences of, and attitudes to, counselling, and investigates the extent and nature of student demand for access to BME counsellors.

The survey found strong evidence that BME students felt they would benefit (agree or strongly agree) from seeing BME counsellors (79% respondents). Of the qualitative data collected, the most commonly occurring theme was a lack of in-depth understanding on the part of non-BME counsellors regarding issues of ethnicity, often resulting in difficulties in BME students opening up to non-BME counsellors (50 responses).

Now BME students can specify if they want a BME counsellor on the pre-counselling form on the University Counselling Service website.

**If seeking counselling, I would benefit from specifically being able to see a counsellor who is BME [fig 1]**



# BME GENERAL PRACTITIONERS (GP)

Medicine is political - science is not objective nor neutral. Remember that racism is a key contributor to BME mental ill-health, even though many medical practitioners may not understand that yet. Sometimes having access to a BME GP can make you feel safer and more likely to feel understood/not discriminated against. Provided here is a list of BME GP's (this may not be a complete list) in various medical practices across Cambridge:

## **Newnham Walk Surgery**

(One near Sidgwick Site, they also have a location in Boots in the city centre)

- Dr Yin Zhou

## **Trumpington Street Medical Practice**

(Their main location is opposite St Catharine's College)

- Dr Ferzana Shaida
- Dr Omar Kouzel
- Dr Michelle Luna
- Dr Yee Kiat Teo

## **Lensfield Medical Practice**

(Close to Downing and the Chemistry department)

- Dr Anthony Ng

## **Bridge Street Medical Practice**

(Near the city centre Sainsbury's)

- Dr Raj Banerjee

## **Cambridge Access Surgery**

(Near the Grafton centre)

- Dr Linda Mohammed



## Woodlands Surgery at Eden House

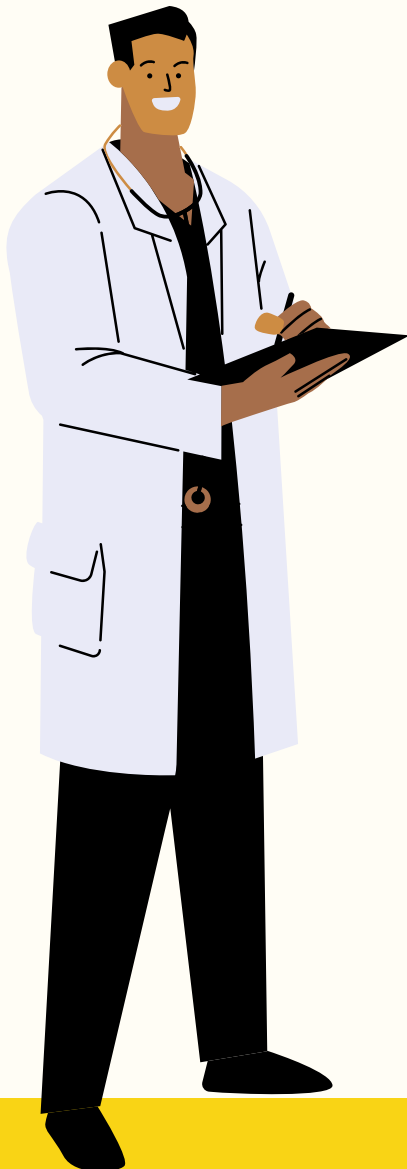
(Near the Botanic Gardens)

- Dr Veena Krishnan
- Dr Perpetua Nicholas
- Dr Nishrin Spencer
- Dr Shivani Puvirajasingham

## Red House Surgery

(Near Midsummer Common)

- Dr John Foo
- Dr Benita Dhanasekaran
- Dr Faria Khan
- Dr Sophie Ng



## Cherry Hinton and Brookfields Medical Centre

- Dr L Li
- Dr A Amijee
- Dr L Mohammed
- Dr T Bhogal

## Petersfield Medical Practice (Near Parker's Piece)

- Dr Shruti Patel
- Dr Ajay Kuma
- Dr Sadia Malik

## Arbury Road Surgery

- Dr Morooj Mohammad

## York Street Medical Practice

- Dr Lisa Lim

# TALKING TO YOUR GP

Going to your GP about health issues, especially mental health issues, can be really anxiety inducing. Here are some tips to help you get the most out of your appointment:

- Make a list of what you want to talk about. This can also be helpful if you find it difficult to talk in the appointment as you could allow your GP to read it.
- Booking a double appointment can be helpful if you want to talk about mental health difficulties.
- If you'd feel more comfortable, you could bring someone along with you.
- Write down anything that was said in the appointment that you need to remember.

For more tips and help to make a template, visit:

<https://www.docready.org/> (Doc Ready)



# FUNDS AND FINANCIAL HELP

**University Crane's Fund** - It provides financial assistance to members of the University who need treatment for physical or mental illness. An application can be made through your tutor. For more information: [www.disability.admin.cam.ac.uk/student-support/funding-your-support](http://www.disability.admin.cam.ac.uk/student-support/funding-your-support)

**Selwyn College Dawson's Fund** - If you are at Selwyn, the College has some funding available to be used to provide support for students facing serious mental health problems. The funds will usually be deployed when student needs to be seen in an emergency; when waiting lists at the UCS exceed the time in which a student's Tutor and the Senior Tutor feel it is appropriate for a student to wait; or after a student has engaged with the UCS and/or their GP and where more specialised support is needed. A case has to be made by the student's Tutor, the Chaplain or the College Nurse. For more information: [www.sel.cam.ac.uk/ughandbook/support-and-advice/stree-mental-health](http://www.sel.cam.ac.uk/ughandbook/support-and-advice/stree-mental-health)

**Clare Hall Mental Health Fund** - If you are at Clare Hall and require mental health support beyond what is offered by the University Counselling Service and College Based Counselling, you can apply for support from the College's mental health fund. This fund can be used to pay for tailored therapy by a private counsellor or psychotherapist. For more information: <https://www.clarehall.cam.ac.uk/funding-current-students>

In addition to these, you should be able to ask your college for help funding mental health care. Contact your Tutor or College Nurse for more support and advice.

# KNOW YOUR RIGHTS

Under the Equality Act 2010, there are certain characteristics that are illegal to discriminate against. These are called protected characteristics and they are:

- Age
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and Maternity
- Religion or Belief
- Sex
- Sexual orientation
- Race
- Disability



Under the Equality Act 2010, a person is disabled if they have a physical or mental impairment, and it is long-term and has a substantial effect on the person's day to day life. For example, if you have a specific learning disability, a mental health condition, physical/mobility impairments, sensory impairments, chronic/long-term illnesses or autism (this definitely isn't an inclusive list) then you may be considered to have a disability and would be protected under the Equality Act 2010 for it. More information can be found on the Disabled Students' Campaign website <https://www.disabled.cusu.cam.ac.uk/> and the Right to Participate website <https://righttoparticipate.org/>

In this section, we'll talk about race discrimination and disability discrimination, and what your rights are. For more information you could look at the Equality and Human Rights Commission website: <https://www.equalityhumanrights.com/en/equality-act/protected-characteristics> or you could contact the UCU.



# TYPES OF DISCRIMINATION

## **Direct discrimination**

This happens when someone treats you worse than another person in a similar situation because of your race or disability. For example, if BME students always get prevented from entering a college by porters but this doesn't happen for white students.

## **Indirect discrimination**

This is when a policy or way of working has a worse impact on you because of your race or disability. For example, your supervisor has a policy that you can only hand in your supervision work in person, which disadvantages those with disabilities that might limit their ability to travel.

## **Harassment**

This is when someone treats you in a way that makes you feel humiliated, offended or degraded. For example, you're repeatedly called racist slurs by other students because of your race.

## **Victimisation**

This is when you are treated badly because you have made a complaint of discrimination under the Equality Act or are supporting someone who is making a complaint.

## **Discrimination arising from disability**

While direct and indirect discrimination compare your treatment to that of a person without the protected characteristic in question, discrimination arising from disability doesn't require this comparison. This is when someone, who either knows you have a disability or should know, treats you badly, or unfavourably, because of something related to your disability. For example if you are penalised for needing regular medical appointments.

## **Duty to make adjustments (disability discrimination)**

The university has a duty to take steps to remove, reduce or prevent the obstacles you face as a disabled person, where it's reasonable to do so. This is an anticipatory duty so the university should be as proactive as possible, also you should not need to pay for these adjustments. In Cambridge, the DRC can help identify what adjustments you may need and circulate this in the form of a Student Support Document (SSD), but, even without an SSD, the university still legally has to make reasonable adjustments.

Some examples of reasonable adjustments are extended book loans, handouts before lectures. Exam access arrangements include extra time and rest breaks. The Examination Access and Mitigation Committee is where application for examination allowances are sent <https://www.student-registry.admin.cam.ac.uk/about-us/EAMC>.

There are multiple different examination allowances:

- Allowed to progress. This allowance gives the student permission to proceed to the next examination even though they have not met all the normal requirements to do so.
- Declared to have deserved honours (DDH). This can be awarded when a student was not classed or their class was agreed to be unrepresentative of their abilities.
- Ordinary BA degree (without honours)
- Allowed the examination. This credits the student with the examination even though they have not met all of the normal requirements.
- Reconsideration of an original result. This is intended for a student who has performed at the standard of a higher class in all but a relatively small part of the examination, where that small part of the examination was affected by mitigating circumstances and where this is apparent in the student's profile of results.



In addition, there are Alternative Modes of Assessment. These are considered on a case-by-case basis, so previous cases won't have any bearing on yours. These often take a long time to apply for, so it's important to start early. Some examples are:

- Replacing a written examination to be replaced with an essay or a portfolio of essays.
- A long extension of a dissertation deadline (after the examination period)
- An extended period of study (aka Double Time). This is typically a year of the course split over two.  
<https://www.disabled.cusu.cam.ac.uk/double-time/>

For more detail:

<https://www.student-registry.admin.cam.ac.uk/examinations-further-guidance-staff/colleges/examination-arrangements>

The EAMC doesn't consider applications for graduate students for which the Board of Graduate Studies is responsible (PhD, MSc, MLitt or MPhil degree etc.) so this website has information more relevant to those students. It includes information on intermission, working away from Cambridge, changing between full-time and part-time, and more.

<https://www.cambridgestudents.cam.ac.uk/your-course/postgraduate-study/your-student-status>

## **Failure to make reasonable adjustments**

It's a legal requirement to make reasonable adjustments, and so failing to do so is discrimination.

# RACIAL AND SEXUAL HARASSMENT REPORTING PROCEDURES

<https://www.race-equality.admin.cam.ac.uk/help-and-advice>

You can use university reporting procedures for both racial and sexual harassment (as well as any kind of hate crime)

## ANONYMOUS REPORTING TOOL

This informal reporting form enables any student, staff or visitor to the University to anonymously report any inappropriate behaviour of any kind from staff, students or members of the community, including any form of harassment, bullying, discrimination and sexual misconduct. Due to its anonymity, the university can't take action into your case and can't impose any disciplinary sanctions. For more information:

<https://www.studentcomplaints.admin.cam.ac.uk/anonymous-reporting>

## THE PROCEDURE FOR STUDENT HARASSMENT & SEXUAL MISCONDUCT

This is a formal reporting process that seeks to limit your possible interaction with the other student(s). The Procedure will not make any findings or decisions about whether the behaviour you describe has taken place; outcomes of the process can include a conduct agreement, which can prevent the student(s) from contacting or approaching you. You can initiate this procedure by submitting the Harassment and Sexual Misconduct Reporting Form, once submitted, you will be invited to a meeting to discuss next steps.

<https://www.studentcomplaints.admin.cam.ac.uk/harassment-sexual-misconduct/reporting-harassment-bullying-discrimination-or-sexual-misconduct>

# THE UNIVERSITY DISCIPLINARY PROCEDURE

This is a formal reporting process that you should use if you wish your complaint to be formally investigated and the possibility of sanctions being imposed on a student, you can raise a complaint under the Student Disciplinary Procedure by completing the Concern Form. The procedure involves meeting with you to understand the complaint, investigating the matter and, where appropriate, charging the student with harassment. Where a charge is made there may be a hearing of the Disciplinary Committee and you may be requested to attend to give evidence. <https://www.studentcomplaints.admin.cam.ac.uk/harassment-sexual-misconduct/reporting-harassment-bullying-discrimination-or-sexual-misconduct>

## UNIVERSITY PROCEDURE FOR REPORTING

### A MEMBER OF STAFF

There are various ways to make a complaint about staff behaviour, however the Office for Student Conduct, Complaints and Appeals (OSCCA) recommends you do it as soon as possible so the university can take action as soon as possible. There are multiple types of complaints that can be made:

**Anonymous feedback** - If you're not comfortable making a named complaint, they can email OSCCA about their concerns and they can give an anonymised report to HR or a relevant senior staff member without sharing any identifying details about the student. This reporting method will not lead to any outcomes.

**Local resolutions** - This is when you approach the staff member (or a more senior staff member). The concern will be shared with the relevant staff member and you should receive an outcome within 21 days confirming any action that has been taken. If you're not satisfied with the outcome, you can submit a formal complaint within 28 days.

**Formal complaint** - This type of complaint can be made by filling out a Formal Complaint form. Within 7 days of submitting the complaint, you should get a letter confirming the next steps, how future interactions will be limited between you and the staff member, when the staff member will be notified, the likely timeframe, and available support. This process can be a bit longer and you may be asked to attend an investigation meeting.

OSCCA email: [OSCCA@admin.cam.ac.uk](mailto:OSCCA@admin.cam.ac.uk)

For more information:

<https://www.studentcomplaints.admin.cam.ac.uk/student-complaints>

Staff complaint flowchart:

[https://www.studentcomplaints.admin.cam.ac.uk/files/flowchart\\_for\\_student\\_complaints\\_of\\_staff\\_misconduct.pdf](https://www.studentcomplaints.admin.cam.ac.uk/files/flowchart_for_student_complaints_of_staff_misconduct.pdf)

## OTHER OPTIONS

**Police** - There is also the option of going to the police. If you report a matter to the police, you can still report a matter to the University or College. The University can limit any interaction between you and the student or staff member you have reported whilst any criminal investigation is ongoing.

<https://www.cambs.police.uk/> (Cambridgeshire Constabulary).

College procedures - Many colleges have their own procedures. If your complaint is quite serious, it's probably better to go through the university complaints process.

## END EVERYDAY RACISM

<https://racismatcambridge.org/>

The project aims to develop our understanding of everyday racism with numeric, descriptive and geographic evidence, in order to build a collective case to support antiracism advocacy and social justice activism at the University and further afield. They are asking members of the University to participate by anonymously sharing their experiences of everyday racism. We want to know what, how and where racism happens, and how it impacts the lives of students and staff at the University. As this is a research project and not a formal reporting procedure, no action will be taken on the basis of the information you share.





# ACADEMIC DISCRIMINATION

If you believe you have been subject to academic discrimination, there are a range of things you can do.

## EXAMINATION REVIEW PROCEDURE

<https://www.studentcomplaints.admin.cam.ac.uk/examination-reviews>

If you have taken any University of Cambridge examination, including a PhD probationary examination and believe that:

- a procedural irregularity in the examination process has adversely impacted on your examination results; or
- demonstrable bias or the perception of bias has occurred within the examination process; or
- serious illness or other grave cause which has clearly impacted upon the examination itself and of which, for sufficient reason, the Examining Body were not aware (this only applies to certain graduate programmes); or
- the withdrawal of academic provision, which had adversely impacted on your examination results and of which the Examining Board were not aware [this ground is for students whose assessment results have been adversely affected by industrial action from 2019-20 or COVID-19).

You can request that your examination results are reviewed using the Examination Review Procedure. This procedure has two stages that depend on when you realise that an issue may

have occurred. Bear in mind that for this procedure you'll need substantial evidence to show that it isn't just a matter of "academic discretion" - you need to be able to PROVE with evidence that there was discrimination.

## **Reporting issues immediately**

If you are a student for: any undergraduate qualification, LL.M., M.C.L., M.B.A., M.Ed., M.Fin., M.B., B. Chir., Vet.M.B., Mus.B., examinations for Diplomas (except those in International Law and Legal Studies), the Postgraduate Certificate in Education, Law for European Students and Theology for Ministry and the B.Th, you can submit the Representations to Examiners form within 5 days of your examination taking place to [examreview@admin.cam.ac.uk](mailto:examreview@admin.cam.ac.uk).

## **Reporting issues following receiving results**

For any candidate studying a University of Cambridge award, submit the Examination Review form within 28 days of receiving your formal results to [examreview@admin.cam.ac.uk](mailto:examreview@admin.cam.ac.uk).

## **GENERAL COMPLAINTS**

In some cases it may be better to make a complaint using one of the procedures from the previous section. The Student Advice Service can help you decide which procedure is most appropriate.

<https://www.cambridgesu.co.uk/support/advice/>

# CASE STUDY



A black student raised a formal complaint about the behaviour of an invigilator in an exam, the invigilator had not permitted

them to go to the toilet during the examination but had let other students, who were not black, go to the toilet. The student included in the complaint that the behaviour might be racially motivated. The University investigated the complaint.

Following the investigation it was found that the invigilator had not permitted the student to go to the toilet because (unknown to the student who raised the complaint) another student was already out of the room in the toilet. When this student had returned, there had then been less than ten minutes left in the examination and the invigilator wrongly believed that students were not permitted to use the toilet in the last ten minutes of the examination.

The complaint was upheld, as there was evidence that the student had not been treated in line with University regulations.

While there was no finding that the behaviour of the invigilator had been racially motivated, during the investigation the invigilator training had been reviewed.

Therefore, as well as a remedy for the student, one of the outcomes of the complaint was a number of improvements to the invigilator training, including the addition of training on implicit/unconscious bias.

# INTERMISSION

## UNDERGRADUATE

Intermission (also known as “disregarding terms”) is a way in which students take time out from their studies, usually for medical reasons or other grave causes. The intermission process usually starts with you talking to your tutor. They are usually the one who will oversee your case, and who will make an application on your behalf to the Applications Committee. You can also speak to an advisor in the Student Advice Service if you would like to find out more about intermission and to explore your options independently of the College.



Your college will then provide information about your case to the Committee, including your supervision reports, a statement from the college, and evidence of medical circumstances or other grave cause. You will also be able to submit a personal statement to the Applications Committee if you would like. This can be especially helpful if your college does not support your application, and the Advice Service can help you with writing it.

The implications for international students with Tier 4 Visas who need to intermit require careful consideration and specialist advice. If this applies to you, please contact the International Student Team by contacting [internationalstudents@admin.cam.ac.uk](mailto:internationalstudents@admin.cam.ac.uk). There may also be fee implications if you are an international student wishing to intermit, advice on which can be provided by your Tutor.

# POSTGRADUATE

Applications for intermission when you are postgraduate can be made through your CamSIS self-service.

## Medical Intermission

<https://www.cambridgestudents.cam.ac.uk/your-course/postgraduate-study/your-student-status/medical-intermission>

A medical intermission is a complete break from study for medical reasons. The website above says that, "If you find yourself unable to study for more than two weeks due to a medical condition, you should apply for a period of medical intermission."

## Non-medical intermission

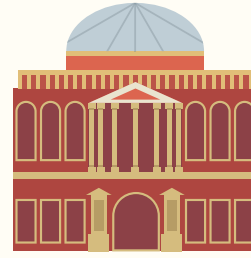
<https://www.cambridgestudents.cam.ac.uk/your-course/postgraduate-study/your-student-status/non-medical-intermission>

A non-medical intermission is an authorised break from study for such things as maternity or paternity leave, family emergencies and internships or placements.

## Working away

As a postgraduate student, you can apply (via CamSIS self-service) to work away from Cambridge. Approval to work away can take several weeks, so you should submit your application at least two months before you plan to leave and bear in mind that you can't apply to work away retrospectively. Unless you are returning home to write up your thesis or to complete corrections, you must arrange appropriate insurance to cover your period of working away and do a risk assessment.

# CHANGE COLLEGE OR COURSE, OR WITHDRAWAL



## CHANGING COURSE

If you want to change course: You should contact your Tutor or Director of Studies. The possibility of changing courses will depend on what course you are studying, what you wish to change to, your academic background and how far into your studies you are at the point you decide you want to change.

## CHANGING COLLEGE

If you want to change College (affiliation): You must contact your Senior Tutor or Tutor in the first instance. There is a dedicated process for requesting a transfer and the reasons for transferring need to be “substantial and compelling”.

Needs Raven login:

<https://www.seniortutors.admin.cam.ac.uk/university-guidance-and-procedures/changing-colleges>

## WITHDRAWING FROM THE UNIVERSITY

If you need to withdraw from the University: You must contact the College Tutor or Senior Tutor. You must advise your College if you decide to withdraw and graduate students 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 you are in receipt of a student loan. If you are an international student with Tier 4 Visas wishing to withdraw, you will need specialist advice. If this applies, you can seek support from the International Student Team by contacting [internationalstudents@admin.cam.ac.uk](mailto:internationalstudents@admin.cam.ac.uk).

# POLITICAL SELF CARE AND SETTING BOUNDARIES

## WHAT IS POLITICAL SELF CARE?

Self-care is about taking the time to check in with yourself and making sure you are doing what is best for your mental, physical and emotional health.

Self-care is a radical and political act and is a key to creating powerful activist and activist communities. Audre Lord quote "self-care is an act of political warfare" - self-care is a strategy of resistance against oppression. By centering the body as the most important object of care, self-care enacts a reorientation away from histories of brutality, ignorance, and neglect.

Self-care can often be difficult, and it's hard to think of it as something so individualistic when, as a general rule, our lives and our roles are connected and intertwined with others. That is why we have to move towards a vision of collective care.

Moving towards thinking about care as a social practice, and thinking more critically about the divisions of emotional labour in certain groups and dynamics. Recognising that care is a resource unequally distributed to different bodies due to the persistence of different intersecting axes of structural oppression and beginning to think about how we can all make sure we check in with others and pull our weight.

If care is a resource, then that means that it is something that can and must be redistributed to bodies in the world. We have a responsibility to engage in care work for others in our

communities who have been structurally deprived of care. Under capitalism, in which there is alienation and individual selfishness is encouraged, it is radical to think about care collectively.

As well as being structural it can also be something more small-scale - looking at interpersonal social networks and what we can do to take care of each other, both taking when you need it and giving back when you can.

## WHAT BURNOUT?

The work of care demands that we actively and continuously try to understand what the people around us are experiencing, adapting our strategies, modes, and attitudes of care according to structural as well as interpersonal circumstances - asking people "what is it that you specifically need?" and being careful to listen and respond accordingly, instead of congratulating yourself on your own selflessness.

"Burnout is defined, and subjectively experienced, as a state of physical, emotional and mental exhaustion caused by long term involvement in situations that are emotionally demanding. The emotional demands are often caused by a combination of very high expectations and chronic situational stressors. Burnout is accompanied by an array of symptoms including physical depletion, feelings of helplessness and hopelessness, disillusionment and the development of negative self-concept and negative attitudes towards work, people and life itself. In its extreme form, burnout represents a breaking point beyond which the ability to cope with the environment is severely hampered."

- Career Burnout - Causes and Cures, Ayala Pines and Elliott Aronson, The Free Press 1998



We can look at burnout as a warning sign - an opportunity to re-evaluate and re-prioritise, to develop more sustainable and healthy working methods. Burnout comes from working too hard, taking on too much responsibility, not scheduling enough 'down time' or being in too many situations that you find stressful.

# NO

## HOW CAN WE PRACTICE SELF-COMPASSION, SET BOUNDARIES AND AVOID BURN-OUT?

Boundaries are there to set expectations and to protect ourselves and those around us. People sometimes have a hard time saying no because they haven't taken the time to evaluate their relationships and understand their role within the relationship. When you truly understand the dynamic and your role, you won't feel as worried about the consequences of saying no.

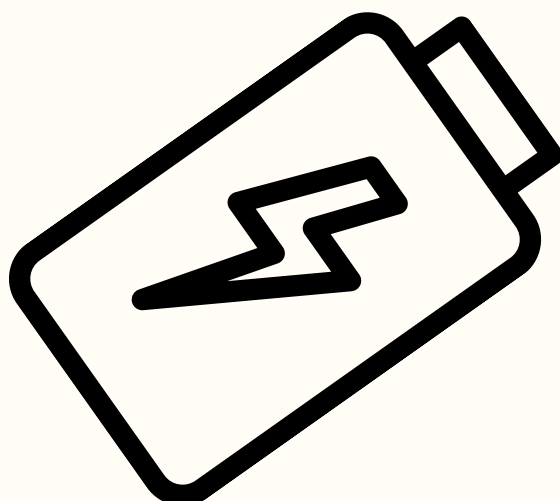
A few ways of saying no:

- Just saying "I'm sorry. I can't do this right now."
- Give yourself time by saying "Let me think about it and get back to you." This gives you a chance to review your schedule, as well as your feelings about saying "yes" to another commitment, do a cost-benefit analysis, and then get back to them with a yes or no.
- Say yes to something else - show them that you care by rearranging or making other plans

## Other ways of avoiding burn-out:

- Ensure that you take regular breaks while also combining a variety of different activities - plan some time off, before, during and after big actions or work sessions
- Aiming for a balance that is right for you and your needs
- Know your triggers - what are the situations that grind you down the most? Can you create ways of dealing with them?
- Don't feel you have to do everything or go on every action - if it doesn't feel right don't do it.
- Prioritising
- Acknowledge your own humanity: you have the right to relaxation and breaks

Learn and practise the art of letting go - face up to, accept and work through your short-comings but recognise that it is pointless and even destructive to dwell over things that have already occurred and that you can't change. Cheryl Strayed quote: "Acceptance is a small, quiet room"



# EMAILING SUPERVISORS +

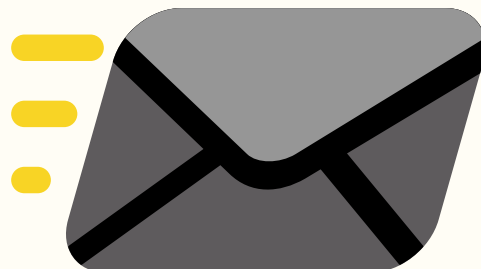
You're well within your rights to not submit an essay if you're having a hard time or feeling overwhelmed - it in no way means that you're a bad student. The amount of essays you manage to complete or hand in is not a reflection of you or your overall academic ability. You shouldn't think of it as letting your supervisor down, you should think of it as you taking the necessary steps to ensure that you're in a good condition to finish the term.

Communicating with supervisors can often be quite difficult or anxiety-inducing, below are a range of email templates that can be used. These are written by students, for students and more can be found on the Disabled Students' Campaign website: <https://www.disabled.cusu.cam.ac.uk/email-templates/>

## EMAIL TEMPLATES

### Hand-in after deadline

Dear [Supervisor],



I am/have been unwell/have been experiencing severe personal difficulties over the past few days/today/this evening so will not be able to complete the essay by the agreed deadline. I will send my essay as soon as it's completed; this may not give you enough time to mark it but hopefully it will enable us to have a productive discussion in the supervision. I apologise for the inconvenience and look forward to seeing you on [day of supervision]

.  
Best wishes,  
[You]

## Submit plan instead of essay

Dear [Supervisor],

I am/have been unwell/have been experiencing severe personal difficulties over the past few days/today/this evening so will not be able to complete a full essay by the agreed deadline. So that we can still have a productive discussion in the supervision, I have attached an essay plan to this email instead outlining my ideas. I apologise for the inconvenience and look forward to seeing you on [day of supervision].

.  
Best wishes,  
[You]



## Unable to hand in essay due to illness/stress/etc

NB - supervisors are allowed to say they won't supervise you unless you hand work in. However, this is at their discretion and often they will be happy to supervise you anyway.

Dear [Supervisor],

I am/have been unwell/have been experiencing severe personal difficulties over the past few days/today/this evening so have not been able to complete the essay by the agreed deadline. I would be very grateful if we could still go ahead with the supervision so that we can talk through my ideas and discuss the topic. I apologise for the inconvenience and look forward to seeing you on [day of supervision] if you are still happy for the supervision to go ahead.

.  
Best wishes,  
[You]

## Unable to hand in essay - need support

Dear [Supervisor],

I have been working on [topic] this week but have been having difficulty with the [concepts/reading/content] and so have not been able to complete the work on time. I think I would benefit from talking through [concepts/reading/content] in the supervision - would you be able to help me with this? I apologise for the inconvenience caused by not handing work in and look forward to seeing you on [day of supervision] if you are still happy for the supervision to go ahead.

.  
Best wishes,  
[You]



## Can't attend a supervision

Dear [Supervisor],

Unfortunately, I will be unable to attend the supervision we have scheduled for [date] because [reason: disability flaring up, I am not well/whatever detail you feel comfortable sharing]. .

Potential remedial options:

- Would it be possible to provide me with [essay/example sheet/other work] feedback via email, as it will be difficult to reschedule the supervision this term?
- Please could we reschedule this supervision? I have availability [at these times, on these weeks].
- I am unsure when I will be well enough to reschedule the supervision but will be in contact about this unless I hear otherwise.

Thank you for your understanding.

.  
Best wishes,  
[You]

## Missed supervision

Dear [Supervisor],

My sincere apologies for having missed our supervision today and for not having been able to contact you to give advance notice. Unfortunately due to [reason if you're comfortable sharing] I was unable to attend.

Potential remedial options:

- Would it be possible to provide me with [essay/example sheet/other work] feedback via email, as it will be difficult to reschedule the supervision this term?
- Please could we reschedule this supervision? I have availability [at these times, on these weeks]
- I am unsure when I will be well enough to reschedule the supervision but will be in contact about this unless I hear otherwise.

Thank you for your understanding.

.  
Best wishes,  
[You]



## General notifying of ongoing problems

Dear [Supervisor],

I'm writing to let you know that I am currently having some difficulties with [my physical health / my mental health / my health / my personal circumstances / my family circumstances]. At this stage I am not asking for any specific help, but just letting you know the situation as it is possible my work might be affected in the future and I may need to ask for [adjustments / extensions / leeway]. I will keep you updated with the situation; many thanks for your understanding.

.  
Best wishes,  
[You]

The following are written by the Cambridge ADHD support group

## Late submission

Dear [Supervisor],

Here is [my essay/an essay plan, which was the best I could do in the time/a collection of thoughts about the topic that I am having difficulty structuring]. I am very sorry it is late. I understand that you may not have time to mark it before the supervision, but I hope it will enable us to have a productive discussion. [I refer you to my Student Support Document, which should have been passed to you, and I apologise again for the inconvenience.]

.  
Best wishes,  
[You]



## Alert your supervisor to a late submission ahead of time

Dear [Supervisor],

Due to (my ADHD/issues related to disability detailed in my SSD/illness/personal difficulties) I will not be able to complete the essay by the agreed deadline. I will send my essay as soon as it's completed; this may not give you enough time to mark it but hopefully it will enable us to have a productive discussion in the supervision. I apologise for the inconvenience and look forward to seeing you on [day of supervision].

.  
Best wishes,  
[You]

# BME CULTURAL GROUPS

These are a few of the cultural groups in Cambridge but bear in mind that this list is not exhaustive.

## CAMBRIDGE SU BME CAMPAIGN

The BME Campaign is a liberation campaign which aims to cater for the specific issues and needs of black and minority ethnic students. Our definition of 'BME' is inclusive of those who are from African, Asian, Arab and Caribbean descent or of mixed ethnic backgrounds.

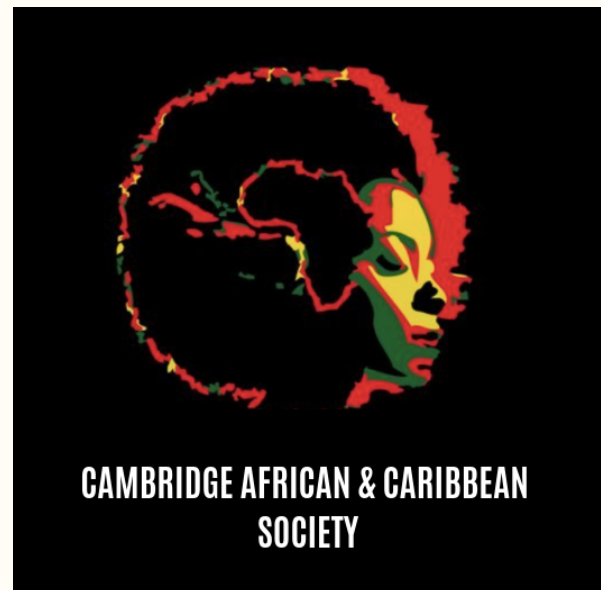


The campaign is a really fun and engaging way to be involved with social impact work and activism at Cambridge! Our work ranges from efforts to decolonise the curriculum and knowledge production at the University, to access initiatives aiming to increase the representation of BME students. We also take up a welfare role and are ready to provide any kind of support in cases of racist incidents or discomfort. Make sure you get involved in this great campaign if you care about raising awareness for racial causes, or if you just want to learn more about operating and functioning as a BME student in this institution!"



# CAMBRIDGE UNIVERSITY AFRICAN CARIBBEAN SOCIETY

The Cambridge University African Caribbean Society (ACS) is a thriving community open to all students of African and Caribbean descent, in addition to those connected to and interested in our culture. We pride ourselves on our ability to empower, educate and entertain each other and are constantly developing and growing stronger.



The welfare of our members is of the utmost importance, and in the coming months there will be a significant focus on mental health in our community, along with LGBTQ+ identity. As young black students of Cambridge, many of us are political and involved in the fight against social injustice through Access and decolonise the curriculum movements, something of which ACS is determined to reflect in our discussion events this coming year. Our community is inclusive and a safe space for all, so whether you want to partake in discussions and debates, socialise and meet new friends in a chill environment, or just bruk off ya back with other people who enjoy good music, ACS has a place for you.

# CAMBRIDGE UNIVERSITY BANGLA SOCIETY



UNIVERSITY OF  
CAMBRIDGE  
*Bangla Society*

Cambridge University Bangla Society aims to provide a community for students that have an interest in Bengali traditions, culture and history! Our aim is to represent the Bengali students in Cambridge, build a strong network of members and promote the culture and development of Bangladesh through a series of talks and social gathering.

## FLY CAMBRIDGE

FLY means Freedom. Love. You. FLY is a network and forum for women and non-binary people of colour. By people of colour, we mean BAME people (those of African, Caribbean, Middle Eastern and Asian ancestry). Fundamentally, it's a space to share your experiences, free from judgement, and meet like-minded people to socialise with and care for.

We hold meetings to provide a sanctuary away from the chaos and whiteness of Cambridge life. To follow what we're up to, check out our term card and Facebook page to see where our latest meetings will be held.



## FUSE CAMBRIDGE

FUSE is a network and forum for queer students of colour. It was set up as a safe space by queer students of colour who found the experience of navigating the white homonormativity of wider queer spaces here to be quite isolating, and wanted to create a sense of community in order to tackle this. Like FLY, we run a public page on Facebook where we share news stories and events, in addition to a secret group where people can freely share their experiences and ask for advice.



CAMBRIDGE UNIVERSITY  
PAKISTAN SOCIETY

## CAMBRIDGE UNIVERSITY PAKISTAN SOCIETY

PakSoc is your home away from home for any BME and non-BME students to come and explore Pakistani culture. From our speaker events, looking at issues facing Pakistanis both in Pakistan and in the UK, to our parties and chills, we try to create an atmosphere bridging both British and Pakistani cultures.

# CAMBRIDGE UNIVERSITY ISLAMIC SOCIETY

What does ISoc actually do?

Our ISoc is one of the largest and most diverse societies at Cambridge. We have a growing membership of over 500! In order to cater for all our students, we aim to organise a host of different activities, services and events to engage and bring together the Muslim community in Cambridge. In short, there's very little that the ISoc doesn't do!



We organise study sessions, workshops and talks by renowned scholars, guided tours, sports nights, film nights, Fosis events in collaboration, charity work, dawah, interfaith events, Quran and Dhikr circles, a whole range of entertainment, and a lot more. What's more, we hope to continuously improve on what we already offer as it's through this constant development that we are able to enjoy the dynamic society we have today. So if you have any ideas, if we've left anything out, feel free to start something up!

# LIST OF CULTURAL SOCIETITES

- African Society of Cambridge University
- Association of British and Chinese University Students
- [ABACUS]
- Black Cantabs Research Society
- Cambridge Afghan Society
- Cambridge Middle East and North African Forum
- Cambridge University South African Society
- Cambridge Taiwanese Society [CTS]
- Cambridge University African-Caribbean Society
- Cambridge University Anglo-Japanese Society
- Cambridge University Arab Society
- Cambridge University Bangla Society
- Cambridge University Bhangra Society
- Cambridge University Brazilian Society
- Cambridge University Chilean Society
- Cambridge University Chinese Cultural Society [CUCCS]
- Cambridge University Chinese Society [CUCS]
- Cambridge University Columbian Society
- Cambridge University East African Society
- Cambridge University Filipino Society
- Cambridge University Ghanaian Society [CUGhS]
- Cambridge University Hip Hop Society
- Cambridge Union Hispanic Society
- Cambridge University Hong Kong and China Affairs Society
- [CUHKCAS]
- Cambridge University Hong Kong Postgraduate Scholars Association
- [CUHKPGSA]
- Cambridge University India Society [CUIS]
- Cambridge University Kazakh Society [CUKS]

- Cambridge University Korean Society [CUKS]
- Cambridge University Kurdish Society [CUKurdSoc]
- Cambridge University Malaysia and Singapore Association [CUMSA]
- Cambridge University Malaysia Society [CUMaS]
- Cambridge University Mexican Society [CUMexSoc]
- Cambridge University Middle East Society [CUMES]
- Cambridge University Nigerian Society [CUNS]
- Cambridge University Pakistan Society [PakSoc]
- Cambridge University Palestine Society
- Cambridge University Persian Society [CUPS]
- Cambridge University Somali Society
- Cambridge University Southeast Asian Society [CUSEAS]
- Cambridge University Sri Lanka Society [CUSLSOC]
- Cambridge University Sudanese Society
- Cambridge University Tamil Society [CUTamilSoc]
- Cambridge University Telegu Society
- Cambridge University Thai Society [CUTS]
- Cambridge University Turkish Society
- Cambridge University Yemen Society [YemenSoc]
- Egyptian Society of Cambridge University [ESCU]
- Love East Asia [LEA]
- Iraqi Society
- Sakhya: Cambridge Friends of India [Sakhya]
- South African-Global Scholars Union [SA-GSU]
- The Cambridge University Vietnamese Society in Cambridge [VSC]
- University of Cambridge Venezuelan Society [CUVES]