



## Transgender Policy and Guidance

**Responsibility of:** University Secretary  
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## **Section 1: Forward and aims of the policy and guidance**

- 1 The University of West London (UWL) values diversity and is committed to creating a positive working and learning environment where all people are treated with dignity and respect. Within this inclusive culture, all staff and students should be free from discrimination, harassment or victimisation.
- 1.2 All staff and students and other visitors and stakeholders should be treated with dignity and respect in the gender in which they choose to present themselves irrespective of their legal gender.
- 1.3 No prospective or actual student or member of staff will be treated less favourably than any other, whether before, during or after their study or employment at the UWL on the grounds of gender identity or reassignment.
- 1.4 This Policy and Guidance is designed to ensure that any student or staff member is supported in the process of transitioning and that appropriate safeguards are in place to ensure their wellbeing. It is detailed to ensure that all legal, social and practical issues are considered and that staff are provided with guidance on what is required and when.

## **Section 2: Policy**

### **2. Transgender definition**

- 2.1 A transgender person is someone whose perception of their own gender identity does not conform to the gender they were assigned at birth. They may experience a profound and long-term conflict between their physical or anatomical gender and their mental gender. They might have identified with the opposite sex from an early age. Some people describe it as like being born in the wrong body. It is not connected to a person's sexual orientation. Many transgender people do not feel comfortable with the term Gender Identity Disorder, or Gender Dysphoria as they think these suggest a psychopathology which may make it more likely for others to make negative value judgments. For more detailed definitions, please refer to the Glossary in paragraph 20/

### **3. Gender Identity**

- 3.1 Gender identity is a person's perception and experience of gender and gender role. The way in which a person lives in a community and interacts with others is based on their gender identity. An individual may wish:
  - to change their physical gender through hormonal and/or surgical reconstruction;  
or
  - to live in the gender role that conforms to their gender identity.

### **4. The legal position**

- 4.1 The Equality Act 2010 includes gender reassignment as one of the 'protected characteristics' on the grounds of which people are protected against unlawful discrimination, harassment and victimisation. This applies in education, employment and the provision of goods and services and, therefore, applies to both staff and students.

- 4.2 It is not necessary for an individual to be under medical supervision, or to undertake reassignment surgery, to benefit from the legal protection which commences from the point at which they first indicate their intention to transition.
- 4.3 The University has a responsibility to protect both staff and students from harassment and bullying generally and in relation to gender reassignment. It is unlawful to discriminate against someone because they are transgender or are perceived to be transgender, whether or not the perception is accurate.
- 4.4 The Gender Recognition Act 2004 allows individuals who have undergone gender reassignment to obtain a Gender Recognition Certificate (GRC). This means that they are legally recognised for all purposes in their acquired gender.
- 4.5 It is a criminal offence under this legislation to disclose information relating to the individual's gender history obtained in an official capacity (i.e. as part of a person's work role).
- 4.6 To obtain the GRC an individual must provide evidence to satisfy the Gender Recognition Panel that they are at least 18 years of age, have or have had gender dysphoria, have fully lived in their acquired gender for at least two years, are not married or in a civil partnership and intend to live permanently in their confirmed gender. Obtaining a GRC means that a person is:
- entitled to be issued with a new birth certificate reflecting their changed gender;
  - legally recognised as belonging to their confirmed gender 'for all purposes' including under criminal law;
  - entitled to state benefits and occupational pension schemes on the basis of their acquired gender;
  - able to marry someone of a different gender, or enter into a civil partnership with someone of the same gender.
- 4.7 It is illegal to ask to see a Gender Recognition Certificate. If an individual needs to prove identity, Human Resources or the Registry should request other documents, such as a birth certificate, passport or deed poll document.

## **5. Recognition of Gender Identity**

- 5.1 Support and assistance will be given by the University to individuals who have made the decision to reassign their gender during the course of their employment or study and also for their colleagues as and when appropriate.
- 5.2 UWL will recognise the gender in which individuals choose to live their lives. Staff and students can indicate their gender as that in which they live, even where this differs from the gender recorded on their birth certificate.
- 5.3 An individual does not need to have a Gender Recognition Certificate or need to have completed any hormone or surgical treatment. Staff and students have a right to be shown respect for their new name and gender from the start.
- 5.4 An individual is not obliged to disclose their transgender status to the University. However, while it is not compulsory for staff or students to reveal their transgender status, they may not rely on the protection afforded by the legislation unless or until UWL is aware of their status.

## **6. Gender reassignment/transitioning**

6.1 Gender reassignment is a process that is undertaken under medical supervision for the purpose of reassigning a person's gender by changing physiological or other characteristics of gender, and includes any part of such a process. Gender reassignment or transition includes some or all of the following:

- cultural, legal and medical adjustments;
- telling family, friends, and/or co-workers;
- changing name and/or gender on legal documents;
- living in the acquired gender for at least two years;
- hormone therapy;
- possibly some form of chest and/or genital alteration as many, but not all, individuals will have surgery.

## **7. Gender Recognition Certificate and identity documents**

7.1 It can take several years individuals to obtain a Gender Recognition Certificate and in order to qualify they must live permanently in their new gender for at least two years. A holder of a full GRC is legally recognised in his or her acquired gender for all purposes. This means that the person in question now belongs to the opposite gender in both a legal and a social context.

7.2 When individuals receive a Gender Recognition Certificate, they have the right to request that all references to their former name and gender are removed and replaced with their current name and gender. Previous students may also ask for their degree certificate to be re-issued.

7.3 As outlined above, it is illegal to ask for the GRC. The University will require legal proof in order to change name on either the student or the HR database but this could be a passport, driving license or deed poll document.

7.4 Past students who wish to change their name on their degree certificate will also be required to provide identification documentation as outlined above.

## **8 Confidentiality**

8.1 The University will respect the confidentiality of all transgender staff and students and will not reveal information without the prior agreement of the individual. The Gender Recognition Act 2004 makes it a criminal offence to pass information of a person's transgender status to a third party without the consent of the individual concerned. It is unlawful to reveal that an individual has, or may have, applied for a GRC unless permission has been given by that person.

8.2 If an individual notifies the University in writing of their intention to transition during their employment or education, UWL will agree with them the date from which their gender is changed on all records. Individuals' files should reflect their current name and gender. Any material that needs to be kept related to the person's transgender status, such as records of absence for medical reasons, should be stored confidentially. No records should be changed without the permission of the member of staff or student concerned.

## **9 Protection against harassment and bullying**

9.1 The University recognises it is the right of every individual to choose whether to be open about their gender identity and history. Staff and students should respect those who are transgender in relation to:

- their gender identity;
- their right to work and study with dignity;
- their name and personal identity;
- their privacy and confidentiality.

9.2 To reveal an individual's transgender status without permission may amount to a form of harassment and possibly a criminal offence.

9.3 Transphobic bullying and harassment could be regarded as grounds for disciplinary action, which may include expulsion under the Student Disciplinary Regulations or dismissal under the University's Disciplinary Procedure.

## **Section 3: Guidance**

### **10 Support for staff and students transitioning**

- 10.1 This guidance has been developed to support members of the University in meeting the requirements of the University's Transgender Policy and Guidance. The policy applies to transgender students and staff, with a particular focus on those who are seeking to transition from one gender to another.
- 10.2 Staff who are beginning the process may contact their Human Resources Partner, who will in conjunction with the individual's line manager, discuss the issues set out below and work out a plan for the transition, liaising with the head of school/college or department as necessary.
- 10.3 Students who are beginning the process may seek the support of the Head or Deputy Head of Student Services who will discuss the issues set out below, work out a plan for the transition and liaise with the Course Leader. Students may, however, seek the support of their Course Leader, personal tutor or the Students' Union.

### **11 What to expect if someone plans to transition**

- 11.1 Diagnosis of gender dysphoria is carried out by a specialist and may take place over months or years. Someone may not seek diagnosis until they are profoundly distressed by the discrepancy between the way they feel inside and the gender assigned to them at birth.
- 11.2 Transitioning is a lengthy process, which may take some years. The individual is likely to have counselling and may need time away from work or study to attend assessment by a specialist medical professional. Much of the transition process is about social aspects such as name, clothes, appearance and personality rather than medical aspects.
- 11.3 If an individual wants to go through the medical gender reassignment process it is a requirement for National Health Service (NHS) treatment that they first spend a period living in their desired gender – the 'real life experience'. Often an individual chooses to take paid or unpaid leave from the workplace and return presenting as a different gender.
- 11.4 This may then be followed by hormone treatment to alter physical characteristics: physical appearance will typically start to change after six months. Some people opt to have further medical interventions, including possible genital surgery, breast removal/augmentation surgery, cosmetic surgery and laser hair removal. It is important to note that having surgery is a personal choice and is not a key criterion for the process of gender transition.
- 11.5 Since each individual's transition is different, good communication between the individual and departments is essential. It is recommended that a single point of contact is identified, to agree detailed arrangements with the individual. All plans should be flexible, and subject to revision. The checklists attached at Appendix 1 and 2 are intended to provide some prompts for things to discuss, but are not exhaustive.
- 11.6 Where a member of staff is transitioning, consideration should be given to balancing the needs of the individual against the requirements of the employing department. The University does not attempt to prescribe the amount of additional leave that may

be appropriate in each case. It is expected that individuals may take a mixture of annual leave, sickness leave (for any medical procedures) and additional leave. It is not possible to predict in advance how much time off may be needed for medical procedures and recovery.

- 11.7 Students may need periods of authorised absence or deferment from their course in order to undertake treatment. Course leaders should be flexible and the plan for transition should include consideration of how a student will complete their course.

## **12 Appropriate language**

- 12.1 The following points may be helpful for working colleagues and fellow students as informal guidelines on how to treat people transitioning:

- Listen to the person, and ask them how they want to be treated and referred to;
- it is respectful to use a person's chosen name, not their birth name;
- if a person identifies as a certain gender, whether or not they have taken hormones or had surgery, they should be referred to using the pronouns appropriate for that gender;
- it may not be appropriate to use the terms 'sex change' or 'pre-/post-operative' as these imply that the process of transition must involve some form of surgery, which may not necessarily be the case;
- it is never appropriate to put quotation marks around either the person's chosen name or the pronoun that reflects their gender identity;
- respect for people's privacy by, for example, not asking what a person's 'real' or 'birth' name is. Transgender people are often sensitive about revealing information about their past, especially if they think it might affect how they are perceived in the present.
- respect for people's boundaries and ask the person's permission before asking any personal questions.

## **13 Checklist on supporting staff and students who are transitioning**

- 13.1 The checklists attached at Appendix 1 for staff and Appendix 2 for students are intended to signal some of the main areas to be considered when an individual indicates that they intend to transition. Detailed arrangements should be agreed between the individual and department.

## **14 Practical arrangements**

### **14.1 Communicating news to other members of staff and students**

- 4.1.1 The individual should discuss with their school/department when students and staff who work with them closely should be informed about their transition, and what information should be given. Some individuals may choose to send a letter to their colleagues or fellow students, while others may want an agreed statement to come from a senior manager. Information should be pitched at a level and style appropriate to the audience, while respecting the individual's wishes including their right to medical confidentiality.

- 14.1.2 It is common for transitioning individuals to take a short time away from work or study and return in their new name and gender role. This time is often used to brief people.
- 14.1.3 When someone transitions this may challenge other members of staff and students who have a fixed idea of gender identity. They, too, may need support in dealing with the situation and may want to ask questions. While some individuals are very open about transitioning, others may want some help in dealing with other people's questions. It may be helpful to be able raise these questions to the Human Resources Partner if this relates to staff and the Head of Student Services if this relates to students.
- 14.1.4 Students who are on placement or who will be going on placement may need some support to inform the employer.

## **14.2 Friends and family**

- 14.2.1 It is not only the trans individual who is affected by their transition, but also other people who are close to them, which may include students and staff at the University. They, in their turn, may need support and understanding.
- 14.2.2 Some trans students experience a breakdown in relations with their families, causing anxiety and distress and financial hardship. 7.1% of trans students responding to the ECU survey of LGBT students reported their parents refused them financial support, while a further 9.2 % were in effect estranged from their parents but unable to prove this legally, and therefore receiving no financial support. International students may face particular challenges in discussing their transition with friends and family at home, where cultural attitudes to gender variance may be very different.
- 14.2.3 Students should be signposted to possible sources of advice and support, such as Student Services.

## **14.3 Toilet facilities**

- 14.3.1 People should be able to use gender-appropriate toilets and the University welcomes use of the toilet facilities of a student or staff member's chosen gender as soon as they start to live publicly with that gender.
- 14.3.2 Requiring someone to use a toilet designated for disabled people is not acceptable.

## **15 Name and gender identification**

### **15.1 Name and title changes**

- 15.1.1 A full Gender Recognition Certificate (GRC) gives a trans person the means to obtain a new birth certificate but other official identification and services reflective of their preferred gender can be gained without a full GRC including a passport, driving licence and the ability to change bank details.
- 15.1.2 It is illegal for University staff to ask to see a GRC. However, they may ask for a Statutory Declaration of Name Change, Deed Poll or other official identification. There can be very real cost implications in changing identity documentation and this may not be accomplished all at once especially by students and lower paid employees. The department should be flexible where possible and clear about what information is required as well as any alternatives that can be offered.

- 15.1.3 Someone who transitions may wish to adopt a variation of their legal name or use a nickname. Once they notify the department of their preferred name and title, this name should be used in all circumstances, rather than their birth name and all relevant records should be updated.
- 15.1.4 We suggest that departments remove all gender-specific titles from websites and print information, retaining only academic titles such as Dr or Professor. In the meantime individuals should be given the option of appearing without a title.
- 15.1.5 An individual may also prefer a particular pronoun: this might be he or she. Although in non-binary communities, Mx and Msc are gaining popularity, and some non-binary people prefer constructed pronouns such as 'zie' or 'ey'. The University's record systems currently allows the possibility of having no title and can support and constructed titles such as Mx and Msc.
- 15.1.6 People who are UK nationals may easily change their legal name by making a statutory declaration of name change. However, some do not choose to change their name immediately or at all. It may not be feasible for people who are not UK nationals to change their legal name.
- 15.1.7 The University endeavours to respect people in the gender in which they present, irrespective of their legal gender. When dealing with external organisations, however, (e.g. over taxes, national insurance, pensions, visas) it ought to be noted that such organisations will be dealing with legal gender and not presenting gender. This may affect the time when payroll records can be changed as HMRC and pension records can only be changed once a person has been issued with a GRC.

## **15.2 Staff name changes**

- 15.2.1 Staff name changes should include HR records, email details, University card and contact information. Where possible, information relating to a staff member's previous identity that needs to be retained, such as copies of qualification certificates, should be kept confidentially and separate from their current record.
- 15.2.2 The staff member is responsible for contacting external agencies such as the UKVI, HMRC etc to provide an update on a name change.

## **15.3 Student name changes**

- 15.3.1 Registry should be contacted to change the student's name on University records. Student name changes should include student records, email details, ID card. Where possible, information relating to a student's previous identity that needs to be retained, such as copies of qualification certificates, should be kept confidentially and separate from their current record.
- 15.3.2 The student is responsible for contacting external agencies with details of any changes to personal details. This includes Student Finance England, the Student Loans Company, the UKVI and the student's bank.

## **15.4 Photographic identification**

- 15.4.1 An individual who is transitioning should be given the opportunity to update any photographs on their University cards and on University webpages. They may wish to make several changes, as their physical appearance changes over time.

## **15.5 Degree certificates**

- 15.5.1 The name that appears on a Degree Certificate and Degree Confirmation letter will be the legal name of the individual at the time they completed the degree. Under the Gender Recognition Act 2004, the University is required to reissue a degree certificate in a new name, once a Gender Recognition Certificate has been obtained. It is not legal to request to see a GRC. The individual concerned should submit evidence of their new gender identity (such as a passport or birth certificate) to the Registry.

## **15.6 References**

- 15.6.1 References for current or former students or staff must not make reference to a person's former names or gender and must use the appropriate pronoun. If the University receives a reference for someone who has transitioned which refers to them by a previous name, this must be kept confidential.

## **16 Student admissions**

- 16.1 Staff engaged in student admissions should have awareness of transgender issues and of the profound impact of gender dysphoria. Potential applicants should be made aware of the University's support with information on the website.

## **17 Staff recruitment and selection**

- 17.1 Recruitment and selection may be problematic for transgender applicants, who may have experienced transphobia. By highlighting the University's commitment to equality and diversity, a recruiting panel can help to reassure job applicants that they will be treated fairly.

### **17.2 Shortlisting**

- 17.2.1 Good practice is to match the individual's skills against the essential and desirable criteria of the role. There may be unexplained gaps in an individual's work history while they were undergoing medical treatment for gender reassignment. Transphobia may have led to trans people leaving a previous employer, or experiencing difficulty in finding employment.

### **17.2 Interview**

- 17.2.1 Trans people may find interviews awkward, since they fear being judged on the basis of their appearance and perceived conformity to gender stereotypes.

### **17.3 References**

- 17.3.1 Look carefully for any additional instructions on contacting referees, or check with the applicant. Never assume anything other than the current name, unless told otherwise.

### **17.4 Documentation**

- 17.4.1 Prospective members of staff are asked for identity documentation such as a passport or birth certificate to check that they have a valid entitlement to work and reside in the UK, and may also be asked for evidence of qualifications.

- 17.4.2 An applicant who has begun to live in a different gender, but who has not yet obtained a GRC may need to provide documents that use their birth name. It is important that all documentation is held confidentially, and only processed by those immediately responsible for recruitment in HR.

## **18 DBS checking**

- 18.1 A procedure exists within the University for applying for Disclosure and Barring Service (DBS) checks without the completed form being seen by departmental staff, if individuals express concerns about this. This may apply to job applicants or students who need a DBS check for a work placement. Applicants who have transitioned, for example, may be concerned about 'outing' themselves if previous names are different from their present names. The individual may have a confidential discussion with the Human Resources Business Partner if a member of staff or Head of Student Services if a student. It is important to respect the individual's right to privacy.
- 18.2 The Disclosure and Barring Service has a dedicated confidential checking service for trans people; email [sensitive@dbs.gsi.gov.uk](mailto:sensitive@dbs.gsi.gov.uk)

## **19 Staff Pensions**

- 19.1 Everyone (with sufficient National Insurance Contributions) born after April 1955 now receives state pension at 65, since state pension ages have been harmonised. However women born before 1950 can claim state pension at 60, and there are phased arrangements for those born between 1950 and 1955.
- 19.2 For state pension purposes, transsexual people can only be regarded as the sex recorded at birth until they have obtained a new birth certificate under the provisions of the Gender Recognition Act 2004. Otherwise, those born prior to April 1955 can only claim state pension at the age appropriate to the gender on the original birth certificate - that is for transsexual women at age 65 and for transsexual men at 60.
- 19.3 It is the responsibility of the employer to take suitable steps to keep confidential the reason for the individual's apparently early or late retirement.
- 19.4 Most occupational schemes offer a Death in Service lump sum and a Dependent's Benefit. The individual should review their 'expression of wish' forms. Someone who has had their marriage annulled or civil partnership dissolved to receive a full GRC should review their pension arrangements.

## **20 Glossary**

**Gender dysphoria** and gender identity disorder is a medical condition when a person assigned to one gender (on the basis of their physical characteristics at birth) experiences a deep discomfort with that gender and identifies as belonging to another gender.

**Gender identity** is a person's internal perception and experience of their gender.

**Gender reassignment** refers to medical treatment to support transition

**Gender role or expression** relates to the way a person lives in society and interacts with others.

**Gender variant people** see gender as a spectrum rather than binary, and express their identity in ways that reflect this. This includes androgynous/polygender people.

**Genderqueer** is a term used for people with gender identities other than male or female, thus outside the gender binary. Genderqueer people may think of themselves as one or more of the following: both men and women (bigender, pangender); neither men nor women (genderless, agender); moving between genders (genderfluid); third gender or other-gendered; having an overlap of, or blurred lines between gender identity and sexual or romantic orientation.

**Intersex** is the term used for humans born with variation in reproductive or sexual anatomy or physiology that do not seem to fit typical definitions of female or male. Sometimes this is apparent at birth. In the past the medical profession would assign a baby to a gender, and might perform surgery so that the child would conform to a more typical male or female appearance. Often this caused problems later in life, when there was a difference between the gender assigned at birth and 19 that with which the individual identified. Nowadays the advice is to wait until an informed choice can be made.

There are a number of sex chromosomal variations which may not produce any anatomical variation and may not be detected until puberty, or later in life. This includes medical conditions such as Turner's Syndrome, Klinefelter's Syndrome (XXY syndrome), and mosaicisms where half of a person's cells have one form of sex chromosomes and the other half another (eg XX/XY mosaicism).

**Legal gender** is defined by a person's birth certificate. People who obtain a Gender Recognition Certificate under the Gender Recognition Act 2004 can now apply for a revised birth certificate in their acquired gender.

**Sex** refers to biological and physiological characteristics. In Britain the terms male and female are used on birth certificates to denote the sex of children.

**Transgender** is an umbrella term for people whose gender identity and/or gender expression differs from the sex they were assigned at birth. This includes, but is not limited to, transsexual people who feel a consistent and overwhelming desire to transition to their preferred gender. It also includes those who are gender variant or intersex.

**Transphobia** refers to discrimination, harassment and bullying or hate crime experienced by trans people on the grounds of their gender expression.

**Transsexual** is used to refer to someone who has gender dysphoria and intends to undergo, is undergoing or has undergone a process of gender reassignment to live permanently in their confirmed gender. Some people who have transitioned describe themselves as a trans man (female to male transition) or trans woman (male to female transition). Others prefer 'person with a transsexual history). In most situations within the university, gender is irrelevant.

**Transvestite or cross-dresser** is used for someone who dresses in clothing typically worn by another gender. Generally, people who are transvestites do not wish to alter their body or live permanently in a different gender, although for people experiencing gender dysphoria it can be a way of exploring gender identity.

## Section 4: Further resources

- The Beaumont Society is a support network for the trans community. <http://www.beaumontsociety.org.uk/>
- Broken Rainbow is a national organisation offering support to lesbian, gay, bisexual and trans victims and survivors of domestic violence and abuse. <http://www.broken-rainbow.org.uk/> Tel.08452 604460
- Depend is an organisation offering free non-judgemental advice and support to family and friends of trans people in the UK <http://www.depend.org.uk/>
- The Gender Trust is a support and information centre for trans people and their families. It is also provides advice for employers and others who encounter gender reassignment in their work. <http://gendertrust.org.uk/>
- The Gender Identity Research and Education Society (GIRES) initiates and promotes research into gender identity. <http://www.gires.org.uk/>
- Gendered Intelligence offers a free mentoring service for Trans students and those questioning their gender identity
- <http://genderedintelligence.tumblr.com/post/26357414756/gendered-intelligence-mentoring-service-free-support>
- Mermaids is a support group for gender variant children, teenagers and their families. <http://www.mermaidsuk.org.uk/>
- Press for Change is a major support and lobbying organisation for UK trans people. <http://www.pfc.org.uk/>
- Queer Youth Network is a national voluntary group for lesbian, gay, bisexual and trans young people [www.queeryouth.org](http://www.queeryouth.org)
- T-house is the first Black Trans organisation in the UK, addressing gender and cultural identity. <http://www.t-house.me>
- Trans Media Watch gives guidance for trans people when dealing with the media. <http://www.transmediawatch.org/>
- The UK Intersex Association (UKIA) campaigns and supports intersexed people. <http://www.ukia.co.uk/>

### 21.1 Print and video resources

- Equality Challenge Unit. (2010). Trans students and staff in higher education: revised guidance
- <http://www.ecu.ac.uk/publications/files/lgbt-staff-and-students-in-he-report.pdf/view>
- Government Equalities Office (2011). Headline findings from our trans online survey.
- <http://www.homeoffice.gov.uk/publications/equalities/lgbt-equality-publications/transgender-survey?view=Binary>
- The Equality Challenge Unit has a personal account from a postdoctoral research assistant at University College London of how she chose to carry out her transition. <http://www.ecu.ac.uk/inclusive-practice/supporting-trans-staff-and-students-rachels-story>

## Checklist for staff

<b>Checklist for supporting members of staff who are transitioning (Line Managers are advised to speak to your Human Resources Partner in progressing employee support, including a plan to support employee transition)</b>	
<b>1. Main contact</b>	
Identify a single point of contact to support the individual and agree an action plan.	
<b>2. Timetable</b>	
What is the likely timetable for transition? e.g. Dates for name change Use of facilities (toilets, changing rooms) Change of records	
<b>3. Name</b>	
<b>What identification needs to be changed and when?</b>	
e.g. Staff ID card HR database, payroll, pensions website	
<b>What documents and records need to be changed and when?</b>	
e.g. University records Department records Contact relevant funding bodies Professional bodies Trade Union membership Payroll (and banking details) Pension scheme	
<b>4. Process</b>	
Is the individual taking any extended time off? Is additional leave needed?	
Is time off needed for medical appointments?	
How can ongoing non-medical procedures be accommodated? e.g. Appointments for other issues and whether there is a need to accommodate flexible working?	
Is the individual having any planned surgery? Staff may revert to the University's Sickness Management Procedure and speak to their Line Manager / HR Partner where additional time off may be required.	
What arrangements have been made to ensure the individual is able to return to work? The Line Manager in discussion with the member of staff, may refer to Occupational Health on what other support may be required to support return to work. A risk assessment will be progressed accordingly.	
Are any temporary adjustments needed to duties following surgery? e.g. avoiding heavy lifting. Individuals may experience fatigue or mood fluctuations.	
Are any permanent changes to duties needed following medical treatment?	

Are there any risks to the individual e.g. in relation to third parties or media intrusion, and how will they be handled?	
Has workload during transition been discussed with the manager? Flexibility may need to be considered for example, if there are unexpected side effects or surgical complications.	
<b>5. Support for the individual</b>	
Has the individual discussed their requirements with their GP, for example receiving gender identity counselling through a specialist? The Employee Assistance Programme (EAP) will be available and staff are encouraged to contact EAP as follows, freephone helpline 0800 980 6380 or online at <a href="http://www.ppconlineinfo.com">www.ppconlineinfo.com</a> .	
<b>6. Communication</b>	
How will colleagues and students in the department be informed? Can a statement be agreed? This will be discussed with the individual and their views incorporated sensitively and accordingly.	
How and when will external contacts be informed? This will be discussed with the individual in relation to stakeholder contacts.	
Is there a need for communicating and training for those in the individuals department to raise awareness?	

## Checklist for students

## Appendix 2

<b>Checklist on supporting students who are transitioning</b>	
<b>1. Main contact</b>	
Identify a single point of contact to support the individual, agree an action plan and coordinate arrangements between departments of the University.	
<b>2. Timetable</b>	
What is likely timetable for transition? e.g. Dates for name change	
Use of facilities (toilets, changing rooms) Change of records	
<b>3. Name</b>	
<b>What identification needs to be changed?</b>	
e.g. University ID card	
<b>What documents and records need to be changed?</b>	
e.g. Admissions records Department records Student Finance England Club and society membership Students' Union membership	
<b>4. Process</b>	
Is the student taking any extended time off? Does the student want to continue their current programme of study, defer for a set time, or come to some other arrangement?	
Is time off needed for medical appointments ?	
How can ongoing non-medical procedures be accommodated?	
Is the individual having any planned surgery? Recovery may take between one and twelve weeks, depending on the surgery, and any complications, and several surgeries may be needed.	
What adjustments can be made to minimise the impact on a student's learning? e.g. Extensions to deadlines, resits.	
Are any temporary adjustments needed following surgery?	
Are any adjustments needed to work placements? Does the student need support to inform the placement?	
Are any permanent changes needed following medical treatment?	
Are there any risks to the individual e.g. in relation to third parties or media intrusion, and how will they be handled?	
Are extensions to deadlines needed if students need time out to attend medical appointments, or if they are experiencing side effects from medication or complications following surgery?	
Are any arrangements needed in relation to social activities such as competitive sports where teams and changing facilities are based on gender?	

<b>5. Support for the individual</b>	
Is the student aware that there is support from the student LGBT group?	
Is the student aware that externally the voluntary organisation Gendered Intelligence offers free mentoring to trans students and those interested in exploring their gender identity?	
Student Services may be able to offer a student short-term support in thinking about any issues in relation to being a trans member of this University.	
Is the individual receiving gender identity counselling through a specialist clinic?	
<b>6. Communication</b>	
How will staff and students in department be informed? Can a statement be agreed?	
How and when will external contacts e.g. placement providers be informed?	
Is there a training need?	