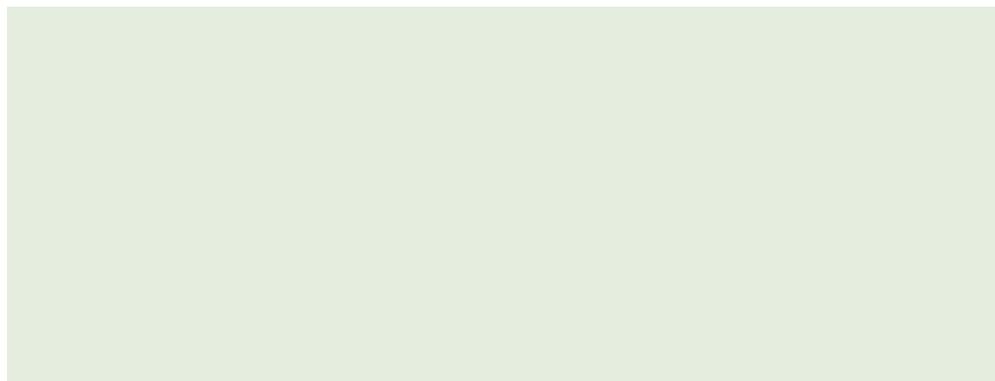
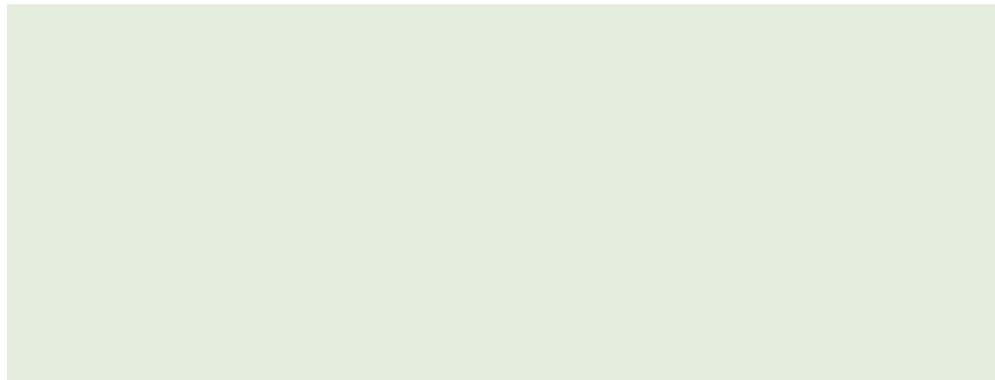


Checklist: Supporting a trans staff member or student



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A quick guide for ensuring appropriate practical support is in place for trans staff and students prior to, during or following their transition.

This list is not exhaustive, and please refer to ECU's *Trans staff and students in higher education and colleges: improving experiences* for more information.

www.ecu.ac.uk/publications/trans-staff-and-students-in-he-and-colleges-improving-experiences

Email and user names

- = Which email accounts and user names will need to be changed and when?
- = If the staff member or student has a fluid gender identity, will separate email accounts need to be created or is it possible to link the two?

Identification

- = Which identification cards/name badges will need to be changed and when?
- = If the staff member or student has a fluid gender identity, will they need more than one of these types of identification?

Examples of identification

- = University or college ID card
- = Library card
- = Students' union or association card
- = National Union of Students card
- = Club and society cards
- = Volunteer/mentor ID badges
- = Trades union membership badge
- = Professional/learned body membership cards
- = Fitness centre/gym membership card
- = Accommodation access card
- = Catering/food meal card
- = Placement ID cards
- = Course representative card

- Records and documents**
- = Which documents and records need to be replaced or altered and when?
 - = If the staff member or student has a fluid gender identity, will they need more than one of these types of identification?

- Examples of records**
- = E-portfolio/record of achievements
 - = Academic biographies
 - = Photographs
 - = All student/staff records and databases, enrolment forms, finance records
 - = Course, programme and module lists
 - = Personal tutor records
 - = Welfare/disability/counselling records
 - = Volunteering and mentoring records
 - = Course representative posters and contact details
 - = Committee minutes and records, for example, boards of study or academic boards

Note: You may not be able to amend historical minutes. Consider officially noting someone's transition during minuted proceedings if appropriate. Alternatively, consider thanking the existing committee member for their services and welcome them as a new committee member under their new name.

- = Certificates, for example, council tax exemption, training attendance, degree
- = Club and society membership records
- = Payroll (and banking details)
- = Pension, death in service and dependents' benefits
- = Insurance policies
- = Funders

Informing others

- = Who needs to be informed?
- = How and when should they be informed?

Examples of who may need to be informed

- = Programme teams
- = Students and colleagues
- = Support departments (finance, student records, accommodation, etc)
- = Work placement providers, volunteer placements
- = Committee secretaries
- = Club and society members

Processes to support medical transition

- = If the student/staff member is, or will be, undergoing surgery, do they know when this will be?
- = If the student/staff member requires time off for surgery and recovery, what processes/support/adjustments are needed to ensure:
 - they remain on their programme of study/in employment
 - or can return when they have recovered
- = Are there any professional or attendance requirements that may be affected by the person's absence for medical assistance?
- = Consider how students will be supported to ensure they can complete their programme of study on time

Training

- = Will there be a need to arrange any training for managers, colleagues or fellow students?
- = Who should be trained?

Examples of who may need training

- = Facilities staff
- = Cleaners
- = Catering staff
- = Academic staff

- = Student services staff
- = Students in the same tutorial groups
- = Who will deliver this training?

For example:

- In-house equality and diversity team
 - Trans organisation
 - Consultants
- = Do trans staff and students want to be involved?
 - = What will the training cover?
 - = Will the trans student/staff member want to be involved to share their experience and expectations?

Occupational requirements

- = Are there any occupational requirements during the student's programme of study or staff member's work?
- = Some roles may be more likely than others to include occupational requirements, such as roles within counselling, social care, NHS, charities, schools.
- = Are there any occupational requirements for volunteer placements or work-based learning?
- = Some roles may be more likely than others to include occupational requirements, such as roles within women's refuges, rape crisis centres.

Ceremonies

During awards ceremonies, what name will be used if a person has not formally changed their name or informed their family of their trans identity?

Consider:

- = on the certificate
- = in ceremony or awarding programmes
- = when read out

Discrimination

- = Are there clear guidelines and processes to deal with discrimination because of a person's gender identity or because they are perceived to be trans, victimisation or harassment of a trans student or member of staff?
- = Are there clear processes to deal with discrimination on work placements?
- = How are students and members of staff made aware of these processes?
- = How are colleagues, other students, and work placement providers and contractors made aware of their responsibilities?