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| Version number: | 2.0 |  |
| Policy owner: | Director of Students, Support and Information Services and Chief Human Resources Officer |
| Effective date: | 01/07/2022 |
| Review date: | 30/06/2025 |

GUIDANCE FOR SUPPORTING TRANSGENDER AND GENDER NON-CONFORMING STUDENTS

#### Introduction

##### The following guidance has been put together to be read in conjunction with the *Policy for Supporting Transgender and Gender Non-conforming Individuals*, which is listed on the [Academic, Admissions and Student Support Policies page](https://www.chi.ac.uk/about-us/policies-and-statements/academic-and-student-support/) and the [Employment Policies page](https://www.chi.ac.uk/about-us/policies-and-statements/employment/). Please note there is a parallel document, *[Guidance for Supporting Transgender and Gender Non-conforming Staff](https://www.chi.ac.uk/about-us/policies-and-statements/employment/)*.

##### The primary recipient of notifications from students wishing to transition is the Director of Students, Support and Information Services. At the time of reissuance of this policy this is Dave Corcoran, d.corcoran@chi.ac.uk, 01243 816459.

#### Disclosure

##### No student is under any obligation to disclose that they wish to take, or have taken steps, to express themselves in a gender different to their sex at birth. However, they are encouraged to notify the University as soon as possible if they would like their new gender identity to be recognised on University systems, to ensure that the most appropriate support and advice is made available. Such notification may be made at any point of application, registration or during their programme of study or research. In the first instance, the notification can be communicated to the University via the Academic Advisor/Personal Tutor and/or the Student Support and Wellbeing team.

##### Making the University aware of their gender, gender identity or expression at an early stage will enable discussions, arrangements and support to be put in place if required.

#### Informing the University and the response

##### Students or pre-entry students wishing to transition are asked to notify the University of their intent to transition formally, in writing, i.e. by letter or email. The primary recipient of this communication should be the Director of Students, Support and Information Services, or another preferred member of staff, who should organise a meeting with the student and offer reassurances that the University will support them during their transition. As not all trans people will be under medical supervision, it is not recommended that a doctor’s letter be asked for as evidence of intent to transition.

##### At the meeting, the student should be informed about the support available within the University and they should be asked to let the University know of any dates that have been set with regard to commencement of real-life experience change or dates of any medical appointments, if applicable.

#### Providing support to individuals during transition

##### The way each student may transition will vary depending on a range of factors, including whether a person chooses to socially transition but not undergo any medical treatment, opt for medical procedures, or alter their gender expression without undertaking any other steps of transition. The University recognises that all journeys are valid and all students will be supported.

##### The most important consideration is ensuring that all students can express gender identity preferences in the most comfortable way.

##### The student is encouraged to discuss transition with a Personal Tutor or Academic Advisor and/or the Student Support and Wellbeing team if they would like support, but there is no onus to do so. A very important part of this meeting will be to determine how to support the student and who will liaise with other University staff as required with the student’s written consent. Detailed arrangements should be agreed in the form of a support plan (see [Appendix C](#_Appendix_C:_Support)); it should be noted that this may entail a gradual and incremental process, with regular reviews and revisions. It will be led by the student and will be confidential.

##### The support plan should include timescales to ensure appropriate steps are taken during the student’s transition. The plan should be confidential, and discussion should take place to agree where copies should be kept and who should have access. For example, the student may wish to own the support plan with a copy being held by the Director of Students, Support and Information Services, but any changes requested by the student to academic records, for example, change to name status, on the University’s central student data base, would only be actioned by Academic Registry. These would then be viewable on ChiView (portal) by relevant staff e.g. academic programme.

##### The support plan will outline the main steps for Personal Tutors or Academic Advisors to take into consideration when supporting a student. The items detailed are not intended to be exhaustive examples and can be added to in order to reflect the student’s circumstances as required. Any actions should have a named person responsible for them and a timeline for completion as appropriate.

##### The student and the University will use the support plan to ascertain in advance any necessary arrangements for time off from study and when changes to records are likely to be required. The plan and timescales will need to be reviewed periodically with the student concerned.

##### The support plan referred to above will be retained securely by the Director of Students, Support and Information Services for the duration of the student lifecycle to ensure optimum support for the student, after which it will be securely deleted. The details will not be shared without the student’s explicit, written consent.

##### The support plan and other arrangements should be monitored and reviewed regularly. Key review points are likely to include any time of significant change (whether personal, academic, or placement-related) but this does not preclude review and revision at any other time.

#### Change of name and other details

##### The University recognises that names, titles and pronouns are integral to self-identity and should be respected. An individual may wish to change their name for various reasons, including marriage, divorce, transitioning or for reasons of personal safety (for example, witness protection).

##### UK law does not require any specific process for a change of name (deed poll). For University purposes, provided you have indicated the changes you require, from and to, included your student number and send this from your University of Chichester email account (or submit same in writing), this will normally be sufficient, however, specific guidance on how to do this, is set out below for students and staff respectively.

##### The Change of Name and related details (including title and pronouns) entry in the online Student Handbook: <https://ipps.chi.ac.uk/services/handbooks/student/studenthandbook.cfm> sets out what students need to do.  If students also wish to update their photo the process is also explained in this entry, including obtaining an updated campus ID card.

##### Students can also update their title and pronouns themselves via their ChiView account using self-service functionality. Any updates made will trigger an email to the relevant academic area for them to disseminate as appropriate. This information will also filter through to all relevant reporting on ChiView, which will assist staff in ensuring they use correct information. To note, students can also change their informal “known-as” name via their ChiView account.

##### To meet statutory reporting purposes there is a requirement that, as part of the registration task, each student is asked to declare their sex, and gender identity.  No record will be changed without the permission of the student concerned.

##### After 2 years of living in their chosen gender, whether or not they have undergone surgery, the student can apply for a Gender Recognition Certificate should they wish to. For more information, see <https://www.gov.uk/apply-gender-recognition-certificate>.

##### Qualification and degree certificates are regulated documents and in exceptional circumstances such as gender transitioning, certificates can be re-issued. Before new certificates can be issued in a different name, you will need to return your original certificate together with an accompanying letter (with your current address) detailing your request, including the reason, together with, a copy of ID, for example an in-date UK Driver’s Licence or Passport, so that the University can verify and action accordingly. All such requests should be directed to Student Records (Academic Registry), via sturecords@chi.ac.uk.

##### International students entering the UK under the UKVI Student Route and who are in the UK for a relatively short term may wish to use a preferred name and gender within the University but make no changes to their documentation from their own country. For more information on gender recognition, see <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974817/Gender_recognition_V8.pdf>.

##### A student may not choose to identify as male or female, or may have a fluid gender identity, either during transition or permanently. For such individuals, the field for gender offers the non-specified/other options in the student or employment record. This field is access-protected.

##### A student who is on placement or who will be preparing to take up a placement, may need some support in informing the placement employer and colleagues, and to secure support and/or training for anyone involved in line with our policies.

##### In the early stages of transition, a trans person may not permanently present in their preferred gender as they may not feel able to do so until, for example, hormone therapy starts to alter their body. It can take several years to transition and during this time the trans person may experience extensive physical changes. The full transition will not be instantaneous, so it may be necessary to update photographic identification throughout this period. In some cases, the person may require identification in their former self as well as their new gender. (See [Appendix C](#_Appendix_C:_Support) for examples of identification to consider when action planning.)

#### Informing relevant departments

##### Every case is unique and it should be determined on an individual basis whether to inform relevant departments and when. For guidance on who the individual may wish to inform, see [Appendix C](#_Appendix_C:_Support).

##### It should be determined if the individual is intending to undergo gender reassignment surgery and when this will be. If the individual requires time off for surgery and recovery, the process, support and adjustments needed should be discussed to ensure the student remains on their programme of study, or can return when they have recovered. Intermission may be an option.

##### The law recognises that someone under medical supervision who is transitioning may require substantial periods of time off study or work to undergo medical procedures. A trans person under medical supervision who has time off study or work relating to their transition has the right to be treated in the same way as someone who is absent for reasons of sickness or injury. Staff should also be aware that the possible side-effects of medication may adversely affect performance, and the individual concerned may need reduced hours or duties for a temporary period when they return following surgery.

#### Communication with staff and students during transition

##### As part of the support plan, the student should consider when or whether to inform peers and appropriate staff about any point of transition, and what information should be given. 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.

##### A transitioning individual may decide to take a short time away from study, then return using a new name and expressing their gender in a new way. This period may be offered as an opportunity to brief people about the change. It remains, it must be stressed, up to the individual to decide the timing of any communication.

##### When someone transitions this may challenge students and staff who have a fixed idea of gender identity. Support, education and training in adjusting to the situation will be offered at both an individual and University-wide basis as appropriate. While some individuals are very open about their gender identity or expression, they should not need to answer any intrusive questions if they do not wish. Others may want some help in dealing with other people’s questions. It may be helpful to be able raise these questions with the Student Support and Wellbeing team or the Human Resources team for expert knowledge.

#### Practical issues

##### The following considerations are listed in alphabetical order:

##### **Accommodation**

##### When a student applies for accommodation and advises that they are transitioning, or intend to transition once at the University, they will be housed in a mix gender flat. The point at which they will begin to live day-to-day in their affirmed gender would be established and they can complete a transfer request, if required, once the transition has taken place.

##### Whilst the University does not have specifically single sex accommodation it is possible the student may find themselves in a single sex flat and therefore may require reasonable adjustment. Where accommodation is provided privately, the University will endeavour to facilitate the providers to support transitioning students.

##### **Confidentiality**

##### Confidentiality is crucial. The University respects the confidentiality of each of its students, and will not reveal sensitive information about trans status without the prior agreement of the individual. In specified circumstances, the Gender Recognition Act prohibits disclosure of the fact that someone has applied for a gender recognition certificate (GRC), or disclosure of someone’s gender before the acquisition of a GRC. Such disclosure constitutes a criminal offence liable to a fine.

##### **Forms and Questionnaires**

##### When designing forms or questionnaires, bear in mind that some people prefer a further option in addition to ‘male’ or ‘female’. An option ‘prefer not to disclose’ is helpful. It should also be made clear on forms requesting this information what the intended use is, as this may affect how some trans people respond.

##### **Genuine Occupational Requirement**

##### Consideration should also be made to any Genuine Occupational Requirement (GOR – see [Appendix A for Glossary of Terms](#_Appendix_A:_Glossary)) requirements during the student’s programme of study, volunteer placements or work-based study.

##### **Current students**

##### The University will support any student who wants to be announced in a way which is different from their full legal name and can do this by filling in an alternative ‘Graduand Name’ via an online form, there is no need to talk to anyone about the reasons for this. The Graduand Name is the name which is read out at the ceremony.

##### The University will issue the degree certificate in the current legal name but will issue a new certificate once legal notification of the name change, such as a copy of Deed Poll “Statutory Declaration of Change of Name”, passport or photo driving licence, has been received.

##### **Records and Data Protection**

##### The University recognises that names, titles and pronouns are integral to self-identity and should be respected, and it is very important to ensure that University records are up-to-date. No University records should be changed without the permission of the individual concerned. An individual may wish to change their name for various reasons, including marriage, divorce, transitioning or for reasons of personal safety (for example, witness protection). The University has an established process, which enables students to change their name, title and pronouns, via the student portal (ChiView), the full details of which can be found here: <https://ipps.chi.ac.uk/services/handbooks/student/ContentDetails.cfm?Subject=CHANGE%20OF%20NAME%20AND%20RELATED%20DETAILS>. This ensures that the University’s student records database is updated.

##### If an individual gives notification of their intent to transition during their education, the University will, in supportive dialogue with them, establish the date from which their gender should be changed on the central University student records system.

##### Any information that the individual has consented to provide, which relates to their trans status, e.g. records of absence for medical assistance, and which the University needs to retain (in line with agreed retention schedules), must be stored securely and only be accessible by designated staff who need such access in order to support the individual concerned.

##### When a trans person receives a GRC, they have the right to request that all references to their former name and gender are removed from old records to ensure their former identity is not revealed. All records, whether electronic or hard copy must be located and replaced with updated information.  For example, if the person has changed their name, their original offer letter will need to be replaced with an offer letter in their new name. Nothing should remain on record that would disclose to a third party that a change has occurred.

##### All records (whether hard copy or electronic files, emails and database records) will be processed in accordance with data protection legislation and the University’s Privacy Standard. See the University’s Data Protection webpages for further information: <https://www.chi.ac.uk/about-us/policies-and-statements/data-protection>.

##### **Students’ Union Clubs and Societies and University Sports Centre**

##### The Gender Recognition Act recognises that, in certain circumstances, it may be appropriate to restrict trans people from participating in competitive sports in their affirmed gender. This is to ensure fair competition and the safety of other competitors as well as the trans person, however the Act makes it clear that a trans person should be given the same access to sports clubs as a non-trans person. In addition, single-sex clubs should admit trans members, provided they can show identification in the appropriate gender.

##### **Washroom Facilities**

##### A trans person should have access to ‘men only’ and ‘women only’ areas – such as changing rooms and toilets – according to their gender. This may mean that a person changes the facilities they use at the point when they start to live in their affirmed gender. In some situations, it may be helpful to explain the situation to other students or members of staff who use the facilities; however, this should only be done following full consultation with the trans person, and if the trans person concerned wants this conversation to take place. It is not acceptable to restrict a trans person to using disabled toilets or other unisex facilities.

#### Protection from discrimination, harassment and victimisation

##### The University seeks to advance gender identity equality and will provide a supportive environment for anyone who wishes their trans status to be known. It is the right of the individual to choose whether they wish to be open about their gender identity, trans status or trans history. To ‘out’ someone without their permission is a form of harassment and, in a number of contexts may amount to a criminal offence. We take incidences of transphobia, gender identity discrimination or harassment very seriously and will take action against such incidences under the relevant student and staff complaint and disciplinary policies.

##### Bullying, harassment and discrimination are unlawful and will not be tolerated. Our policies protect the rights of trans people to dignity at work and in their studies. Transphobic bullying and harassment could be regarded as grounds for disciplinary action under [Addressing Bullying and Harassment of Students](https://www.chi.ac.uk/about-us/policies-and-statements/academic-and-student-support/), and may include expulsion or termination under [Academic Regulations](https://www.chi.ac.uk/about-us/policies-and-statements/academic-and-student-support/). Some indicative examples of unlawful direct discrimination include:

* refusing to support a student or member of staff who is trans
* verbally or physically threatening a trans person, being transphobic, or spreading malicious gossip
* refusing to associate with or ignoring someone because they are a trans person
* refusing to address the person in their affirmed gender or to use their new name
* sexual harassment of a trans person
* revealing the trans status of a person to others, either by disclosing information to individuals or groups, in other words, ‘outing’ someone, which is a criminal offence
* passing judgment on how convincing a trans person is in their affirmed gender
* refusing to acknowledge the rights of a trans person and failing to acknowledge that a transition has occurred
* transphobic propaganda, in the form of written materials, graffiti, music or speeches.

##### Any student who experiences transphobic abuse, harassment or bullying is encouraged to seek support from the Student Support and Wellbeing team and also has the option to report the incident either through the Report & Support Portal or through the Security team. They can also make a complaint via the [Student Complaints Procedure](https://www.chi.ac.uk/about-us/policies-and-statements/academic-and-student-support/). The University takes any form of abuse, harassment or bullying very seriously and any complainant would be supported throughout the complaints process.

#### Trans Awareness training and allyship

##### Training for fellow students is highly recommended. Students are encouraged to raise issues and concerns. It is of paramount importance that members of the community know what is expected of them.

##### The University will aim to co-create any training materials with trans students and members of staff in order to embed their first-hand experience and knowledge.

##### Please see section 4 on how to support transgender and gender non-conforming individuals in the [Policy for Supporting Transgender and Gender Non-conforming Individuals](https://www.chi.ac.uk/about-us/policies-and-statements/academic-and-student-support/).

#### Complaints

##### Transphobic abuse, harassment or bullying (for example name calling/derogatory jokes, unacceptable or unwanted behaviour, intrusive questions) will be dealt with under the ‘Policy for Addressing Bullying and Harassment of Students’ and the ‘Procedures for Disciplinary Action against Students (Appendix 3 of the Academic Regulations)’. To “out” someone without their permission is a form of harassment and, depending on the severity, a criminal offence. The aim of the aforementioned policy and procedures is to promote a working and learning environment in which harassment and bullying are known to be unacceptable and where individuals have the confidence to deal with harassment and bullying without fear of victimisation.

##### If, in the interests of investigating a complaint, it is necessary to make disclosure of the person’s trans status to particular named persons, this will only be done with the written permission of the trans person. If the trans person feels unable to agree to such disclosure it must be explained to them how this will impact the investigation of the incident and the limits on any actions that can be taken.

##### The University undertakes to ensure a prompt response to all complaints and to treat them with due respect, relevant confidentiality and fairness. In some instances they may be dealt with informally, in others there may be grounds for disciplinary actions, including dismissal or expulsion from the University.

#### Further information

**AdvanceHE** is a charity that works with institutions and higher education across the world to improve higher education for staff, students and society. Advance HE’s equality charters enable organisations to apply for an award recognising their commitment to, and progress on, equality and diversity. [www.advance-he.ac.uk/guidance/equality-diversity-and-inclusion](http://www.advance-he.ac.uk/guidance/equality-diversity-and-inclusion)

**The Beaumont Society** is a support network that promotes better understanding of the conditions of transgender, transvestism and gender dysphoria. [www.beaumontsociety.org.uk](http://www.beaumontsociety.org.uk/)

**Depend** is an organisation that offers free, confidential and non-judgmental advice, information and support to all family members, partners, spouses and friends of trans people. [www.depend.org.uk](http://www.depend.org.uk/)

**Equality and Human Rights Commission** is a statutory body with responsibility for protecting, enforcing and promoting equality across nine protected characteristics – age, disability, gender, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, and sexual orientation. [www.equalityhumanrights.com](http://www.equalityhumanrights.com/)

**The Forum** for Sexual Orientation and Gender Identity Equality in Post-School Education brings together partner organisations to co-ordinate work that advances sexual orientation and gender identity equality in post-school education. [www.sgforum.org.uk/](http://www.sgforum.org.uk/)

**Gendered Intelligence** is a registered charity that works to increase understandings of gender diversity and improve the lives of trans people. [www.genderedintelligence.co.uk/](http://www.genderedintelligence.co.uk/)

**Gender Identity Research and Education Society** initiates, promotes and supports research, particularly to address the needs of people who have a strong and ongoing desire to live and be accepted in the gender in which they identify, although different from that assigned at birth. [www.gires.org.uk](http://www.gires.org.uk/)

**Gender Construction Kit** is an open source project created by a team of volunteers. [www.genderkit.org.uk](http://www.genderkit.org.uk)

**The Gender Trust** is recognised as an authoritative centre for professional people who encounter gender identity-related issues in the course of their work. In particular, this group includes employers, human resources officers, health workers and information services.

National helpline: 0845 231 0505. [www.gendertrust.org.uk](http://www.gendertrust.org.uk/)

**Mermaids UK** provides support and information for children and teenagers who are trying to cope with gender identity issues, and for their families and carers. [www.mermaidsuk.org.uk](http://www.mermaidsuk.org.uk/)

**Press for Change** is a political lobbying and educational organisation that campaigns to achieve equal civil rights and liberties for all transgender people in the UK through legislation and social change. [www.pfc.org.uk](http://www.pfc.org.uk/)

**Transgender Zone** is an online resource that covers all aspects of transgender issues, including a section specifically for female-to-male trans people. [www.transgenderzone.com](http://www.transgenderzone.com/)

#### Appendix A: Glossary of Terms

##### This glossary of terms aims to be as comprehensive as possible and therefore contains terms beyond trans-specific terminology.

##### Language is evolving and therefore this glossary will not be fully exhaustive and will need further amendments in future iterations.

**Trans**

An inclusive term for those who identify themselves as transgender, non-binary or gender non-conforming. The term ‘trans’ can be used without offence but should only be used as an adjective, for example ‘a trans person’. Following gender transition, some people prefer to be referred to as men and women without reference to their historical transition status.

**Affirmed Gender**

The new gender of a person who has had their gender reassigned and/or legally recognised. It is possible for an individual to transition fully without surgical intervention.

**Agender**

Denoting or relating to a person who does not identify themselves as having a particular gender.

**Bi-gender**

Denoting or relating to a person whose sense of personal identity encompasses two genders.

**Cisgender**

Denoting or relating to a person whose sense of personal identity and gender corresponds with their birth sex. A cis man is a person who was assigned male at birth, and whose gender identity is a man. A cis woman is an individual who was assigned female are birth, whose gender identity is a woman

**Closeted**

Denoting or relating to a person who is concealing their sexual identity.

**Coming Out**

The process when someone discloses their gender identity (and/or sexual orientation) to others. It is also important to note that coming out is a continuous process, and not a one-time event.

**Crossdresser**

A person who dresses in clothing (stereo)typically worn by members of a different sex. A crossdresser is unlikely to have a full-time identity as a member of their cross-dressed gender and typically does not seek medical intervention.

**Deadname**

The birth name of someone who has since changed it.

**Disclosure**

The act of a person making known that they have taken or wish to take steps to express their gender identity differently to their sex at birth.

**Gender**

Gender consists of two related aspects: gender identity, which is the person’s internal perception and experience of their gender; and gender role or expression, which is the way the person lives in society and interacts with others based on their gender identity. Gender is less clearly defined than anatomical sex and does not necessarily represent a simple binary choice; some people have a gender identity that is neither clearly male nor female.

**Gender Dysphoria / Gender Identity Disorder**

The medical term for the condition in which a person has been assigned one gender (usually at birth on the basis of their sex), but identifies as belonging to another gender, or does not conform to the gender role society ascribes to them. Gender Dysphoria is not a form of sexual deviancy or a sexual orientation. Gender Dysphoria is a highly personal and complex condition.

**Gender Expression**

How a person presents their gender, for example, through dress, demeanour and actions. Such expression is usually culturally determined and interpreted through gender norms. Typically, trans people seek to make their gender expression match their gender identity, rather than their assigned sex at birth.

**Gender-fluid**

Denoting or relating to a person who does not identify themselves as having a fixed gender.

**Gender Identity**

How a person perceives their gender, for example male, female, gender-fluid, gender-queer, etc.

**Genderless**

Denoting or relating to a person who does not identify as, or consider themselves to have, a particular gender.

**Gender Neutral (identity)**

Neutral gender identity or expression, may identify with the preference for gender neutral language and pronouns. It is similar to and often overlaps with the experience of being agender, genderless or having no gender identity.

**Gender Neutrality**

The rejection of gendered norms, language (e.g. Fireman), and cultural associations (e.g. pink is for girls). One can identify with gender neutrality but still align with a gender identity.

**Gender Non-conforming**

Denoting or relating to a person whose behaviour or appearance does not conform to prevailing cultural and social expectations about what is appropriate to their gender.

**Gender Presentation / Gender Expression**

While gender identity is subjective and internal to the individual, the presentation of one’s self, either through personality or clothing, is what is perceived by others. Typically, trans people seek to make their gender expression or presentation match their gender identity, rather than the sex assigned at birth.

**Gender-queer**

Denoting or relating to a person who does not subscribe to conventional gender distinctions but identifies with neither, both, or a combination of male and female genders.

**Gender Reassignment/Transitioning**

A process that is undertaken under medical supervision for the purpose of reassigning a person’s sex by changing physiological or other characteristics of sex and includes any part of such a process.

**Gender Recognition Certificate (GRC)**

A certificate issued by a Gender Recognition Panel under the Gender Recognition Act 2004 means that a holder of a full Gender Recognition Certificate (GRC) is legally recognised in their affirmed gender for all purposes. Although defined here, this cannot legally be asked for.

**Genuine Occupational Requirement (GOR)**

In UK employment discrimination law, a GOR exists when the nature of a particular job causes the sex or gender of an applicant to become a reasonable cause for choosing one applicant over another. For example, physiology or authenticity (for example, in choosing actors to play a role) or privacy and decency of people the employee would be dealing with (for example, staff in a care home).

**Gender-variant**

Denoting or relating to a person who feels that their gender identity does not fit within society’s gender binary norm of being exclusively male or female. They may embrace aspects of binary genders or may identify with neither.

**Intersex**

A general term used for a variety of conditions in which a person is born with a reproductive or sexual anatomy that doesn’t fit the typical medical or social definitions of female or male.

**Medical Transition**

The process which is undertaken through medical supervision to change a person's physical and sexual characteristics to match their gender. Medical transition can include hormone therapy; voice therapy and possibly (although not always) chest and bottom surgery. However, this is not an exhaustive list. This process is also referred to as 'gender reassignment' in equality legislation.

**Non-binary**

Denoting or relating to a person who does not subscribe to the customary binary approach to gender, and who may regard themselves as neither male nor female, or both male and female, or take another approach to gender entirely.

**Neutrois**

Denoting or relating to a person who has a neutral gender identity or who lacks a specific gender identity.

**Outed**

When a person's gender identity (or history) is disclosed to someone else without their consent. The term ‘outing’ is also used in terms of revealing an individual's sexual orientation without their permission.

**Passing**

A term that often refers to a transgender person, where they are widely perceived as the gender that they wish to present themselves as.

**Pronoun**

A word that is used in place of a noun; personal pronouns replace a person’s name. Using a person’s correct pronouns fosters an inclusive environment and affirms a person’s gender identity. It is best practice to ask someone for their pronouns if unknown.

Students can select from the following pronouns on ChiView:

* Any pronouns
* He/him
* He/they
* It
* Just use my name
* She/her
* She/they
* She/he/they
* They/he
* They/she
* They/them
* Xe/xem
* Ze/zem.

Staff also have a range of options to select from.

**Real Life Experience**

This refers to the phase during gender reassignment in which the individual must live and work in their affirmed gender; this is usually a requirement before certain medical procedures will be carried out.

**Self-identification**

Where a person uses a specific trans self-descriptor the University will attempt to work with this definition.

**Social Transition**

Can involve social, cosmetic, and legal changes, without regard to medical interventions. People who have socially transitioned may ask others to refer to them by their preferred name and pronouns, and some may legally change their name.

**Third Gender**

Denoting or relating to a person who does not identify as male or female, but rather as neither, both, or a combination of male and female genders.

**Trans**

An inclusive term for those who identify themselves as transgender, non-binary or gender non-conforming. The term ‘trans’ should only be used as an adjective, for example, ‘a trans person’. Following gender transition, some people prefer to be referred to as men and women without reference to their historical transition status.

**Transgender**

An umbrella term for people whose gender identity and/or gender expression differs from their sex assigned at birth. Transgender people may or may not seek medical transition, this is unique to the individual. The term transgender should only be used as an adjective, for example, 'transgender people'.

**Trans Feminine**

A broader term for all trans individuals with predominantly feminine identities or gender expression, and includes trans women as well as non-binary individuals who were assigned male at birth and may have an identity that is partially feminine but not entirely female.

**Trans Masculine**

A broader term for all trans individuals with predominantly masculine identities or gender expression, and includes trans men as well as non-binary individuals who were assigned female at birth and may have an identity that is partially masculine but not entirely male.

**Transphobia**

A term used to describe discrimination that can be experienced by trans people, which arises as a result of their expression of their gender identity.

**Transitioning**

A term used to describe the process someone goes through to change from one gender to another, with or without medical intervention.

**Transsexual Person**

A person who feels a consistent and overwhelming desire to transition and fulfil their life as a member of the opposite gender. This is an outdated term and could be considered offensive.

**Transvestite**

A person who dresses in the clothing typically worn by the opposite gender. Generally, transvestites do not wish to alter their body and do not necessarily experience Gender Dysphoria.

**Two-spirit**

Denoting or relating to a person who identifies as having both a masculine and a feminine spirit. Used by some Indigenous people to describe their sexual, gender and/or spiritual identity.

#### Appendix B: The Transition Process

The following information is intended to illustrate some people’s transition journey; not all trans people will want to, or be able to, take all of the steps outlined. Each individual’s situation will vary depending on a range of factors, including whether or not a person opts for medical procedures, and whether they are receiving medical assistance privately or on the NHS. There are helpful online resources such as <https://genderkit.org.uk/> that will provide information on the transition process.



#### Appendix C: Support Plan for a Transgender or Gender Non-conforming Student

|  |  |  |
| --- | --- | --- |
| Student’s Information  | Details | Action By and Date  |
| What gender, name, title and pronoun does the person want to be known by from their transition date onwards? If the person has a fluid gender identity, discuss their requirements.  |  |  |
| Student Number |  |  |
| Course |  |  |
| Academic Advisor |  |  |
| Transition Timetable | **Details** | **Action By and Date** |
| What is the likely timetable for the transition and any key dates? When will the person begin their gender presentation in a different manner (their transition date)? |  |  |
| If applicable, are there dates for appointments relating to the transition process, or will time off for procedures be needed?Will any temporary adjustments be needed on medical advice at each point of return to University from any procedures, such as phased return?Will the person be taking any medication that may affect their performance?Further discussions may be required at a future date. |  |   |
| Emotional Support |  |  |
| What emotional support can be put in place for the person if they feel that they require it, i.e. lived experience mentoring, counselling, mental health support, referrals to other agencies etc. |  |  |
| Photos | **Details** | **Action By and Date** |
| Electronic or hard copy items including photos of the person may need to be updated and/or on more than one occasion as directed by the person. |  |  |
| Records and Documents | **Details** | **Action By and Date** |
| Which documents and records need to be replaced or altered and when? Examples: * Personal/University records and databases
* Payroll/finance records
* Internal/external records, such as pension, death in service and benefits forms
* Email and telephone systems
* User names and email addresses
* University I.D. cards
* Gym membership cards
* Contact / class lists
* Intranet and internet references
* Course handbooks
* Prospectuses
* Any information provided within communications
* Membership lists of groups and committees
* Academic biographies
* Course/module materials
* Insurance policies
* Funders
* Other
 |  |  |
| Informing Others | **Details** | **Action By and Date** |
| Who would the person like to be informed of the transition, to ensure that they are addressed and treated according to their gender? Examples:* Academic Advisor
* Department head
* Class / team members and wider department
* Regular email and telephone contacts
* Lecturers and supervisors
* Staff who will implement the changes noted in this document, e.g. Professional Services departments (Accommodation, Student Finance, etc.)
* Student Loans Company
* Committees and groups

Does the person give their permission for agreed information to be shared with these people?  |  |  |
| Communication | **Details** | **Action By and Date** |
| How would the person like the above people to be made aware of their gender?For example, an email from the person or their Academic Advisor stating that from [date] they will be presenting at University according to their gender and will be known as [new name], or a more personal message. Or speaking directly to individuals, holding a meeting or a mix of all of these. The person might also want to consider this as an opportunity to set expectations and boundaries with individuals about what they are comfortable discussing, or how they would like to deal with any questions other people may have. It can also be an opportunity to educate people about trans issues, for example, by circulating this guidance document. |  |  |
| Training | **Details** | **Action By and Date** |
| Specific training for those with responsibilities (e.g. Academic Advisors, Lecturers, Peers).* Who will deliver this training?
* What will the training cover?
* Does the person want to be involved to share their experience and expectations?
 |  |  |
| Occupational Requirements | **Details** | **Action By and Date** |
| Are there any occupational requirements within the person’s role? Consider uniform or personal protective equipment.Certain jobs require security checking and may require a Disclosure and Barring Service (DBS) check which will be indicated on the Job Profile for the role. There is a DBS specialist Sensitive Application Team and a confidential DBS process specifically for trans applicants who should contact the DBS sensitive applications line on 0151 676 1452 or email sensitive@dbs.gsi.gov.uk for further advice about completing the form. |  |  |
| Facilities |  | **Action By and Date** |
| The University has single gender (i.e. male or female) and gender-neutral toilets, showers and changing facilities. Maps of the University’s gender-neutral facilities on both campuses is currently being devised. |  |  |
| Changing Names on Publications |  | **Action By and Date** |
| Trans and gender non-conforming scholars could face significant difficulties in changing their name on previously published work. TransEdu Scotland research has found that trans scholars can be put in a difficult position regarding the disclosure of their publication history, which may lead to them having to out themselves as trans to their prospective employers or funders or forgoing opportunities if publishers are un-cooperative with regards to name changes. The University acknowledges this potential issue and recognises it is very important for a trans person to have their correct name on publications. Please contact your Academic Advisor to discuss further if you are experiencing any difficulties with this process. |  |  |
| Any Other Issues for Discussion  | **Details** | **Action By and Date**  |
| How the person is covered by existing policies relating to issues such as Confidentiality, Equal Opportunities, Dignity at Work and Study etc. |  |  |
| Are there any other issues that the person would like to discuss? |  |  |