



# **Student Transgender Policy**

**2017 to present**

**DOCUMENT CONTROL INFORMATION**

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## **1. Introduction**

The University of Central Lancashire is committed to ensuring equality of opportunity for its students. The University aims to ensure that all students achieve their academic potential and that no student is unreasonably disadvantaged when applying to and studying at the University. We strive to create a trans-inclusive culture, workplace and learning environment; free from discrimination, harassment or victimisation where all trans people are treated with dignity and respect in the gender with which they identify.

## **2. Aims**

The aim of the policy is to help create a safe and supportive environment for staff and students who are considering, in the process of, or have transitioned, in line with the provisions in the Equality Act 2010. This includes students who identify as non-binary or gender fluid, or who do not propose to undergo medical interventions, to ensure they are also fully supported at the University.

The policy is designed to provide advice and guidance to:-

- Current or prospective students
- UCLan staff who have a role in advising and supporting students.

## **3. Scope**

This policy sets out a framework for how the University will support students who have initiated the process of gender reassignment and aims to give support and understanding to those individuals who wish to take, or have taken steps, to live in a gender different to the gender assigned at birth. It also recognises that the period of transition can be very complex and difficult for the individual and is fully committed to act in a supportive and sensitive way to ease any transition period.

With regard to students, this policy applies, but is not limited to, admissions, teaching, placements, learning and research provision, scholarships, grants and other awards under the University's control, student support, University accommodation, sports facilities and other facilities, health and safety, personal conduct and to student complaints and disciplinary procedures.

## **4. UCLan Context**

UCLan and its community are expected to treat trans and non-binary staff, students and members of the public in an inclusive and respectful manner. This includes any person associated with them such as partners, spouses and other family members, and those who are perceived to be trans in terms of their gender identity; their right to work and study with dignity; their name and personal identity; and their privacy and confidentiality.

UCLan takes a zero tolerance approach to discrimination, bullying and harassment on grounds of gender identity and/or reassignment. 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 UCLan on the grounds of gender identity or reassignment.

## **5. Legal Context**

The Equality Act 2010 makes it unlawful to discriminate against, or to harass or victimise a person because they are intending to undergo, are undergoing, or have undergone gender reassignment whether or not they have had or intend to have any medical gender reassignment treatment. Where a student has been diagnosed with gender dysphoria or gender identity disorder, they are also covered under the disability section of the Equality Act (2010).

The Act also protects:

- People who face discrimination because they are perceived as trans;
- People who face discrimination because they are associated with someone who is, or is perceived to be, trans.

Students who need to take time off study to transition must not be treated less favourably than if they were taking time off due to sickness or injury, or for other authorised reasons.

The Gender Recognition Act 2004 further allows trans people who are able to satisfy the Act's evidence requirements to apply to the gender recognition panel in order to seek full legal recognition of their acquired gender. If an applicant is successful, they will be issued with a full or interim gender recognition certificate (GRC). 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 may constitute a criminal offence.

A GRC is not necessary to prove transition and UCLan staff should never ask a student for their GRC. A student does not need to provide proof that they are transitioning. Their transition begins when they "undergo a process (or part of a process) for the purpose of reassigning their sex" (Equality Act 2010). Having surgery is not necessary for transition.

A student can change their name by contacting their CAS Hub at any time. To change their name on a degree certificate, a change of name by Statutory Declaration, Deed Poll, or new birth certificate would be used.

## **6. Roles and responsibilities**

### **University responsibilities**

Staff have a responsibility to respond appropriately to students and use the appropriate guidance on the staff intranet - <https://intranet.uclan.ac.uk/ou/student-services/SitePages/Transgender%20Student%20Support.aspx>

Key points include:-

- **Manage your response** : ensure you are familiar with key terms and how to refer students for support.
- **Ask the student** : every transition is different, ask the student what they need.
- **Respect their privacy** : do not ask a student their 'real' or 'birth' name, do not ask a student whether they have undergone/are undergoing surgery.
- **Pronouns**: Ask the student if they wish to be called he/she, him/her or something else. Where possible use gender neutral pronouns e.g. they

### **Student responsibilities**

Students may choose to :-

- Advise the university of their trans status in order to access support or change their name
- See their Academic Advisor if they feel that their capacity to learn is being affected by their health or wellbeing

Students should :-

- Notify the university if they require absence from their course in order to transition

## **Appendix ONE : Related UCLan policies and procedures**

### **Extenuating Circumstances**

A student may face unplanned and unforeseen events in their personal life that occur after their course has started. This includes a sudden or unpredictable relapse in a previously diagnosed condition, but does not include examination stress or panic attacks (unless this is related to a disability, in which case specific exam arrangements can be put in place). Extenuating Circumstances are only a short-term solution to an immediate problem, so if you recognise that a student is repeatedly asking for extensions or extenuating circumstances, it may be appropriate for their Academic Advisor to meet with them and more fully investigate the reasons for this. More details of the Extenuating Circumstances process can be found at:- [https://www.uclan.ac.uk/students/study/examinations\\_and\\_awards/extenuating\\_circumstances.php](https://www.uclan.ac.uk/students/study/examinations_and_awards/extenuating_circumstances.php)

### **Interruption to Study**

A student wishing to transition, may at some point, wish to suspend temporarily or interrupt their study. A student may apply for an interruption to study if they feel this will be beneficial to them. The student's Course Leader can provide information as to the academic requirements of the course and possible dates for the return to study. [https://www.uclan.ac.uk/students/study/files/Interruption\\_to\\_study\\_leaflet.pdf](https://www.uclan.ac.uk/students/study/files/Interruption_to_study_leaflet.pdf)

### **Fitness to Study**

The Fitness to Study procedure can be used when a student is facing health or wellbeing issues that are preventing them from actively engaging in their course. The procedure is designed to be collaborative and supportive and aims to bring the student, appropriate teaching staff (usually the Course Leader) and specialist Student Services staff together to create a plan of action designed to keep the student on track. More details are available at:- [http://www.uclan.ac.uk/study\\_here/assets/images/Fitness\\_to\\_Study\\_Procedure.pdf](http://www.uclan.ac.uk/study_here/assets/images/Fitness_to_Study_Procedure.pdf)

### **Related policies**

Other UCLan policies that might be relevant include:-

- Disability Policy
- Regulations for the Conduct of Students
- Fitness to Practice procedure
- Fitness to Study procedure
- Safeguarding Policy
- Student Attendance Monitoring Policy
- Student Accommodation Service Disciplinary Sanctions & Conditions of Residence

The Transgender Policy is also related to the University's Equality, Diversity and Inclusion Policy.

[http://www.uclan.ac.uk/study\\_here/student-contract-taught-programmes.php](http://www.uclan.ac.uk/study_here/student-contract-taught-programmes.php)

## Appendix Two : Sources of information

### Internal

- Student Support general student web pages - [http://www.uclan.ac.uk/study\\_here/student\\_support.php](http://www.uclan.ac.uk/study_here/student_support.php)
- Student Support transgender page [https://www.uclan.ac.uk/students/health/transgender\\_students.php](https://www.uclan.ac.uk/students/health/transgender_students.php)
- Headroom - <http://www.uclansu.co.uk/headroom>

### External Services

[The Equality Challenge Unit](#) website has a range of helpful information about supporting trans people in a Higher Education context, including:

- [Trans staff and students in higher education \(Revised 2010\)](#)
- [Supporting a student or member of staff who is transitioning: Guide for HR staff, managers and staff supporting students](#)
- [Experience of lesbian, gay, bisexual and trans staff and students in higher education.](#)

[Stonewall](#) also have some useful resources and has links to Trans organisations that can offer support for all aspects of the transition process.

- [Getting it right with your Trans Service Users and Customers \(2016\)](#)
- [Engaging all Staff in Trans Inclusion \(2016\)](#)
- [First Steps to Trans Inclusion \(2016\)](#)

UCLan is an active member of the above two organisations.

[Mermaids UK](#) gives family and individual support for teenagers and children with gender identity issues. They also work to raise awareness about gender issues amongst professionals and the general public.