# Transition support plan

A transition plan is a support plan, designed with the staff member/student and their nominated main contact (for staff this may be their Line manager or HR Business Partner, and for students this may be their Personal Tutor or Supervisor), for managing their transition whilst at Queen’s.

Transition support will include:

* Meeting the individual to discuss their needs and arrange support;
* Informing the individual of their rights under this policy;
* Discussing possible dates of transition, potential work & study leave and communication plans;
* Providing the individual with details of support available internally and externally; and
* Respecting the individual’s right to privacy and confidentiality.

The following areas should be discussed and recorded in the plan as appropriate for the individual. It is important that this process and the timescale be led by the individual.

1. Student/Staff name, title & pronouns
2. Communicating an individual’s transition
3. Adjustments/Accommodation to academic studies/employment
4. Uniforms/Dress Codes/PPE
5. University Based Social Activities
6. Internal and external support available

The University will be guided at all times by the individual’s circumstances.

Under no circumstances should any communication or actions be taken without the explicit consent of the individual. Support plans must be kept strictly confidential, and any records updated after the person has completed transition.

The transition plan should include the details of the contact assigned to the staff member/student.

Staff may use the following template to guide their discussion, record actions and agree the process and timescale for the individual’s transition.

This template is intended as a tool to guide their discussion, record actions and agree the process and timescale for the individual’s transition at University. Further discussion or actions may be identified.

**The process must be guided by the individual at all times.**

Further information on sources of support can also be found on the Diversity and Inclusion webpage.

# Support Plan Template

**PART A – TO BE COMPLETED BY INDIVIDUAL AND THEIR NOMINATED CONTACT FOR TRANISITION SUPPORT**

\*If the staff or student has changed their name, only their chosen name should be used in the support plan

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| **Staff/Student details** |  | | |
| **Name (on record):** |  | **Affirmed Name  (if different):** |  |
| **Gender (on record):** |  | **Affirmed Gender  (if different):** |  |
| **Staff/Student Number:** |  | **Affirmed Pronouns:** |  |
| **Date of birth:** |  |  |  |
| **Date that plan is written** |  |  |  |
| **Nominated Contact for Transition Support** |  | | |
| **Name:** |  | | |
| **Job Title:** |  | | |

|  |  |  |
| --- | --- | --- |
| ***Area to be discussed*** | |  |
| **The start date of living in affirmed identity** | |  |
| **Discuss whether the individual might want other students/staff informed.**  If so, discuss how this will be communicated.  This is not necessary if the staff member/student does not want this to happen.  Discuss who the individual may wish to be informed- consider all people who the staff member/student has contact and confirm if they wish for any of these people to be informed.  For Example:  Internal contacts:   * + Teaching staff (including PhD students that act as demonstrators/teaching assistants)   + School Administration   + Other departments the student may have contact with e.g. disability services, student well-being service, graduate school   + the students peers   + clubs and societies   External Contacts   * + Placement Providers   + PhD Funding bodies   + Research Contacts   **If contacts are identified, create a plan for how and when each of these will be informed.**  *The student may wish to tell people themselves, be present when they are told or may wish to not be there.*  *This may vary between groups on the list.*  *In all circumstances the process should be directed by the student and facilitated by the University contact*  **Discuss whether awareness training has been provided to relevant people or whether this is something that can be arranged.**  *Note what was discussed and agreed in the right-hand column.* | |  |
| **Provide contact details of Nominated Contact for Transition Support**  Ensure staff member/student has the contact details of the staff member who will be linking directly with them and agree best means of contact. | |  |
| **Practical Considerations** | | |
| **Discuss updating identification/records.**  Following a statement of intent to transition, staff or student records should be changed at a mutually agreed time to reflect the staff or students preferred gender and name (exceptions: degree certificates and pensions).  Some systems are not automatically updated with QSIS or iTrent and must be considered.  Advise that this will include all paper records which must be replaced with a full set of new ones in the new name and gender.  No records should be changed without the permission of the employee or student concerned.  **Employees:**  Staff records can be changed through People and Culture. Employees should contact the [HR Hub](https://www.qub.ac.uk/directorates/HumanResources/hr-hub/) if they wish to change their name and pronouns on staff records.  **Students**  Student records can be changed through Student Administration. Students should contact [Student Registry Office](https://www.qub.ac.uk/directorates/sgc/srecords/ContactUs/) in the Student Guidance Centre if they wish to change their name and pronouns on student records. Further information available at [Name and Gender records for Transitioning Students](https://www.qub.ac.uk/directorates/sgc/srecords/YourStudentRecord/Correctingyourname/#name-and-gender-records-for-transitioning-students-1549374-3).  **Changes to record and documentation:**   * Primary Name and Preferred Name in Qsis (immediately, during appointment) * Display Name in Canvas (24 hour update) * Email address and display name –Student Registry request IS to make the change via Qsis Support (approx. 1 working week) * Degree Parchment * Transcript * Class Lists (Assuming tutor prints off each weekly list) * Student Card   Advise that the name provided now for QSIS will be the name appearing on exam certificates.  Other identification/records which may need to be changed may include:   * Course Lists/ Practical sign in sheets etc held by lecturers * Teaching assistants/ demonstrators involved in teaching * Support staff e.g. school admin, disability services * Queen’s Sport * Payroll (for PhD students with a stipend and students with on campus jobs) * ID cards/ name badges required for placements | |  |
| **Staff/Student Card**  Ensure the student ID card reflects the student’s new identity. If the student does not have an ID card arrange for the student to get one. If the student ID card does not match the new identity, then arrange for this to be modified.  **Staff** Advise that the staff member can apply for a new ID card in your preferred name once your staff record has been amended by approaching the HR Hub.  **Student** Advise that if the student has already requested a name, gender or prefix change from Reghelp ([reghelp@qub.ac.uk](mailto:reghelp@qub.ac.uk)) student card will be updated and provided. | |  |
| **Discuss placement requirements** **and whether or not the organisation may need to know**.  If there is a placement it may be necessary to notify the placement organisation. Seek advice from the Head of School if unsure.  It is not always necessary so ensure that there is a legitimate business reason for sharing this information before disclosing it to another party. Failure to do this could breach data protection. | |  |
| **If Access NI checks are required discuss this with the student and any concerns.**  [Access NI](http://www.nidirect.gov.uk/accessni) has implemented a discretionary application process for individuals who do not for their previous gender to be disclosed.  For more details see: [www.gov.uk/disclosure-barring-service-check/contact-disclosure-and-barring-service](http://www.gov.uk/disclosure-barring-service-check/contact-disclosure-and-barring-service)  Additional guidance in relation to contacting the ‘sensitive applications’ team for Transgender applications, see: <https://www.gov.uk/guidance/transgender-applications> | |  |
| **Discuss the course and time that might be required off for medical appointment.**  Explain that absences for medical or other appointments, including appointments for counselling etc, that fall within scheduled learning activities, will be dealt with in line with the Attendance, Academic Progress Requirements and Absence Procedure.  Discuss any expected absences so that measures can be put in place to minimise any impact on studies.  Advise wherever possible, students are encouraged to arrange medical appointments outside the times of scheduled learning activities and to inform their Personal Tutor when this is not possible.  Advise that the Student Wellbeing Team are available to provide advice on how to manage long term absences as a result of transitioning or absences relating to being intersex.  Identify the students plans for studying do they want to defer or take an extended leave of absence? | |  |
| **Adjustments/accommodations to consider and discuss**  Consider adjustments to minimise the impact on the programme of study.   * Extensions to deadlines/Re-sit if time of needed * Adjustments to laboratory or field work for students and their associated risk assessments * Consideration for overseas travel * Adjustments to work placements * If the student’s course/placement includes a public facing role (e.g. nursing, medicine) what adjustments may be required to support? | |  |
| **Student Finance/Staff Payroll**  **Staff**  Provide the staff member with contact details of the [Salaries Office](mailto:salaries.office@qub.ac.uk). From that point, the employee will liaise directly with Finance.  **Student**  Provide the student with contact details of [Student Finance](mailto:studentfinance@qub.ac.uk) and obtain permission from student to disclose change to nominated person in Finance. From that point, the student will liaise directly with Student Finance. | |  |
| **Discuss use of toilets/changing facilities.**  The staff member/student can use whichever toilets or changing facilities they are most comfortable using and are legally entitled to use the facilities that correspond with their gender identity.  All gender toilets are available in each of the University’s four campus sites and accessible bathrooms and changing rooms can be used if required.  If the use of changing rooms is required for the course this must also be discussed and agreed how this will be managed. As above the staff member/student has the right to use the toilets of the gender in which he/she affirms. | |  |
| **Discuss Uniforms/Dress Codes/PPE**  In accordance with the University’s dress code, clothing must be appropriate for wearing in an office/teaching environment.  If the course or placement has uniform/dress code/PPE requirements are any adjustments to these needed.  What changes and when should be led by the staff member/student. | |  |
| **University Based Social Activities**  Discuss if there are any changes or adjustments needed.  Consideration may need to be given for involvement in clubs and societies that are based on gender particularly sports.  Impacts on other activities such as VolunteerSU/EnterpriseSU. | |  |
| **Support and Advice** | | |
| **Provide advice and contact names/details about:**   * **the Student Pride Society (students);** * **the postgraduate LGBTQ+ group, PLUS and/or** * **PRISM, the University’s LGBT+ Staff Network.** | |  |
| **Ask about any concerns the staff member/student might have and note here.**  Discuss any issues/concerns which might have a negative impact on the student’s ability to succeed on the course a staff members ability to succeed at work and include issues and interventions in this plan.  ***If the student/staff member is concerned then this should be discussed further.*** | |  |
| **Advise about the internal and external support available to them and how to report harassment, bullying or abuse if they encounter it.** Sources of support are available on the Diversity and Inclusion Webpage. | |  |
| **Ensure the staff member/student has been provided with a copy of the trans equality policy and the transition support plan once completed** | |  |
| **Review Meetings** | | |
| **Agree a series of review dates**  It is recommended that a minimum of one review meeting is held per term and well before examinations, to ensure that everything is in place for exams.  A review must also take place before a student placement occurs. |  | |
| I agree that the notes above are a true reflection of what has been discussed and agreed. | | |
| **Name and Signature of Staff Member/Student:** | |  |
| **Date:** | |  |
| **Name and Signature of Transition Support Contact:** | |  |
| **Date:** | |  |