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USC values safe and inclusive teaching and learning environments. This plan has been developed to support ongoing professional development and collaborative working partnerships and provide a best practice guide to provide students and student support personnel with guidance when developing a *Gender affirmation/transition plan*.

Each person’s gender affirmation/transition is unique. Student support personnel should work with the student who is affirming their gender to develop a plan to support them and ensure the learning environment is appropriately informed. Not all aspects of this template may be needed. The plan should be developed to reflect the needs of the student.

**Purpose of plan:**

* Build awareness that wellbeing services are available to students who are transitioning.
* Enhance responses by academic staff to employ the appropriate pronouns.
* Build awareness in academic staff around how to encourage an inclusive, safe, learning environment.

Contact Human Resources to discuss any aspect of the plan, or if you have any questions.

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| Name: | Pronouns: |
| Student ID: | Campus: |
| Date plan will commence: | Date plan will be completed: |

Contact Student Wellbeing to discuss any aspect of the plan, or if you have any questions.

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| **ACTION** | **WHEN** | **RESPONSIBLE PERSON/UNIT** | **TIMEFRAME/COMPLETION** | **WHAT AND HOW WILL THIS BE ACHIEVED** |
| Student Wellbeing received referral from a staff member. |  | * Student Wellbeing |  | Information sharing of student preferred identity, needs and contact details. |
| Support person to contact student. |  | * Student * Student Wellbeing |  | Consult to discuss:   * Student Wellbeing services * supports available at USC * their needs and supports (eg do they need assistance speaking with academic staff about pronouns etc?) * counselling appointment made, if necessary |

Updating name and gender in systems

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| **ACTION** | **WHEN** | **RESPONSIBLE PERSON/UNIT** | **TIMEFRAME/COMPLETION** | **WHAT AND HOW WILL THIS BE ACHIEVED** |
| Administrative process of updating personal details in Peoplesoft and obtaining USC student identification card.   * Change of preferred name * Change of family name (formal documentation will be required) * Change of gender * Change of title |  | * Student Wellbeing * Student Central |  | Student Central to:   * Complete change of ID information * Provide student ID card with preferred name   Student Wellbeing can assist as a spokesperson to relevant areas to make relevant changes if required |
| Change of USC email address. |  | * Information Technology Services |  |  |
| Updating details in any other system.  (eg Learning Management System, Exam System.) |  | * Centre for the Support and Advancement of Learning and Teaching (C SALT) * Academic * Student Central |  |  |
| Removal of images from the USC image catalogue upon request of the student. |  | * Marketing and External Engagement |  |  |

Leave

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| **ACTION** | **WHEN** | **RESPONSIBLE PERSON/UNIT** | **TIMEFRAME/COMPLETION** | **WHAT AND HOW WILL THIS BE ACHIEVED** |
| Consideration and application to defer study in accordance with USC policies and guidelines. |  | * Student Wellbeing * Student Central |  |  |
| Develop a study plan to support extended leave. |  | * Student Central |  |  |
| Develop a return to study plan for any periods of extended leave. |  | * Student Central |  |  |

Communicating to academics and other staff

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| **ACTION** | **WHEN** | **RESPONSIBLE PERSON/UNIT** | **TIMEFRAME/COMPLETION** | **WHAT AND HOW WILL THIS BE ACHIEVED** |
| Contact with academic staff. |  | * Student * Academic staff * Student Wellbeing |  | Academic happy to negotiate contact with tutors. |
| How will the student’s gender affirmation/transition be communicated to academics, other staff and external organisation (if the student is undertaking WIL activities)?  Considerations may include:   * Who needs to know?   eg. academics, placement coordinators.   * Timing of communications throughout the process. * Method of communication? eg. email, group/individual meetings. * Education provided to academics. eg. attending USC LGBTIQ 101 training, weblinks, information re language and pronouns, etc. * How concerns or issues will be managed. * What will be included in the communications?  eg. name, pronouns, timeline, use of facilities, educational resources, relevant policies and procedures, support services. |  | * Student * Academic staff * Student Wellbeing |  | Student is happy to negotiate contact with academic staff or for Student Wellbeing to negotiate contact. |

Communicating more widely, eg WIL organisations

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| **ACTION** | **WHEN** | **RESPONSIBLE PERSON/UNIT** | **TIMEFRAME/COMPLETION** | **WHAT AND HOW WILL THIS BE ACHIEVED** |
| How will the student’s gender affirmation/transition be communicated to people external to the university, however involved in their learning journey.  Considerations may include:   * Who needs to know? eg. WIL organisations, placement coordinators. * Timing of communications throughout the process. * Method of communication. eg. email, group/individual meetings etc. * Education provided weblinks, information re language and pronouns. * How concerns or issues will be managed. * What will be included in the communications?  eg. name, pronouns, timeline, use of facilities, educational resources, relevant policies and procedures, support services. |  | * Work Integrated Learning facilitator * Student |  |  |

Other considerations and resources

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| **ACTION** | **WHEN** | **RESPONSIBLE PERSON/UNIT** | **TIMEFRAME/COMPLETION** | **WHAT AND HOW WILL THIS BE ACHIEVED** |
| USC policies and procedures:   * Equity and Diversity Governing Policy * Anti-Discrimination and Freedom from Bullying and Harassment (Students) – Governing Policy * Sexual Harassment Prevention (Students) – Governing Policy * Student Conduct – Governing Policy * Social Media – Operational Policy * Student Grievance Resolution – Governing Policy |  | * Student Wellbeing * Individual and/or other support people |  |  |
| Access to the support services available, including internal and external services.  These may include:   * Student Wellbeing * Members of the Ally Network * Queer Social * Lifeline * Q-Life * Beyond Blue * Brisbane Gender Clinic * Centre for LGBTI Health Queensland |  | * Affirmation Guidelines |  |  |
| The frequency of conversations and meetings between student support personnel and student. |  |  |  |  |
| Review of Communication Plan. | Weeks  8 and 12 | * Student Wellbeing |  | Contact academic to review experiences — strengths and limitations. What needs to change. |
| Identification of a point of contact for ongoing support and information for the student. |  | * Student Wellbeing |  |  |
| Consideration of support plan for the student if they feel there are any issues at USC. |  | * Student Wellbeing * Safe USC |  |  |
| Other support needed. |  |  |  |  |

Key support people

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| **GROUP / ORGANISATION** | **CONTACT DETAILS** |
| LGBTIQ+ Peer |  |
| USC Ally |  |
| Safe USC |  |
| Student Wellbeing Counsellor |  |