# Section 4. Checklists for supporting students who are transitioning

This checklist is intended to signal some of the main areas to be considered when an individual states that they intend to transition. Detailed arrangements should be agreed between the individual, department and college.

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| **STUDENTS** | **Transition support checklist** | |
| **Main contact** | | |
| Identify a single point of contact to support the individual, agree an action plan and coordinate arrangements between college and University. This role would normally, but not necessarily, be undertaken by the Senior Tutor or Tutor for Graduates. | |  |
| **Timetable** | | |
| Agree dates when any actions will be implemented e.g. changes to records, announcements/communication, use of gendered facilities, but remember that transition may be a gradual and incremental process. | |  |
| **Name and gender changes in University records** | | |
| *Changes made following a request* | | |
| Changes to the student record on SITS will update the main University systems. Colleges will be asked by Academic Records Office to update their own systems.  The college and student should identify any changes required to college or department websites. | |  |
| *Changes the student should make* | | |
| The student is responsible for contacting external organisations, such as funding bodies and HMRC. | |  |
| **Issues to be considered** | | |
| Is the student taking any extended time off? Does the student want to continue their current programme of study, defer for a set time, or come to some other arrangement? | |  |
| Is time off needed for medical appointments (which may require travel to a gender identity clinic)? | |  |
| How can ongoing non-medical procedures be accommodated? People may have other appointments relating to transition, such as laser hair removal, or sessions with a speech therapist. an individual transitioning female-to-male may require structured programme of exercise to maximise the effect of hormone treatment. | |  |
| Is the individual having any planned surgery?  Recovery periods may be short or extended, depending on the surgery, and any complications, and several surgeries may be needed. | |  |
| What adjustments can be made to minimise the impact on a student’s learning?  E.g. Extensions to deadlines, resits. | |  |
| Are any temporary adjustments needed during hormone treatment or following surgery? Individuals may experience fatigue or mood fluctuations. | |  |
| Are any adjustments needed to work placements? | |  |
| Are there any risks to the individual e.g. in relation to third parties or media intrusion, and how will they be handled? | |  |
| Are extensions to deadlines needed if students need time out to attend medical appointments, or if they are experiencing side effects from medication or complications following surgery? | |  |
| Are any arrangements needed in relation to social activities such as competitive sports where teams and changing facilities are based on gender? Discuss with the individual. The Sport Federation President may be able to offer advice if required. [oufspresident@sport.ox.ac.uk](mailto:oufspresident@sport.ox.ac.uk) | |  |
| **Support for the individual** | | |
| Is the student’s family aware and supportive? Do they have a supportive network of friends within the University/college? | |  |
| Is the student aware that the Oxford SU LGBTQ Campaign may be able to put them in contact with other students who have transitioned? [lgbtq-chair@oxfordsu.ox.ac.uk](mailto:lgbtq-chair@oxfordsu.ox.ac.uk) | |  |
| Is the student aware that OU LGBTQ Society has a trans students’ rep? | |  |
| Is the student in contact with the college nurse and/or doctor? | |  |
| Is the student in contact with the college welfare team? | |  |
| Students who have been diagnosed with a mental health condition and who receive a Disabled Students Allowance, may have funding for regular mentoring. Contact the Disability Advisory Service [disability@admin.ox.ac.uk](mailto:disability@admin.ox.ac.uk) . | |  |
| The Counselling Service may be able to offer a student short-term support (typically 2-4 sessions) in thinking about any issues in relation to being transgender. | |  |
| Is the individual receiving gender identity counselling through a specialist clinic? | |  |
| Check whether the student is in any financial hardship. Refer to [Oxford SU](https://www.oxfordsu.org/advice/student-advice-service) for advice, and to college and/or university sources of hardship funding if necessary. | |  |
| **Communication** | | |
| How will staff and students in department and college be informed? Can a statement be agreed? | |  |
| How and when will external contacts e.g. placement providers be informed? | |  |
| Is there a training need? | |  |
| **Overseas travel** | | |
| Does the student need to travel? A risk assessment should be carried out to determine whether the individual may be at risk because of their trans status. How will the individual get medical care, including obtaining medication? Heads of Department delegate the responsibility for risk assessment to supervisors, with advice from department safety officers. | |  |