Gender affirmation – Student support plan

## Overview

The University of Sydney is committed to supporting our diverse Lesbian, Gay, Bisexual, Transgender, Queer, Intersex and + (LGBTQIA+) community. As a key focus of the University’s [2032 Strategy](https://www.sydney.edu.au/about-us/2032-strategy.html), we aim to ensure all students feel supported and free to contribute their best, no matter their gender, sex characteristics or sexual orientation.

The purpose of the *Gender affirmation - Student support plan* is to provide a pathway for University staff members to support trans and gender diverse students who may need assistance in navigating social, legal and medical gender affirmation as it relates to student life. This *Gender affirmation - Student support plan* is an optional tool for students who are in the process of affirming their gender while studying with us.

We acknowledge that trans and gender diverse students are the experts in their own lives – this support plan should only be completed if the student believes it would be of benefit for them to articulate their needs in this format.

Further resources to support the navigation of this document can be found via [Gender affirmation at Sydney](https://www.sydney.edu.au/students/gender-affirmation.html).

## How did this document come to be?

The University’s *Gender affirmation – Student support plan* has been modeled from the Transcend Australia’s, ‘Student support plan – Gender affirmation’. Transcend developed and adapted this plan over several years in consultation with the LGBTQIA+ youth sector in Victoria.

Our *Gender affirmation – Student support plan* has been further informed by our [Pride Network](https://www.sydney.edu.au/about-us/vision-and-values/diversity/pride-network.html) Steering Committee as well as the comprehensive [Universities & TAFE resources](https://www.transhub.org.au/school-university#universities-and-tafe) on [TransHub](https://www.transhub.org.au/). This *Gender affirmation – Student support plan* will continue to evolve over time.

If you have any questions or feedback, please email - diversity.inclusion@sydney.edu.au

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| Gender Affirmation - Student Support Plan template |
| Chosen or affirming name/s and pronoun/s:  |  |
| Previous name (only if applicable): |  |
| Date: |  |

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| Support categories | Support approaches | Supporting staff member / notes |
| University documents and recordsWhat records would the student like changed? For further support, refer to[Gender affirmation – Personal details](https://www.sydney.edu.au/students/gender-affirmation/personal-details-and-student-records.html). Common documents that may require updates could include – class lists, academic records, certifications and results.What support has been provided to the student to update these records?Does [ICT](https://www.sydney.edu.au/students/student-contacts-enquiries/student-it.html) need to be advised of these changes to ensure the student can access University programs and systems? |  |  |
| Privacy and confidentialityWho is aware the student is affirming their gender? Are these people in their courses or community members? Is the student comfortable discussing their gender affirmation with peers? |  |  |
| Time away from studies Does the student [require time away from University](https://www.sydney.edu.au/students/gender-affirmation/resources-and-support-networks.html) to affirm their gender? If yes, when will this occur?**Note**: We recognise for many trans and gender diverse people that gender affirmation can often take place over many years and may never require time away from study. The purpose of this question is to understand the flow on impacts of gender affirmation as it relates to student life. We want to ensure students are safe to affirm their gender while maintaining their studies and/or exploring other avenues if required.  |  |  |

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| Support categories | Support approaches | Supporting staff member / notes |
| Communication in class settingsIs there anything related to the students’ gender affirmation that they would like shared on their behalf to their student cohort?What would this look like?  |  |  |
| Acknowledging intersectionality We understand that trans and gender diverse students often have multiple, intersecting identities. Are there spaces or services the student needs to access which intersects with their gender identity? e.g., [faith-based services](https://www.sydney.edu.au/students/faith-religion.html#:~:text=We%20have%20chaplains%20for%20the,calling%20to%20make%20an%20appointment.) or [cultural groups](https://www.sydney.edu.au/about-us/vision-and-values/diversity/cultural-diversity.html). |  |  |
| Student Life, Wellbeing and Support Is the student aware of our [Student Life, Wellbeing and Support hub](https://www.sydney.edu.au/students/support.html)?Is the student a member of our [Pride Network](https://www.sydney.edu.au/about-us/vision-and-values/diversity/pride-network.html)?Does the student have access to support from any [external organisations](https://qlife.org.au/resources/directory)? If relevant, what is the nature of this support?Does the student think it would be useful for the University to have them involved in any support meetings?**Note**: If the student would like this discussion arranged, please seek further guidance from diversity.inclusion@sydney.edu.au |  |  |
| Other considerationsWhat has been working well for the student? Are there any questions or concerns the student would like to raise? Are there any other supports the student may need that have not been covered within this document? |  |  |

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| Support categories | Support approaches | Supporting staff member / notes |
| Plan review Who will monitor this document?When will the plan be reviewed?Who has a copy of this document?Who will maintain the confidentiality of this document? Where will this document be stored? |  |  |