DC or School

Which best describes your organisation?

Employer (neither a Diversity Champion or school)

About your org: Non-DC

Name of organisation:
University of Leeds

Please note, this will be used when compiling Stonewall's Top 100 Employer guide and in any associated publications.

Please select a sector from the below list which most fits with your organisation:

Please note, this will be the sector that your organisation will be benchmarked against. If your organisation features in the Top 100 Employer guide, this is the sector that the organisation will be listed under.

Education

Which of the following parts of the UK does your organisation have offices, premises or branches in?

Yorkshire and the Humber

Which part of the UK is your organisation headquartered in?

Yorkshire and the Humber
Number of employees: 8879

Please enter the number of employees the organisation has, including all full-time, part-time and dispersed staff across the UK.

Form Complete

Thank you for filling in your details, please proceed to the next page to and click 'view submissions' to create your application.
Before starting a submission to one of Stonewall’s indices or awards, please read the following very carefully.

It sets out how Stonewall will use the information you submit.

This privacy statement sets out how Stonewall uses and protects any information that you give Stonewall when you use this website.

Stonewall is committed to ensuring that your privacy is protected. Should we ask you to provide certain information by which you can be identified when using this website, then you can be assured that it will only be used in accordance with this privacy statement.

Stonewall may change this statement from time to time by updating this page. You should check this page from time to time to ensure that you are happy with any changes. This statement is effective from 25/02/2019.

Stonewell agree to comply the with any applicable legislation relating to data protection or privacy of individuals, the “Regulation” (which means Regulation (EU) 2016/679 of the European Parliament and the Council (“General Data Protection Regulation”) and its national implementing laws, as well as any applicable laws or regulations on cyber security (“Data Protection Laws”).

What we ask you to submit
Whilst registering and completing a submission, we may ask you to submit the following information:
- Names and job titles
- Contact information including email address
- Demographic information such as postcodes
- Information and files as supporting evidence for submissions such as:
- Policies
- Communications
- Screenshots of intranet posts
- Descriptions of processes and ways of working
- Examples of training
- Case studies
- **Schools only:** photographs (see additional information below)
- **Schools only:** screenshots of school procedures/systems, e.g. SIMS
- **Schools only:** minutes/agendas from Governing Body meetings

Please note that whilst completing your submission you may be asked to provide pieces of evidence which include personal details, such as profiles of individuals. It is your responsibility to ensure you have the permission of the individual to share this information with Stonewall. Schools should not submit details that can identify individual children.

Schools - Photograph Permissions

- It is the responsibility of the school to ensure that they have parental permission before submitting a photograph of children as part of their supporting evidence.
- Any photographs submitted will not be used by Stonewall for any purpose other than scoring the School Champion Award application, without express written permission from the school.

What we do with the information you submit

Stonewall may use the information you submit for the following purposes related to the Workplace Equality Index and to further LGBT equality and inclusion in the workplace:

- Stonewall will use the information you submit to review, score and rank your organisation in comparison to other entrants.
- The information supplied is confidential between Stonewall and the applicant/organisation.
- Any ranks outside of the Top 100 will remain confidential between Stonewall and the applicant/organisation.
- Any scoring or comments made on the submission is confidential between Stonewall and the applicant/organisation, except for purposes outlined below.
- Aggregated scores, information and data may be used to identify national, regional and sector trends and patterns of work. This information may be published in
Stonewall resources. Where individual organisations or individuals are named, permission to do so will be sought.

- Individual practice, where deemed good practice by Stonewall, may be shared with other organisations either directly through Stonewall Account Managers, or within resources produced by Stonewall. Before any practice is shared, permission will be sought from the organisation in question.

- Demographic data about your organisation, for example number of employees, will be used for internal record keeping and to improve our offers and services.

Stonewall may use the information you submit for the following purposes related to the School Champion Awards and to further LGBT equality and inclusion in schools:

- Stonewall will use the information you submit to review your school against the criteria for the Schools Award for which you are applying.
- The information supplied is confidential between Stonewall and the school.
- Any scoring or comments made on the submission are confidential between Stonewall and the school, except for purposes outlined below:

- If your school is successful in obtaining a Stonewall School Award, the name of your school and the level of award achieved will be published on our website.
- Individual practice, where deemed good practice by Stonewall, may be shared with other schools either directly by the Stonewall Education Team, or within resources produced by Stonewall. Before any practice is shared, permission will be sought from the school in question.

- Demographic data about your school, for example whether you are a primary or secondary school, will be used for internal record keeping and to improve our offers and services.

Stonewall may use the information you submit for the following purposes related to the CYPS Award and to further LGBT equality and inclusion:

- Stonewall will use the information you submit to review, score and rank your organisation in comparison to other entrants
- The information supplied is confidential between Stonewall and the applicant/organisation.
- Any scoring or comments made on the submission is confidential between Stonewall and the applicant/organisation, except for purposes outlined below.
- Information and data may be used to identify national and regional patterns of work. This information may be published in Stonewall resources. Where individual organisations or individuals are named, permission to do so will be sought
- Individual practice, where deemed good practice by Stonewall, may be shared with other organisations either directly through Stonewall Account Managers, or within resources produced by Stonewall. Before any practice is shared, permission will be sought from the organisation in question
- Demographic data about your organisation will be used for internal record keeping and to improve our offers and services

We are committed to ensuring that your information is secure. In order to prevent unauthorised access or disclosure, we have put in place suitable physical, electronic and managerial procedures to safeguard and secure the information we collect online.

Links to other websites
Our website may contain links to other websites of interest. However, once you have used these links to leave our site, you should note that we do not have any control over that other website. Therefore, we cannot be responsible for the protection and privacy of any information which you provide whilst visiting such sites and such sites are not governed by this privacy statement. You should exercise caution and look at the privacy statement applicable to the website in question.

Controlling your personal and organisational information
We will not sell, distribute or lease your personal information to third parties unless we have your permission or are required by law to do so.

You may request details of personal information which we hold about you under the Data Protection Laws. Please visit our wider Privacy Policy under ‘Your Rights’ to see how to do this.

If you believe that any information we are holding on you is incorrect or incomplete, please write to or email us as soon as possible, at the above address or:

- memberships@stonewall.org.uk for queries related to the Workplace Equality Index or Global Workplace Equality Index
• education@stonewall.org.uk for queries related to School Champion Award
• cyps@stonewall.org.uk for queries related to CYPS Champion Award

We will promptly correct any information found to be incorrect.

FluidReview data protection and privacy

This site has been built and is managed using FluidReview, an online application system.

You can find the FluidReview privacy statement here.

You can find the FluidReview security information here.

Please tick here to show us you've read and understood the Stonewall data protection and privacy policy.

I've read and understood the data protection and privacy policy
Policies and Benefits: Part 1

Section 1: Policies and Benefits

This section comprises of 7 questions and examines the policies and benefits the organisation has in place to support LGBT staff. The questions scrutinise policy audit process, policy content and communication. This section is worth 7.5% of your total score.

Below each question you can see guidance on content and evidence. At any point, you may save and exit the form using the buttons at the bottom of the page.

1.1 Does the organisation have an audit process to ensure relevant policies (for example, HR policies) are explicitly inclusive of same-sex couples and use gender neutral language?

GUIDANCE: The audit process should be systematic in its implementation across all relevant policies. Relevant policies include HR policies, for example leave policies.

Yes

Please describe the audit process:

<table>
<thead>
<tr>
<th>State when the process last happened:</th>
<th>April 2019 (for the paternity and partner leave policy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the audit process:</td>
<td>The University has a breadth of existing policies. It continually updates these and develops new policies to meet staff and student needs. This is the University's policy audit process:</td>
</tr>
</tbody>
</table>

Consultation process:
1) The Human Resources Policy Manager (HRPM) completes an initial review of the policy due for review (the University has developed an annual priority list for policies to review);
2) The HRPM then liaises with an Equality and Inclusion Adviser in the Equality Policy Unit (EPU) to ensure that the policy is equality compliant and reviewed for inclusiveness and use of non-gendered language;
3) The Equality and Inclusion Adviser reviews the working draft to ensure that the policy is compliant with the Equality Act 2010 (within 2 weeks);
4) The Equality and Inclusion Adviser consults with all the staff networks including the LGBT staff network for any
feedback;
5) The HRPM liaises with the HR Manager community to receive feedback in response to any feedback from staff through the local implementation of the current policy;
6) A HRLT lead may liaise with the Trade Union representatives for their feedback and feed through any comments and suggestions to the HRPM; and
7) The HRPM and the Equality and Inclusion Adviser then meet to discuss any further revisions, which the HRPM makes.

Approval process:
8) On completion of all of the above, the revised draft is shared with the HR Leadership Team (HRLT). This team comprises the University's most senior HR colleagues and they review, suggest further changes or approve the changes;
9) A policy cover sheet captures the summary of changes made, policy owner and review date;
10) Details of new policy is communicated to the University's Executive Group by the Director of HR. Their approval is sought if required (depending on the significance of the change);

Communication process:
11) On final approval of the policy, a policy implementation date is agreed and the University's policy website is updated and HR Managers and staff are informed of the new policy; and
12) Communication with staff on policy change happens via the staff e-newsletter; local HR Managers, the intranet 'For Staff' and the University's social media platforms.

The policy is reviewed again at the future policy review date, unless staff feedback or staff survey results suggest an earlier review.

Describe any previous outcomes of the audit process:

The HR policy audit process described above has provided the University with a systematic approach to reviewing its policies.

An recent example of the use of this process is when it was applied to the review of the University's paternity/partner leave policy, in April 2019. This process was used in full. The outcome of the review was that: 1) the University retained the paternity/partner leave policy as it was welcomed and used by staff; and 2) the language was reviewed to align it with other family/caring related policies, and made more LGBT inclusive. Any references to gender were removed and terms such as mother and father were replaced with terms such as 'the parent' or 'staff member'.

The University also updated the text on its HR website to
1.2 Does the organisation have a policy (or policies) which includes the following?

**Tick all that apply**

**GUIDANCE:** The policy/policies should clearly state that the organisation will not tolerate discrimination against employees on the grounds of sexual orientation, gender identity and/or trans identity. These may be listed along with other protected characteristics. The policy/policies should also demonstrate, through careful wording, a zero-tolerance approach to homophobic, biphobic and transphobic bullying and harassment. They should explicitly include examples of what homophobia, biphobia and transphobia in the workplace may look like.

A. Explicit ban on discrimination based on sexual orientation  
B. Explicit ban on discrimination based on gender identity and gender expression  
C. Explicit ban on bullying & harassment based on sexual orientation  
D. Explicit ban on bullying & harassment based gender identity and gender expression

**Name the policy and paste the relevant policy excerpt:**

<table>
<thead>
<tr>
<th>Policy</th>
<th>Excerpt</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Explicit ban on discrimination based on sexual</td>
<td>The University community is made up of a wide range of people with diverse backgrounds and circumstances, which we value and regard as a great asset. As part of our continued commitment to equality and inclusion, we strive to create an environment where everyone can reach their full potential and have a real opportunity to participate in and contribute to our activities. In order to achieve this we will continue to take active steps to:</td>
</tr>
</tbody>
</table>
| orientation                                            | - ensure we treat all individuals fairly, with dignity and respect  
|                                                       | - ensure we provide a positive working, learning and social environment which is open to all regardless of age, disability, gender reassignment, marriage or civil partnership, pregnancy or maternity status, race (including caste, ethnic or national origin, nationality or colour), religion or belief, sex (gender) and sexual orientation and also caring responsibilities or other status, background and personal |
### B. Explicit ban on discrimination based on gender identity and gender expression

#### Equality and Inclusion Policy Statement (in the E&I Framework)

- work towards the elimination of unlawful discrimination, harassment and victimisation based on a protected characteristic and other status including background or personal circumstances
- advance equality of opportunity between all people, but particularly those who share a protected characteristic and those who do not
- foster good relations between all people, but particularly those who share a protected characteristic and those who do not


The University community is made up of a wide range of people with diverse backgrounds and circumstances, which we value and regard as a great asset. As part of our continued commitment to equality and inclusion, we strive to create an environment where everyone can reach their full potential and have a real opportunity to participate in and contribute to our activities. In order to achieve this we will continue to take active steps to:

- ensure we treat all individuals fairly, with dignity and respect
- ensure we provide a positive working, learning and social environment which is open to all regardless of age, disability, gender reassignment, marriage or civil partnership, pregnancy or maternity status, race (including caste, ethnic or national origin, nationality or colour), religion or belief, sex (gender) and sexual orientation and also caring responsibilities or other status, background and personal circumstances
- work towards the elimination of unlawful discrimination, harassment and victimisation based on a protected characteristic and other status including background or personal circumstances
- advance equality of opportunity
<table>
<thead>
<tr>
<th>C. Explicit ban on bullying &amp; harassment based on sexual orientation</th>
<th>Dignity and Mutual Respect Policy</th>
</tr>
</thead>
</table>

between all people, but particularly those who share a protected characteristic and those who do not - foster good relations between all people, but particularly those who share a protected characteristic and those who do not


The University of Leeds is committed to providing a working and learning environment that is free from harassment, bullying and victimisation. To this end, the University will not condone behaviour that is abusive or offensive; any such incidents will be regarded seriously and may lead to the initiation of disciplinary proceedings under Statute VII of the University’s constitution, the Support Staff Procedure Agreement or the Student Disciplinary Procedure.

The link between harassment and equalities ‘grounds’:

Harassment may be related in some way to one of the following grounds: gender; gender identity or gender reassignment status; sexual orientation; race (which also includes colour, nationality, national origin or ethnic origin); disability; religion or belief (or lack of a religious belief); age; marital, civil partnership or relationship status; pregnancy status, parental or carer status; part-time employment or study status; fixed-term contract status, or trade union membership status/activities.

Harassment that is targeted at an individual or group of individuals may occur on the grounds of:
- a person’s actual personal characteristics – for example, in relation to sexual orientation, a person may be harassed because they are lesbian or gay;
- a person’s perceived personal characteristics – for example, a person may be harassed because they are considered to be lesbian or gay; and
- a person’s link to one of the personal characteristics via someone else – for example, a person may be harassed because they have a lesbian or gay relative.

Policy available at:

Harassment may be related in some way to one of the following grounds: gender; gender identity or gender reassignment status; sexual orientation; race (which also includes colour, nationality, national origin or ethnic origin); disability; religion or belief (or lack of a religious belief); age; marital, civil partnership or relationship status; pregnancy status, parental or carer status; part-time employment or study status; fixed-term contract status, or trade union membership status/activities.

Harassment that is targeted at an individual or group of individuals may occur on the grounds of:
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- a person’s perceived personal characteristics – for example, a person may be harassed because they are considered to be lesbian or gay; and
- a person’s link to one of the personal characteristics via someone else – for example, a person may be harassed because they have a lesbian or gay relative.

Policy available at:
1.3 Where the organisation has the following policies, do they explicitly state they are applicable to same-sex couples and use gender neutral language?

Tick all that apply

GUIDANCE: Where applicable, the policies should explicitly state that they apply to same-sex couples (or same-gender or non-heterosexual couples). Alternatively, they should explicitly state that they apply regardless of the gender of an employee's partner. The policies should avoid unnecessarily gendered language and pronouns, for example, by using the term ‘partner’ instead of ‘husband’ or ‘wife’ (as long as you have previously stated what constitutes a partner). It should be clear that parental leave policies apply to all employees, regardless of gender.

A. Adoption policy
B. Special or Compassionate Leave Policy
C. Maternity policy
D. Paternity policy
E. Shared Parental leave policy

Provide a brief description of the policy/policies you have uploaded:

A: Adoption Leave Policy: All employees are entitled to a period of 52 weeks adoption leave regardless of the length of continuous service. They can choose to stay on adoption leave for the 52 week leave entitlement or end it early and share the remaining weeks leave with their partner by opting in to Shared Parental Leave.

B: Compassionate Leave: to provide a compassionate response to staff in cases of “urgent domestic distress” as, for example, when a member of staff suffers a bereavement due to the death of a partner.

C: Maternity Leave: all pregnant employees are entitled to a period of 52 weeks maternity leave regardless of the length of continuous service.

D: Paternity Policy: the purpose of this policy is to enable biological fathers, adoptive parents, intended parents, partners and civil partners of the primary carer to take a period of paid leave prior or directly following the birth or adoption to give support to the primary carer following the birth/ adoption.

E: SPL Policy: partner includes the child’s biological father or the partner of the mother/adopter. This can be the spouse, civil partner, or a partner who is living in an enduring relationship with them.
A. Upload the adoption policy
please be aware only one file is allowed per answer
https://stonewallsubmit.fluidreview.com/resp/81248538/OkBK41LrQo/

B. Upload the special or compassionate leave policy
please be aware only one file is allowed per answer
https://stonewallsubmit.fluidreview.com/resp/81248538/tkitMIXhdn/

C. Upload the maternity policy
please be aware only one file is allowed per answer
https://stonewallsubmit.fluidreview.com/resp/81248538/0sGU2ihCky/

D. Upload the paternity policy
please be aware only one file is allowed per answer
https://stonewallsubmit.fluidreview.com/resp/81248538/T3ERPqTNwQ/

E. Upload the shared parental leave policy
please be aware only one file is allowed per answer
https://stonewallsubmit.fluidreview.com/resp/81248538/I0xLA4boR4/

Policies and Benefits: Part 2

Next Steps

1.4 Does the organisation have a policy (or policies) which support employees who are transitioning? Yes
Does the policy (or policies) in place to support employees who are transitioning cover the following?

Tick all that apply

GUIDANCE: Evidence submitted should demonstrate how information around organisational support for people transitioning is tailored to different employee groups. For guidance on creating a transitioning at work policy, see Stonewall’s resource here.

A. Work related guidance for an employee who is transitioning

B. Work related guidance on the process for an employee to change their name and gender marker on workplace systems

C. Work related guidance for HR staff on how to support an employee who is transitioning

D. Work related guidance for managers on how to support an employee who is transitioning

E. Work related guidance for employees on how to support a colleague who is transitioning

Provide a brief description of the policy/policies you have uploaded:

Trans Equality Policy: this policy sets out the University's commitment, intent and principles for trans equality and it applies to all its prospective applicants for employment and study, employees and students, contractors, visitors and partners.

The University also has a guidance document which supports HR staff, managers and all colleagues to understand the practical aspects which requires attention. It supports the implementation of the policy.

A. Upload guidance for members of staff

please be aware only one file is allowed per answer

https://stonewallsubmit.fluidreview.com/resp/81248538/qA5onIolfg/

B. Upload guidance for making changes on systems

please be aware only one file is allowed per answer

https://stonewallsubmit.fluidreview.com/resp/81248538/4Gu2ytD5P/

C. Upload guidance for HR staff

please be aware only one file is allowed per answer

https://stonewallsubmit.fluidreview.com/resp/81248538/7UOn01Nb1x/
D. Upload guidance for managers
please be aware only one file is allowed per answer
https://stonewallsubmit.fluidreview.com/resp/81248538/ov2czmqo8C/

E. Upload guidance for colleagues
please be aware only one file is allowed per answer
https://stonewallsubmit.fluidreview.com/resp/81248538/qlxqxfMaCH/

1.5 Does the organisation have a policy (or policies) in place to support all trans employees, including people with non-binary identities?

Does the policy (or policies) in place to support all trans employees, including people with non-binary identities cover the following?

Tick all that apply

GUIDANCE: Policies submitted should include clear information around how the organisation supports all trans employees, including non-binary people. Guidance on dress code should be offered regardless of whether an organisation has a uniform or dress code policy.

A. A clear commitment to supporting all trans people, including those with non-binary identities
B. Information on language, terminology and different trans identities
C. Guidance on facilities and dress code for non-binary people
Provide a brief description of the policy/policies you have uploaded:

Trans Equality Policy - this policy sets out the University's commitment, intent and principles for trans equality and it applies to all prospective applicants for employment and study, employees and students, contractors, visitors and partners. The University of Leeds will not discriminate against people on the grounds of their gender identity or gender expression. Where this policy refers to ‘trans people’, it has in mind everyone whose gender identity is not expressed in ways that are typically associated with their biological sex assigned at birth. This includes those who have non-binary, non-gender, agendered or gender-fluid identities.

Guidance to support trans staff and students - this guidance document has been developed to provide practical guidance, particularly in respect of staff and students, to support the implementation of the Trans Equality Policy. It provides guidance on facilities, use of different gender markers or providing support to colleagues on communication to their peers/fellow students.

Upload the policy and highlight content relevant to option A

Please be aware only one file is allowed per answer

https://stonewallsuploadfluidreview.com/resp/81248538/GFKDD3TTqb/

Upload the policy and highlight content relevant to option B

Please be aware only one file is allowed per answer

https://stonewallsuploadfluidreview.com/resp/81248538/amtnaiEWc1/

Upload the policy and highlight content relevant to option C

Please be aware only one file is allowed per answer

https://stonewallsuploadfluidreview.com/resp/81248538/zrQToS4t2r/

1.6 In the past two years, has the organisation communicated that its policies are LGBT inclusive to all employees?

**GUIDANCE:** The communication uploaded should demonstrate the organisation has informed employees that policies are LGBT inclusive. This may be on a post on an intranet system, but any file or screenshot must demonstrate the reach of the communication.

No

**Provide the date that the communication was shared.**

(No response)
The following question is for information gathering purposes only and is not scored.

1.7 Does the organisation provide its employees with private healthcare insurance which is explicitly inclusive of LGBT-specific health needs?

Yes

Describe how you ensure that the healthcare insurance is inclusive of all LGBT identities (and in particular, inclusive of trans people):

Although the University currently does not offer private medical insurance to staff, it has partnered with Simply Health (Leeds Hospital Fund) to offer a cash plan to help staff budget for the cost of visiting the dentist, optician, physiotherapist and other healthcare professionals. This may support their LGBT (more T related needs). Staff pay a monthly premium at their chosen contribution level, and then claim back the cost of those visits, up to annual payment limits. To claim from Simply Health for any treatment, staff submit a claim form and are not required to have a GP referral.
1. **Entitlement**

All pregnant employees are entitled to a period of 52 weeks maternity leave regardless of the length of continuous service.

They can choose to stay on maternity leave for the 52 week leave entitlement or end it early and share the remaining weeks leave with their partner, by opting in to Shared Parental Leave. Further information about our Shared Parental Leave policy can currently be found at [http://hr.leeds.ac.uk/spl](http://hr.leeds.ac.uk/spl).

The amount of maternity pay you will be paid depends on how long you have been employed by the University. The entitlement and options are shown in the table below.

<table>
<thead>
<tr>
<th>Type of Leave</th>
<th>Option</th>
<th>Service</th>
<th>Leave Entitlement</th>
<th>Payment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statutory Maternity Leave - Basic Right</td>
<td>Option A</td>
<td>Less than 52 weeks service before the expected week of childbirth and intends to return to work</td>
<td>52 weeks</td>
<td>In most cases entitled to 39 weeks Statutory Maternity Pay (SMP) or Maternity Allowance (MA)* +13 weeks unpaid</td>
</tr>
<tr>
<td>University Maternity Leave</td>
<td>Option B</td>
<td>52 or more continuous weeks service before the expected week of childbirth and intends to return to work</td>
<td>52 weeks</td>
<td>8 weeks full pay (which includes 8 weeks SMP/MA*) + 16 weeks half pay plus SMP/MA* + 15 weeks SMP/MA* + 13 weeks unpaid</td>
</tr>
<tr>
<td>University Maternity Leave</td>
<td>Option C</td>
<td>52 or more continuous weeks service before the expected week of childbirth and intends to return to work</td>
<td>52 weeks</td>
<td>16 weeks full pay (which includes 16 weeks SMP/MA*) + 23 weeks SMP/MA* + 13 weeks unpaid</td>
</tr>
<tr>
<td>Resignation</td>
<td>Option D</td>
<td>Do not intend to return to work</td>
<td>39 weeks SMP/MA*</td>
<td></td>
</tr>
</tbody>
</table>

If you would like advice on the above options, please contact your Faculty/Service HR Manager.

* You may be entitled to statutory maternity pay (SMP)\(^1\) which is paid through the University payroll. If you are not eligible for SMP, you may be entitled to maternity allowance (MA)\(^2\)

---

\(^1\) Eligibility for SMP:
- 41 weeks continuous employment with the University before the expected week of childbirth
- Average earnings above the lower limit of National Insurance contributions
- SMP is payable at the rate of 90% of full pay for 6 weeks, followed by 33 weeks at the lower rate.
- The current SMP lower rate can be obtained from the Payroll Office.

\(^2\) Eligibility for MA:
- Employed for 26 weeks in the 66 weeks before the expected week of childbirth
- Average earnings of £30 a week
which is claimed from local JobCentre Plus offices and therefore will be deducted from your salary payments.

If you are eligible for University maternity pay (options B and C), and you are unable to claim MA through Jobcentre Plus the amount will be reimbursed by the University.

To find out if you are entitled to SMP, you can use the on-line calculator available at https://www.gov.uk/government/news/calculate-your-leave-and-pay-when-you-have-a-child.

The rate of SMP/MA increases in April each year, current rates are available at https://www.gov.uk/employers-maternity-pay-leave/entitlementat and from the Payroll office.

2. Antenatal care

You are entitled to paid time off for antenatal care and classes. You should provide your Head of School/Service (or nominee) with as much notice as possible and you may need to provide evidence of the appointment.

3. Notification of maternity leave

You should notify your Faculty/Service HR Manager and Head of School/Service (or nominee) by the end of the 15th week before the Expected Week of Childbirth (EWC).

4. Applying for maternity leave

To apply for maternity leave you should complete an application form currently available at http://hr.leeds.ac.uk/maternity. The completed form should be returned to your Faculty/Service HR Manager together with the maternity certificate (MATB1) which provides evidence on when the baby is due. The earliest this may be issued by the doctor or midwife is 20 weeks before the expected week of childbirth. A copy of the application form should be passed to your Head of School/Service (or nominee).

A letter will be sent from HR confirming maternity leave arrangements, detailing pay entitlements and expected return to work date.

5. Starting maternity leave

Maternity leave can start at any time from 11 weeks before the expected week of childbirth. You can change the start date of your maternity leave as long as at least 28 days notice is given. Shorter notice may be possible by agreement with your Head of School/Service (or nominee).

If the baby is born before the maternity leave was due to begin, the day after the date of delivery will be regarded as the first day of maternity leave.

6. Health and safety

Under the Health and Safety at Work Act the University is required to carry out a detailed risk assessment on expectant mothers as early in pregnancy as possible.

Please note: SMP/MA is payable from the first day of leave and paid for complete weeks. For example, if leave begins on a Tuesday it will finish on a Monday. If you are receiving SMP/MA and leave is not taken in complete weeks, your SMP/MA payments will be affected as payment cannot be made for part weeks.
Please find details of this in the policy on health and safety risk assessment for new or expectant mothers currently available at http://hr.leeds.ac.uk/download/downloads/id/179/risk_assessment_for_expectant_mothers.

7. Terms of employment

Except as varied in this policy, all other terms and conditions of employment will continue to apply as though you had not been absent.

8. Sickness absence

If you are absent from work due to illness prior to the fourth week of the expected week of childbirth (whether or not related to the pregnancy), the absence will be dealt with under the sickness absence regulations.

If you are absent from work due to a pregnancy related illness during the four weeks before the expected week of childbirth, maternity leave will automatically start regardless of the date the leave was actually due to start.

9. Pension arrangements

Pension contributions will continue to be deducted as normal while you are in receipt of maternity pay, based on the level of pay you are receiving. Further information about pension arrangements during leave can be found at http://hr.leeds.ac.uk/download/downloads/id/405/family_leave-pension_arrangements.

10. Probation

If you are on probation at the start of your maternity leave, the probationary period will be extended by the period of your maternity leave.

11. Research Excellence Framework (REF)

If you are eligible to be included in the REF and, as a result of your absence your research productivity is significantly affected, the number of outputs required for submission for REF may be reduced. The number of outputs you will be required to submit will be based on the published REF Panel Criteria and working methods in place at the time of the relevant exercise. Information about the most recent REF exercise can currently be found at http://www.ref.ac.uk/. Your Head of School/Service (or nominee) will discuss any implications with you.

12. Fixed-term and open ended, fixed funded contracts

If you are employed on a fixed-term or open ended, fixed funded contract and this contract expires or the funding ceases during your maternity leave period, your contract/funding will be extended until the end of your statutory maternity pay period. The extension will be solely in order to facilitate the continuing payment of your maternity leave pay. As a result, you will be unable to return to work unless further funding is obtained to extend your contract/funding or you obtain another post with us.

Consultation about the expiry of your fixed-term/fixed funded contract will be in accordance with the University’s Procedure to Support the Employment Security of Staff on Fixed Funding or Fixed Term Contract which can currently be found at http://hr.leeds.ac.uk/FF-FTC_emp_security.
13. Salary deductions

Car parking permits and payment\(^3\) may be suspended during maternity leave. Salary deductions e.g. trade union subscriptions\(^4\) etc will normally be suspended during any period of unpaid leave. Further advice may be sought from the Payroll office.

14. Annual leave

You will continue to accrue 25 days (pro-rata) annual leave during your maternity leave. However, under the Working Time Regulations the minimum entitlement is 28 days each holiday year, including bank holidays and closure days. If your total holiday entitlement falls below 28 days (pro-rata) in any holiday year, including bank holiday and closure days that fall during your leave, an upward adjustment to your holiday entitlement will be made.

Annual leave accrued up to the date of commencement of maternity leave should be taken before starting leave. Annual leave accrued during maternity leave should, where reasonably practical, be taken in the holiday year in which the return to work falls\(^5\). Dates of annual leave should be agreed with the Head of School/Service (or nominee).

If you are employed on a fixed term or open ended, fixed funded contract, you will receive payment for any outstanding annual leave on the expiry of your contract/funding.

15. Contact with colleagues

It is good practice for you and your Head of School/Service (or nominee) to maintain reasonable contact during your leave. This will help to ensure that you are kept up-to-date on changes within your school/service, for example staffing changes, job opportunities, and personal circumstances that will help ease your return to work.

Keeping in touch will also help the Head of School/Service (or nominee) to be kept informed about your plans to return to work so that arrangements can be put in place.

You are encouraged to discuss with your Head of School/Service (or nominee) and colleagues how you wish contact to be maintained, and how your availability or otherwise should be communicated.

16. Work during maternity leave

*Keeping in touch days*

With the agreement of the Head of School/Service (or nominee), you may do up to ten day’s work, ‘keeping in touch days’. These days are different to having reasonable contact during maternity leave as described under section 15. The types of activity that may be covered will depend on your role, but may include attending a training session, a conference or team update.

There is no obligation on the Head of School/Service (or nominee) to offer keeping in touch days, nor is there any obligation on you to work such days. You cannot work during the two weeks immediately after the birth. Work carried out on any day will constitute a day’s work.

\(^3\) Please contact Car Parking for further information.
\(^4\) If you pay your trade union subscriptions through the University’s payroll, please check with your trade union regarding the implications of subscription suspension
\(^5\) Employees may use part of their annual leave accrued during maternity leave as an equivalent amount of unpaid leave before the return to work.
If you undertake work in addition to the ten ‘keeping in touch days’ during the maternity leave period it will be deemed that you have returned to work from the date the work commenced, and maternity payments will stop.

**Payment for keeping in touch days**

Keeping in touch days will be paid at your normal daily rate of pay. If you are receiving full pay, no additional payment will be made. If you are receiving half pay no pay or SMP/MA only, you will be paid the difference between what you are receiving under your maternity pay and your normal rate of pay. Where a full day is not worked, you will receive payment for the hours worked based on your normal hourly rate. The total payment will not exceed your normal daily rate.

**Notification of keeping in touch days**

To request payment, form ‘Payment for KIT and SPLIT days’ should be completed by the Head of School/Service (or nominee) and returned to the Payroll office who will arrange for payment to be made with your next salary payment, depending on payroll deadlines. The form can currently be found at [http://hr.leeds.ac.uk/mat_leave](http://hr.leeds.ac.uk/mat_leave).

17. **Work for another employer**

SMP and University maternity pay will be shortened if, whilst receiving payment from the University, you start work with another employer, who was not employing you during the 15th week before the expected week of childbirth.

18. **Still births or miscarriages**

If you miscarry your baby earlier than the 25th week of your pregnancy, you will not qualify for maternity leave, SMP, MA or University maternity pay. Sickness absence should be dealt with under the normal sick pay arrangements.

If your baby is stillborn from the 25th week of pregnancy onwards, you will be eligible for maternity leave, SMP, MA or University maternity pay in the normal way.

19. **Returning to work**

**Earliest date of return**

In accordance with legislation, you are obliged to take a minimum of two weeks maternity leave immediately following the birth. The University is not allowed to let new mothers work during this two week period.

**Notification of return**

If you are returning to work at the end of your maternity leave, you are not obliged to provide formal notification of your return. However, to make sure that arrangements are made for your salary payments to be made in good time, it would be helpful if you could confirm this in writing to your Faculty/Service HR Manager and Head of School/Service (or nominee) at the earliest opportunity.

If you wish to return before the end of your maternity leave, you will have to give eight weeks’ notice in writing to your Faculty/Service HR Manager and Head of School/Service (or nominee). However, this notice period may be varied by agreement with your Head of School/Service (or nominee).
If you are employed on a fixed-term or open ended, fixed funded contract, which has been extended solely to facilitate your statutory maternity pay, you will be unable to return to work unless further funding is obtained to extend your contract/funding or you obtain another post with us.

On return to work your Head of School/Service (or nominee) will arrange a return to work induction. Its purpose is to update you on any changes that have taken place in the School/Service during your absence and to look at what support mechanisms can be put in place to help you settle back in to work.

20. Right to return to work to the same post

On returning to work after maternity leave, you will have the right to return to the same post if your total absence amounts to 26 weeks or less. If your total leave is more than 26 weeks, you will have the right to return to the same post unless the post is redundant. In such cases, you will return to a suitable alternative post where one is available.

21. Returning to work on a part time basis

If you are considering returning to work on a part-time basis or changing your working pattern either in the short-term to help ease yourself back into work, settle your child in to nursery etc. or longer-term, you are encouraged to discuss your plans with your Head of School/Service (or nominee) at the earliest opportunity.

Although there is no automatic right to change your working pattern, your Head of School/Service (or nominee) will actively consider your proposals. Alternatively, you may wish to consider using our parental leave and/or flexible working policies or, using part of your annual leave. Information about these policies can be found at:

Parental leave: http://hr.leeds.ac.uk/parental_leave
Flexible working: http://hr.leeds.ac.uk/flexible_working

22. Not returning to work

If you decide to resign, you will need to give the required notice in line with your employment contract. If you have received UMP and do not return to work for a period of at least 3 months, we will claim back the non-statutory part of your UMP.

If you are employed on a fixed term or open ended, fixed funded contract that comes to an end at the end of your maternity leave period and it has not been possible to find appropriate redeployment, you would not be expected to repay the non-statutory part of your UMP. However, if you are offered an extension or renewal of your current contract/funding and/or another post is available at the University, but choose not to accept it, we will claim back the non-statutory part of your UMP if you reject or do not pursue such options.

You will need to repay the UMP in full within 3 months of your leaving date.

If you are still entitled to SMP at the time of leaving, you will receive the remaining payment on a monthly basis through the University payroll.

23. Shared parental leave
If you are considering taking Shared Parental Leave, you can find further information in our Shared Parental Leave policy currently available at http://hr.leeds.ac.uk/spl.
24. Further information

Further information about this policy can be obtained in the first instance from your Faculty/Service HR Manager/Officer.

If you require this document in an alternative format (for example braille, large print or e-text) please contact Human Resources at hr@leeds.ac.uk.

Policy updated March 2015
Guidance to Support Trans Staff and Students
March 2019
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1. Introduction

The University’s Trans Equality Policy sets out our commitment, intent and principles for trans equality and it applies to all our prospective applicants for employment and study, employees and students, contractors, visitors and partners.

This guidance document has been developed to provide practical guidance, particularly in respect of staff and students, to support the implementation of the Trans Equality Policy.

Key aspects that this guidance covers include:

- Underlying principles to provide a welcoming and supportive environment;
- Practical guidance to support staff and students such as how to change name, gender and title and overseas travel, facilities, recruitment etc;
- Supporting staff and students through transition, recognising that individual circumstances will vary and ensuring staff and students are provided with appropriate support.

Where this guidance document refers to the word ‘Trans people’, it has in mind everyone whose gender identity is not expressed in ways that are typically associated with their biological or sex assigned at birth. This includes those who have non-binary, non-gender, agender or gender-fluid identities.

2. Key guiding principles

The University celebrates and values the diversity of its staff and students and believes that the employment and inclusion of trans people at all levels of responsibility and trans students within our community enriches our University environment. The University will treat all trans employees and students with respect and strive to provide a positive working and learning environment free from discrimination, harassment or victimisation, to enable them to achieve the best outcomes.

While the University Trans Equality Policy sets out the specific University undertakings for a trans friendly and inclusive environment, the guiding underlying principles are:

Demonstrating a sensitive approach. It is important to provide support to everyone, whether trans or not, to express their gender in the way they are most comfortable. Think of people as being the gender that they self-identify as. Listen and politely ask how someone wishes to be referred to.

Respect. It is important to respect people’s privacy and boundaries – people may not want to reveal information about their past and anything to do with their relationship status (past, present or future) and other personal questions. If you feel it is appropriate to ask a question, consider asking if it is OK to do so first.

Challenge. If you hear, or see transphobic abuse, harassment or bullying, for example in the forms of derogatory jokes, graffiti, name-calling, inappropriate music, intrusive questions, unacceptable or unwanted behaviour, speeches and writings, challenge it and/or bring it quickly to the attention of your manager or tutor.

Confidentiality. Do not tell others about a person’s trans status unless permission has been obtained. Assurance is given that as far as is possible any documents that have to be kept that have a person’s previous name and gender will be kept confidential.
Support. Provide positive support to those who wish their trans status or gender identity to be known and for those undergoing or considering undergoing gender reassignment to meet the individuals’ particular needs and agree with them how to manage this.

3. Practical guidance for staff and students

This part of the document provides guidance on how an individual student or staff member should change their name and gender on University systems. One of the key aspects is an individual change of name, title and gender.

3.1 How do I change my name, gender marker and title?

Any requests will be actioned as sensitively, swiftly and as seamlessly as possible, in agreement with the student or staff member. Once the changes have been made, as far as is possible, there should be no records which would disclose the individual’s trans status to a third party.

Students

Changes should be requested in person through the Student Services Counter. You should complete a [Student Notification of Change Form](#) to confirm you wish to make changes and if you wish provide documentation of change of name by deed poll, statutory declaration, birth certificate, passport or driving licence. You will need to provide photo ID when requesting this change.

The Student Services team will provide information about other considerations for students following this change for example:

- the need for the student to manage the name or gender marker change for any external partners or agencies such as UK Visa and Immigration (UKVI), student loans, sponsors, banks. Appendix 1 provides details of other cards, documents and materials which the student may need to consider changing;
- please be aware, students will be contacted prior to award ceremonies to confirm the name to appear on certificates: therefore if there is a requirement for a different name, you can request this, for example, if there is a need for this to match other documentation such as sponsor records. Students at award ceremonies will be referred to by the name on their award certificates;
- if you are an international student on a tier 4 visa you should be aware that University student records are required to match UK Visa and Immigration (UKVI) records. If this situation applies, please contact the [Equality Policy Unit](#).

With your consent the Student Services team will update our student record systems and liaise with University staff on a confidential basis, to request updates to other databases used by the University. Requested changes will be completed within a reasonable timeframe.
Staff

Staff are asked to contact the Human Resources Information Officer (telephone: +44 (0)113 343 4129). You should complete a Staff Notification of Change Form to confirm you wish to make changes and if you wish provide documentation of change of name by deed poll, statutory declaration, birth certificate, passport or driving licence. You may need to provide photo ID when requesting this change.

The Human Resources Information Officer will:

- provide information about other considerations following this change, for example, whether you wish for your email address to be changed and the updating of staff ID cards. Appendix 1 provides details of other cards, documents and materials which you may need to consider changing;
- Update SAP and liaise confidentially with key University staff with your consent to request updates to other databases used by the University. Requested changes will be completed within a reasonable timeframe.
- Please be aware to change University pension schemes details you will need to provide a statutory declaration or deed poll.

See section 5.3 for further guidance on supporting staff and students wishing to change their records.

3.2 Staff recruitment

If you are applying for a role at the University and are concerned that you may be ‘outed’ by the recruitment process (for example by providing P45, academic biography or photo ID) you should contact the Human Resources Information Officer who will be able to support you, particularly with regards to documentation and references, through the recruitment process. The University is required to carry out right to work checks in the UK before employment commences which necessitates checking photo identification however applicants only need to provide these documents to HR. Strict confidentiality will be maintained.

3.3 Student applications

If you are applying for a place at the University and you do not wish to disclose your trans status for a programme of study contact the relevant Admissions team either Undergraduate or Postgraduate and they will be able to support you through the application and admissions process. Admissions staff may be required to advise the relevant Faculty Admissions Manager in order to facilitate removal of any previous documentation. The University will be required to carry out identity checks as part of the registration process however these will be undertaken confidentially and with sensitivity.

3.4 Use of pronouns/nouns

A person should be addressed and referred to using the pronouns which make them feel comfortable. This could be he, she, they, per, hir or other pronouns. If you are uncertain, either listen to what pronoun others are using or politely ask what they prefer, for example “Hi, I’m xxx and I use the pronouns he and him. What about you?” Encourage others to use these pronouns too and if the wrong pronoun is used, apologise quickly and move on. This can be more uncomfortable if a bigger deal is made of the situation. This is also a partnership therefore the trans person can inform of changes in pronouns and mistakes to colleagues who are unaware.
When referring to people by nouns as well as pronouns you should also refer to them in gender neutral terms for example person, student, visitor, customer or partner rather than for example lady, gentleman, husband or wife.

3.5 References

For current or former staff or students who are trans, references should make no mention of trans status. The appropriate pronouns should be used and no mention will be made to your former names, or out you as trans. Any reference requests received for someone who has transitioned, which refers to a previous name or gender, will be responded to that the University has no record.

If a student or staff member has left the University and then later transitions, they can request their name to be changed on University systems for students through the graduation team and for staff through the Central HR Team (proof of ID will be required).

3.6 Occupational requirements

In rare circumstances, being a particular sex can be an occupational requirement. Equality law makes clear an employer must be reasonable in claiming an occupational requirement and this must be identified at the beginning of the recruitment process.

For students, if a placement is identified with an occupational requirement for a particular sex and a student does not have a changed birth certificate, a meeting should be held with the student as soon as possible to discuss whether the University can inform placement providers of their trans status and to identify the most suitable placement for the student.

3.7 Overseas travel and field trips

In some countries trans people may experience societal hostility, there are legal implications and/or societal attitude challenges. Consideration needs to be given to this in planning of trips for example for Study Abroad opportunities or teaching/researching abroad. There would be implications if a student or staff member were to be hospitalised or searched at the airport. Also consideration needs to be given to whether the person has the necessary documentation in their self-identified gender to travel.

Students are advised to contact the Study Abroad Office or School Support Officers for more information, advice and guidance.

Staff are advised to contact their local Human Resource Manager for more information, advice and guidance.

Faculties and Services can seek further help and advice from Equality Policy Unit or Leeds University Union (LUU).

3.8 Facilities

Trans people can use single-sex facilities (such as toilets and changing rooms) according to their self-identified gender. There are also a number of gender neutral facilities across the University (details to be included on Campus Map in due course). Non-binary people can use the facility that seems most appropriate to them.

3.9 Confidentiality

Confidentiality of information relating to a person’s trans status is essential.
4. Reporting transphobia

The Dignity and Mutual Respect Policy sets out the procedure for making complaints of bullying, harassment and victimisation and the support that will be provided.

For Staff - Incidents should be raised through your Faculty or Service line manager or directly to your local HR Manager.

For Students – Incidents should be raised either through your personal tutor, the Student Advice Centre at Leeds University Union, the University’s Complaints Officer or your residences warden.

5. Supporting staff and students going through transition

If a student or member of staff is considering or undergoing the process of transition, students should contact their personal tutor or local School office and for staff their local Human Resources team. A meeting will be arranged to discuss the situation in confidence and to agree the process for supporting the student or staff member with their transition. Anyone has the right to live as if they had always been of their chosen gender.

A very important element of this meeting will be to determine who should be told what and when and how this should occur. This decision should be led by the trans staff member or student.

It can be helpful to draw up a confidential plan for the period of transition and thereafter. The implementation of the plan should be reviewed regularly and reassessed at each significant part of the process. The plan should include the following:

- Confidentiality – the University will respect the confidentiality of all trans staff and students and will not reveal information without their prior agreement;
- Whether the individual wishes to inform line managers, co-workers/fellow students themselves, or would prefer this to be done on their behalf. When and how this should be done;
- Whether training or briefing of co-workers, fellow students or service users will be necessary, at what point and by whom this will be carried out. HR staff, managers and colleagues may require additional training when working with a colleague who is transitioning. Contact your local HR team or Equality Policy Unit if this would be useful;
- The trans person’s preferred time for change of name and/or title (Miss/Ms/Mrs/Mr/Mx) and personal pronouns (he/she/they etc.), personal details, gender and other relevant required amendments to records and systems. After which point they should be referred to solely in their chosen name and by their preferred pronoun;
- The expected timescale of any medical and/or surgical interventions and procedures and the time off required (please be aware that a person at the beginning of their transition is unlikely to know this information);
- Any time off required for appointments and/or treatment and/or possible side effects from any medication and how this will affect job/study;
- Signposting to additional services at the University such as staff and student network groups, Occupational Health and the Counselling Service.
• For a student, whether they want to continue their course of study, defer for a set amount of time or come to some other arrangement;
• Whether a member of staff wishes to stay in their current post or be redeployed and if the latter, whether redeployment is possible;

Appendix 1 provides a useful checklist that covers most of the issues that need to be considered when an individual is going through this process. Section 6 provides details of key sources of support and their contact details.

**It is important to understand that one of the most significant moments will be when the individual wishes to start presenting in their preferred gender publicly. It is crucial that this is managed and communicated in an appropriate manner to those that have a working or study relationship with the individual.**

### 5.1 Practical considerations

Some practical considerations will arise when a person is transitioning, for example, single gender facilities and dress codes. When a person transitions, they usually start to use the facilities that are appropriate for their gender identity, e.g. trans women use the female facilities, trans men use male facilities. It may be necessary to explain the situation carefully to work/study colleagues after consultation with the trans person. Suggesting that the trans person use the disabled toilet is not acceptable unless the person is disabled, requires the use of those toilet facilities, or prefers to do so. There are a number of toilets and changing facilities across campus that are both gender neutral and accessible. Details will be added to campus map as soon as possible.

Flexibility is required in dress codes while someone is early in transition, as they will often have to buy new clothes, and this should be discussed with the individual, taking into account what they are required to wear to work and in line with any health and safety dress codes that the university has which are applicable to staff and students.

### 5.2 Managing absence

The Equality Act (2010) states it is discrimination to treat a trans person less favourably in work or study because they require absence for any part of the medical processes involved with gender reassignment than someone who is absent from work for another reason, for example, due to recuperation, counselling or medical appointments. This includes all related treatments (e.g. hormone therapies, surgical procedures), and also extends to any rectification of related surgical procedures if these are required.

Staff undergoing medical and surgical processes related to gender reassignment will be appropriately supported to enable them to attend their appointments whilst meeting their workload commitments and priorities. Early discussions should take place with the relevant line/HR Manager to facilitate absence from work and minimal impact on workplace priorities and teams.

Other policies such as the Flexible Working and extension of study period may also be helpful to consider. As with all cases, managers or tutors/student support staff should be as flexible as possible to meet requests for leave or changes to working patterns and study, being mindful to operational needs and study commitments including the submission of assignments and completion of examinations.
5.3 Records

No records should be changed without the permission of the staff member or student concerned. An agreed date should be planned on which appropriate records are changed.

Trans people can change their legal name by making a deed poll or statutory declaration of name change. However, some trans people choose not to change their name immediately or have no intention of changing their name. It is never a requirement for a staff member or student to present a Gender Recognition Certificate to change their name.

Some records can be changed at the request of the individual (HR/student records, e-mail, staff directory, occupational health etc) without a statutory declaration or deed poll needed. A written request ie staff or student notification of change form is sufficient. Other records (for example University pension) can only be changed once a statutory declaration or deed poll has been received (see section 3.1). Under the Data Protection Act/General Data Protection Regulation (GDPR), trans identity and gender reassignment information constitutes ‘sensitive data’.

A person’s file or record should always reflect their current name and gender. Where any documents need to be kept related to the person’s trans status these should be kept confidentially in a sealed envelope and only be viewed when required and with the permission of the individual concerned. If a trans person obtains a Gender Recognition Certificate (GRC), they have the right to request that all references to their former name and gender are removed from old records. In this case all past records must be updated and replaced in their file. For example, their old birth certificate should be replaced with their new one; any letters for offers/acceptances should be replaced reflecting their new name. Nothing should remain in the file that would reveal to a third party that a change has occurred. Any person handling this data has a responsibility to keep it confidential, comply with data protection regulations and to ensure the individual is not ‘outed’.

6. Additional support for staff and students

6.1 Internal Support for Students

Your personal tutor and/or your School or Faculty office

Student Counselling and Wellbeing
Leeds University Union LGBT* Society
Leeds University Student Advice Centre
Leeds University Student Welfare Officer

6.2 Internal support for staff

Your line manager, local HR team, the Equality Policy Unit

Trade Unions: there are three official campus trade unions: UCU, UNISON and Unite.

Staff Counselling and Psychological Support Service (SCPSS): Line managers supporting trans staff can also consult with SCPSS for psychological perspective and support.

LGBT Staff Network
Occupational Health

Information and training for colleagues – contact your local HR team or Equality Policy Unit for more information.

6.3 **External support:**

- Advance HE (previously The Equality Challenge Unit)
- Gender Identity Research and Education Society
- Trans*formation
- Gendered Intelligence
- Trans Leeds

6.4 **Related policies:**

- [Policy on Dignity and Mutual Respect](#) - the University’s Policy against bullying, harassment and victimisation, together with complaints procedures for staff and students.

- [Equality and Inclusion Framework](#) – sets out the vision for the University to be a beacon of excellence in the sector, promoting a culture of inclusion, respect and equality of opportunity for all.

- [Flexible working Policy](#) - explains what flexible working is and how to ask to work flexible hours to help fit your work hours around your personal commitments.

- [Extending your study period](#) - explains the process if you wish to extend your study period.

**Acknowledgements**

This policy and procedure has been developed using the Equality Challenge Unit’s Guidelines on Trans Staff and Students in HE and colleges: improving experiences (2016) and with thanks to the University of Manchester for enabling us to develop our guidance based upon their document but adapted to fit our institutional context.

The University recognises that this guidance will not cover every eventuality and individual complexities will need to be worked through. We will review the guidance in 12 months and any feedback to the [Equality Policy Unit](#) will be welcomed during this period.

Further information, advice and guidance on the Trans Equality Policy and this guidance is available from the [Equality Policy Unit](#).

Please also contact the Unit if you require this document in an alternatively published format.

**Equality Policy Unit**

**University of Leeds**

**February 2018**
Appendix 1
Suggested checklist when discussing a student or staff member’s transition

For each section of this suggested checklist timescales and dates and who is responsible should be considered.

Name change

Identification cards/name badges that may need changing (including, but not limited to):

- Staff ID card **
- Student ID card **
- National Union of Students card
- Trade Union membership card
- Club and society cards
- Professional membership cards
- Accommodation access card **
- Volunteer or mentor identification

Documents/materials that may need to be replaced or altered (including, but not limited to):

- Online records, academic biographies, staff & student directory**, email and user names
- All student/staff records and databases, enrolment forms, finance records**
- Programme and module lists**
- Personal tutor records**
- Occupational health/disability/counselling records
- Committee minutes and records, e.g. boards of study, academic boards
- Certificates, e.g. council tax exemption, training attendance**, degree**
- Club and society membership records
- Payroll ** (and banking details)
- Pension: death in service and dependents’ benefits*
- Student loan company/local education authority
- Company insurance
- Volunteering or mentoring records

Those marked with a * require legal proof (statutory declaration, deed poll or birth certificate) of name change before amendments can be made.

Those marked with ** indicate staff and student records that will be updated through the process of changing name, gender marker and title (see section 3.1).

When a trans person has received a Gender Recognition Certificate, they have the right to request that all references to their former name and gender are removed and replaced with their current name and gender. Given that it takes time to obtain a Gender Recognition Certificate, it is good practice to regard those who have changed their gender as if a GRC was held, from the date of transition onwards (subject to any other legal requirements).

Process

You should also think about who should inform the following:

- students and other colleagues
- Human Resources
  - support departments (finance, student records, accommodation, etc.)
  - committee chairs/secretaries
  - club and society members
  - Volunteer or mentor groups

**Questions to consider:**

If the student/staff member is, or will be, undergoing surgery or other treatment, do they know dates?

If the student/staff member requires time off for surgery and recovery, what process/support/adjustments are needed to ensure the student/staff member remains on their programme of study/in employment, or can return when they have recovered? Will it have any impact on their studies or work?

Are there any professional requirements or attendance requirements that may be affected by the person’s absence for medical treatment? For example, absence trigger points, or number of hours in a school or on a hospital placement? How will students be supported to ensure they can complete their programme of study on time?

Will additional cover be required during times of absence?

A person who is absent because of gender reassignment must not be treated less favourably than another person who is absent due to sickness or injury.

**Training**

Will there be a need to arrange training for fellow students, immediate team members and other university colleagues?

Who will deliver this training and what will the training cover?

Will the individual wish to attend the training?

**Genuine Occupational Requirements (GOR’s)**

See section 3.6 for more details. Are there any genuine occupational requirements during the student’s programme of study or staff member’s work, e.g. counselling, social care, NHS, charities, schools?

Are there any GOR’s volunteer placements or work-based learning?

**Ceremonies**

During awards ceremonies...if the individual has not legally changed their name or is not out to everyone, which name would they prefer to be used?

**Discrimination and harassment**

Are staff and students aware of the Dignity and Mutual Respect Policy? Does everyone understand their responsibilities and how to deal with any transphobic incidents?
Appendix 2
Legal context

Previous Legislation
The Gender Reassignment Regulations 1999 was replaced by the Equality Act 2010.

Current Legislation

Gender Recognition Act 2004
Gender Recognition Act 2004 allows people who meet certain criteria to apply for a Gender Recognition Certificate. This certificate allows people to obtain certain specific legal documentation, for example birth, death, and marriage certificates, in their new legal gender. The Gender Recognition Act makes it illegal to disclose someone’s trans status to someone else without explicit permission from the trans person in question.

The Equality Act 2010
Gender reassignment is one of the distinct protected characteristics covered under the Equality Act. A person has the protected characteristic of gender reassignment if that person is proposing to undergo, is undergoing or has undergone a process for the purpose of reassigning the person’s sex by changing the physiological or other attributes of sex.

Such a person is referred to under the act as a transsexual person and it is unlawful to discriminate against such a person in work and in the provision of goods, facilities, services and public functions.

It is not necessary to be under medical supervision and those perceived as people who have undergone/are undergoing gender reassignment along with those associated with people who have undergone/are undergoing gender reassignment such as family, friends and colleagues are also protected from unlawful treatment. Under the Equality Act, it is unlawful for an employer to:

- Discriminate directly by treating a job applicant or employee less favourably than others because of gender reassignment;
- Discriminate by treating an employee less favourably in relation to absences from work because of gender reassignment;
- Discriminate indirectly by applying a provision, criterion or practice (PCP) that disadvantages trans job applicants or employees without objective justification;
- Subject a job applicant or employee to harassment related to gender reassignment, to harassment of a sexual nature, or to less favourable treatment because they reject or submit to harassment;
- Victimise a job applicant or employee because they have made or intend to make a discrimination complaint, or because they have done or intend to do other things in connection with the Equality Act.

In addition, the public sector equality duty under the Equality Act requires public authorities to have due regard to the need to eliminate discrimination, harassment and victimisation against transsexual people, to advance equality of opportunity and foster good relations between transsexual people and others.
Appendix 3
Glossary of terms

Cisgender, often shortened to ‘cis’, is a word to describe people whose gender is the same as the one they were assigned at birth, i.e. people who are not trans.

Dual role is a person occasionally wearing clothing and/or makeup and accessories that are not traditionally associated with the sex they were assigned at birth. Generally they do not wish to transition and do not necessarily experience gender dysphoria.

Gender Reassignment is the legal term used in the Equality Act, 2010 to describe the protected characteristic of anyone proposing to undergo, undergoing or who has undergone a process (or part of a process) for the purpose of reassigning the person's sex by changing physiological or other attributes of sex.

Gender Recognition Certificate (GRC) is issued to those who are legally recognised in their acquired gender for all purposes. It is NEVER appropriate and is unlawful to ask a trans person for a GRC. Where a GRC is obtained a person’s gender history can only be disclosed in very explicit exceptions in law.

Intersex refers to people who are born with variations of sex characteristics, which do not always fit society’s perception of male or female bodies.

Non-binary is a term used by those whose gender does not fit with the expectation that people should be either men or women, also known as gender binary. Other terms used by people who do not identify as male or female include genderqueer, genderfluid, agender and bigender.

Transgender, often shortened to ‘trans’, is a term that describes people whose gender is different to the one they were assigned at birth. For example, a trans man is a man who was assigned female at birth.

Transition refers to the steps that a trans person takes so that their presentation or body better reflects their gender. Transitioning can, but does not need to, include the following: using different pronouns, choosing a different name, wearing different clothes, using different gender facilities, changing gender or sex markers on official records, taking hormones or having surgery. Not all trans people choose to transition.

Transmisogyny is the intersection of transphobia and misogyny that is experienced by trans women and other trans people who were not assigned female at birth.

Transphobia is used to refer to hatred, prejudice and acts of violence towards trans people by individuals.

Social Transition may be the first step, which means a person makes changes in their appearance and social situations to reflect a change of gender, they may change their name and pronoun and use different gendered facilities.
Guidance to Support
Trans Staff and Students

March 2019
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1. Introduction

The University’s Trans Equality Policy sets out our commitment, intent and principles for trans equality and it applies to all our prospective applicants for employment and study, employees and students, contractors, visitors and partners.

This guidance document has been developed to provide practical guidance, particularly in respect of staff and students, to support the implementation of the Trans Equality Policy.

Key aspects that this guidance covers include:

- Underlying principles to provide a welcoming and supportive environment;
- Practical guidance to support staff and students such as how to change name, gender and title and overseas travel, facilities, recruitment etc;
- Supporting staff and students through transition, recognising that individual circumstances will vary and ensuring staff and students are provided with appropriate support.

Where this guidance document refers to the word ‘Trans people’, it has in mind everyone whose gender identity is not expressed in ways that are typically associated with their biological or sex assigned at birth. This includes those who have non-binary, non-gender, agender or gender-fluid identities.

2. Key guiding principles

The University celebrates and values the diversity of its staff and students and believes that the employment and inclusion of trans people at all levels of responsibility and trans students within our community enriches our University environment. The University will treat all trans employees and students with respect and strive to provide a positive working and learning environment free from discrimination, harassment or victimisation, to enable them to achieve the best outcomes.

While the University Trans Equality Policy sets out the specific University undertakings for a trans friendly and inclusive environment, the guiding underlying principles are:

**Demonstrating a sensitive approach.** It is important to provide support to everyone, whether trans or not, to express their gender in the way they are most comfortable. Think of people as being the gender that they self-identify as. Listen and politely ask how someone wishes to be referred to.

**Respect.** It is important to respect people’s privacy and boundaries – people may not want to reveal information about their past and anything to do with their relationship status (past, present or future) and other personal questions. If you feel it is appropriate to ask a question, consider asking if it is OK to do so first.

**Challenge.** If you hear, or see transphobic abuse, harassment or bullying, for example in the forms of derogatory jokes, graffiti, name-calling, inappropriate music, intrusive questions, unacceptable or unwanted behaviour, speeches and writings, challenge it and/or bring it quickly to the attention of your manager or tutor.

**Confidentiality.** Do not tell others about a person’s trans status unless permission has been obtained. Assurance is given that as far as is possible any documents that have to be kept that have a person’s previous name and gender will be kept confidential.
Support. Provide positive support to those who wish their trans status or gender identity to be known and for those undergoing or considering undergoing gender reassignment to meet the individuals' particular needs and agree with them how to manage this.

3. Practical guidance for staff and students

This part of the document provides guidance on how an individual student or staff member should change their name and gender on University systems. One of the key aspects is an individual change of name, title and gender.

3.1 How do I change my name, gender marker and title?

Any requests will be actioned as sensitively, swiftly and as seamlessly as possible, in agreement with the student or staff member. Once the changes have been made, as far as is possible, there should be no records which would disclose the individual’s trans status to a third party.

Students

Changes should be requested in person through the Student Services Counter. You should complete a Student Notification of Change Form to confirm you wish to make changes and if you wish provide documentation of change of name by deed poll, statutory declaration, birth certificate, passport or driving licence. You will need to provide photo ID when requesting this change.

The Student Services team will provide information about other considerations for students following this change for example:

- the need for the student to manage the name or gender marker change for any external partners or agencies such as UK Visa and Immigration (UKVI), student loans, sponsors, banks. Appendix 1 provides details of other cards, documents and materials which the student may need to consider changing;
- please be aware, students will be contacted prior to award ceremonies to confirm the name to appear on certificates: therefore if there is a requirement for a different name, you can request this, for example, if there is a need for this to match other documentation such as sponsor records. Students at award ceremonies will be referred to by the name on their award certificates;
- if you are an international student on a tier 4 visa you should be aware that University student records are required to match UK Visa and Immigration (UKVI) records. If this situation applies, please contact the Equality Policy Unit.

With your consent the Student Services team will update our student record systems and liaise with University staff on a confidential basis, to request updates to other databases used by the University. Requested changes will be completed within a reasonable timeframe.
Staff

Staff are asked to contact the Human Resources Information Officer (telephone: +44 (0)113 343 4129). You should complete a Staff Notification of Change Form to confirm you wish to make changes and if you wish provide documentation of change of name by deed poll, statutory declaration, birth certificate, passport or driving licence. You may need to provide photo ID when requesting this change.

The Human Resources Information Officer will:

- provide information about other considerations following this change, for example, whether you wish for your email address to be changed and the updating of staff ID cards. Appendix 1 provides details of other cards, documents and materials which you may need to consider changing;
- Update SAP and liaise confidentially with key University staff with your consent to request updates to other databases used by the University. Requested changes will be completed within a reasonable timeframe.
- Please be aware to change University pension schemes details you will need to provide a statutory declaration or deed poll.

See section 5.3 for further guidance on supporting staff and students wishing to change their records.

3.2 Staff recruitment

If you are applying for a role at the University and are concerned that you may be ‘outed’ by the recruitment process (for example by providing P45, academic biography or photo ID) you should contact the Human Resources Information Officer who will be able to support you, particularly with regards to documentation and references, through the recruitment process. The University is required to carry out right to work checks in the UK before employment commences which necessitates checking photo identification however applicants only need to provide these documents to HR. Strict confidentiality will be maintained.

3.3 Student applications

If you are applying for a place at the University and you do not wish to disclose your trans status for a programme of study contact the relevant Admissions team either Undergraduate or Postgraduate and they will be able to support you through the application and admissions process. Admissions staff may be required to advise the relevant Faculty Admissions Manager in order to facilitate removal of any previous documentation. The University will be required to carry out identity checks as part of the registration process however these will be undertaken confidentially and with sensitivity.

3.4 Use of pronouns/nouns

A person should be addressed and referred to using the pronouns which make them feel comfortable. This could be he, she, they, per, hir or other pronouns. If you are uncertain, either listen to what pronoun others are using or politely ask what they prefer, for example “Hi, I’m xxx and I use the pronouns he and him. What about you?” Encourage others to use these pronouns too and if the wrong pronoun is used, apologise quickly and move on. This can be more uncomfortable if a bigger deal is made of the situation. This is also a partnership therefore the trans person can inform of changes in pronouns and mistakes to colleagues who are unaware.
When referring to people by nouns as well as pronouns you should also refer to them in gender neutral terms for example person, student, visitor, customer or partner rather than for example lady, gentleman, husband or wife.

3.5 References
For current or former staff or students who are trans, references should make no mention of trans status. The appropriate pronouns should be used and no mention will be made to your former names, or out you as trans. Any reference requests received for someone who has transitioned, which refers to a previous name or gender, will be responded to that the University has no record.

If a student or staff member has left the University and then later transitions, they can request their name to be changed on University systems for students through the graduation team and for staff through the Central HR Team (proof of ID will be required).

3.6 Occupational requirements
In rare circumstances, being a particular sex can be an occupational requirement. Equality law makes clear an employer must be reasonable in claiming an occupational requirement and this must be identified at the beginning of the recruitment process.

For students, if a placement is identified with an occupational requirement for a particular sex and a student does not have a changed birth certificate, a meeting should be held with the student as soon as possible to discuss whether the University can inform placement providers of their trans status and to identify the most suitable placement for the student.

3.7 Overseas travel and field trips
In some countries trans people may experience societal hostility, there are legal implications and/or societal attitude challenges. Consideration needs to be given to this in planning of trips for example for Study Abroad opportunities or teaching/researching abroad. There would be implications if a student or staff member were to be hospitalised or searched at the airport. Also consideration needs to be given to whether the person has the necessary documentation in their self-identified gender to travel.

Students are advised to contact the Study Abroad Office or School Support Officers for more information, advice and guidance.

Staff are advised to contact their local Human Resource Manager for more information, advice and guidance.

Faculties and Services can seek further help and advice from Equality Policy Unit or Leeds University Union (LUU).

3.8 Facilities
Trans people can use single-sex facilities (such as toilets and changing rooms) according to their self-identified gender. There are also a number of gender neutral facilities across the University (details to be included on Campus Map in due course). Non-binary people can use the facility that seems most appropriate to them.

3.9 Confidentiality
Confidentiality of information relating to a person’s trans status is essential.
4. Reporting transphobia
The Dignity and Mutual Respect Policy sets out the procedure for making complaints of bullying, harassment and victimisation and the support that will be provided.

For Staff - Incidents should be raised through your Faculty or Service line manager or directly to your local HR Manager.

For Students – Incidents should be raised either through your personal tutor, the Student Advice Centre at Leeds University Union, the University's Complaints Officer or your residences warden.

5. Supporting staff and students going through transition
If a student or member of staff is considering or undergoing the process of transition, students should contact their personal tutor or local School office and for staff their local Human Resources team. A meeting will be arranged to discuss the situation in confidence and to agree the process for supporting the student or staff member with their transition. Anyone has the right to live as if they had always been of their chosen gender.

A very important element of this meeting will be to determine who should be told what and when and how this should occur. This decision should be led by the trans staff member or student.

It can be helpful to draw up a confidential plan for the period of transition and thereafter. The implementation of the plan should be reviewed regularly and reassessed at each significant part of the process. The plan should include the following:

- Confidentiality – the University will respect the confidentiality of all trans staff and students and will not reveal information without their prior agreement;
- Whether the individual wishes to inform line managers, co-workers/fellow students themselves, or would prefer this to be done on their behalf. When and how this should be done;
- Whether training or briefing of co-workers, fellow students or service users will be necessary, at what point and by whom this will be carried out. HR staff, managers and colleagues may require additional training when working with a colleague who is transitioning. Contact your local HR team or Equality Policy Unit if this would be useful;
- The trans person's preferred time for change of name and/or title (Miss/Ms/Mrs/Mr/Mx) and personal pronouns (he/she/they etc.), personal details, gender and other relevant required amendments to records and systems. After which point they should be referred to solely in their chosen name and by their preferred pronoun;
- The expected timescale of any medical and/or surgical interventions and procedures and the time off required (please be aware that a person at the beginning of their transition is unlikely to know this information);
- Any time off required for appointments and/or treatment and/or possible side effects from any medication and how this will affect job/study;
- Signposting to additional services at the University such as staff and student network groups, Occupational Health and the Counselling Service.
• For a student, whether they want to continue their course of study, defer for a set amount of time or come to some other arrangement;
• Whether a member of staff wishes to stay in their current post or be redeployed and if the latter, whether redeployment is possible;

Appendix 1 provides a useful checklist that covers most of the issues that need to be considered when an individual is going through this process. Section 6 provides details of key sources of support and their contact details.

It is important to understand that one of the most significant moments will be when the individual wishes to start presenting in their preferred gender publicly. It is crucial that this is managed and communicated in an appropriate manner to those that have a working or study relationship with the individual.

5.1 Practical considerations

Some practical considerations will arise when a person is transitioning, for example, single gender facilities and dress codes. When a person transitions, they usually start to use the facilities that are appropriate for their gender identity, e.g. trans women use the female facilities, trans men use male facilities. It may be necessary to explain the situation carefully to work/study colleagues after consultation with the trans person. Suggesting that the trans person use the disabled toilet is not acceptable unless the person is disabled, requires the use of those toilet facilities, or prefers to do so. There are a number of toilets and changing facilities across campus that are both gender neutral and accessible. Details will be added to campus map as soon as possible.

Flexibility is required in dress codes while someone is early in transition, as they will often have to buy new clothes, and this should be discussed with the individual, taking into account what they are required to wear to work and in line with any health and safety dress codes that the university has which are applicable to staff and students.

5.2 Managing absence

The Equality Act (2010) states it is discrimination to treat a trans person less favourably in work or study because they require absence for any part of the medical processes involved with gender reassignment than someone who is absent from work for another reason, for example, due to recuperation, counselling or medical appointments. This includes all related treatments (e.g. hormone therapies, surgical procedures), and also extends to any rectification of related surgical procedures if these are required.

Staff undergoing medical and surgical processes related to gender reassignment will be appropriately supported to enable them to attend their appointments whilst meeting their workload commitments and priorities. Early discussions should take place with the relevant line/HR Manager to facilitate absence from work and minimal impact on workplace priorities and teams.

Other policies such as the Flexible Working and extension of study period may also be helpful to consider. As with all cases, managers or tutors/student support staff should be as flexible as possible to meet requests for leave or changes to working patterns and study, being mindful to operational needs and study commitments including the submission of assignments and completion of examinations.
5.3 Records

No records should be changed without the permission of the staff member or student concerned. An agreed date should be planned on which appropriate records are changed.

Trans people can change their legal name by making a deed poll or statutory declaration of name change. However, some trans people choose not to change their name immediately or have no intention of changing their name. It is never a requirement for a staff member or student to present a Gender Recognition Certificate to change their name.

Some records can be changed at the request of the individual (HR/student records, e-mail, staff directory, occupational health etc) without a statutory declaration or deed poll needed. A written request ie staff or student notification of change form is sufficient. Other records (for example University pension) can only be changed once a statutory declaration or deed poll has been received (see section 3.1). Under the Data Protection Act/General Data Protection Regulation (GDPR), trans identity and gender reassignment information constitutes ‘sensitive data’.

A person’s file or record should always reflect their current name and gender. Where any documents need to be kept related to the person’s trans status these should be kept confidentially in a sealed envelope and only be viewed when required and with the permission of the individual concerned. If a trans person obtains a Gender Recognition Certificate (GRC), they have the right to request that all references to their former name and gender are removed from old records. In this case all past records must be updated and replaced in their file. For example, their old birth certificate should be replaced with their new one; any letters for offers/acceptances should be replaced reflecting their new name. Nothing should remain in the file that would reveal to a third party that a change has occurred. Any person handling this data has a responsibility to keep it confidential, comply with data protection regulations and to ensure the individual is not ‘outed’.

6. Additional support for staff and students

6.1 Internal Support for Students

Your personal tutor and/or your School or Faculty office

Student Counselling and Wellbeing

Leeds University Union LGBT+ Society

Leeds University Student Advice Centre

Leeds University Student Welfare Officer

6.2 Internal support for staff

Your line manager, local HR team, the Equality Policy Unit

Trade Unions: there are three official campus trade unions: UCU, UNISON and Unite.

Staff Counselling and Psychological Support Service (SCPSS): Line managers supporting trans staff can also consult with SCPSS for psychological perspective and support.

LGBT Staff Network
Occupational Health
Information and training for colleagues – contact your local HR team or Equality Policy Unit for more information.

6.3 External support:
Advance HE (previously The Equality Challenge Unit)
Gender Identity Research and Education Society
Trans*formation
Gendered Intelligence
Trans Leeds

6.4 Related policies:
Policy on Dignity and Mutual Respect - the University’s Policy against bullying, harassment and victimisation, together with complaints procedures for staff and students.

Equality and Inclusion Framework – sets out the vision for the University to be a beacon of excellence in the sector, promoting a culture of inclusion, respect and equality of opportunity for all.

Flexible working Policy - explains what flexible working is and how to ask to work flexible hours to help fit your work hours around your personal commitments.

Extending your study period - explains the process if you wish to extend your study period.

Acknowledgements
This policy and procedure has been developed using the Equality Challenge Unit’s Guidelines on Trans Staff and Students in HE and colleges: improving experiences (2016) and with thanks to the University of Manchester for enabling us to develop our guidance based upon their document but adapted to fit our institutional context.

The University recognises that this guidance will not cover every eventuality and individual complexities will need to be worked through. We will review the guidance in 12 months and any feedback to the Equality Policy Unit will be welcomed during this period.

Further information, advice and guidance on the Trans Equality Policy and this guidance is available from the Equality Policy Unit.

Please also contact the Unit if you require this document in an alternatively published format.

Equality Policy Unit
University of Leeds
February 2018
Appendix 1
Suggested checklist when discussing a student or staff member’s transition

For each section of this suggested checklist timescales and dates and who is responsible should be considered.

**Name change**

Identification cards/name badges that may need changing (including, but not limited to):

- Staff ID card **
- Student ID card **
- National Union of Students card
- Trade Union membership card
- Club and society cards
- Professional membership cards
- Accommodation access card **
- Volunteer or mentor identification

Documents/materials that may need to be replaced or altered (including, but not limited to):

- Online records, academic biographies, staff & student directory**, email and user names
- All student/staff records and databases, enrolment forms, finance records**
- Programme and module lists**
- Personal tutor records**
- Occupational health/disability/counselling records
- Committee minutes and records, e.g. boards of study, academic boards
- Certificates, e.g. council tax exemption, training attendance**, degree**
- Club and society membership records
- Payroll ** (and banking details)
- Pension: death in service and dependents’ benefits*
- Student loan company/local education authority
- Company insurance
- Volunteering or mentoring records

Those marked with a * require legal proof (statutory declaration, deed poll or birth certificate) of name change before amendments can be made.

Those marked with ** indicate staff and student records that will be updated through the process of changing name, gender marker and title (see section 3.1).

When a trans person has received a Gender Recognition Certificate, they have the right to request that all references to their former name and gender are removed and replaced with their current name and gender. Given that it takes time to obtain a Gender Recognition Certificate, it is good practice to regard those who have changed their gender as if a GRC was held, from the date of transition onwards (subject to any other legal requirements).

**Process**

You should also think about who should inform the following:

- students and other colleagues
- Human Resources
- support departments (finance, student records, accommodation, etc.)
- committee chairs/secretaries
- club and society members
- Volunteer or mentor groups

Questions to consider:

If the student/staff member is, or will be, undergoing surgery or other treatment, do they know dates?

If the student/staff member requires time off for surgery and recovery, what process/support/adjustments are needed to ensure the student/staff member remains on their programme of study/in employment, or can return when they have recovered? Will it have any impact on their studies or work?

Are there any professional requirements or attendance requirements that may be affected by the person’s absence for medical treatment? For example, absence trigger points, or number of hours in a school or on a hospital placement? How will students be supported to ensure they can complete their programme of study on time?

Will additional cover be required during times of absence?

A person who is absent because of gender reassignment must not be treated less favourably than another person who is absent due to sickness or injury.

Training

Will there be a need to arrange training for fellow students, immediate team members and other university colleagues?

Who will deliver this training and what will the training cover?

Will the individual wish to attend the training?

Genuine Occupational Requirements (GOR’s)

See section 3.6 for more details. Are there any genuine occupational requirements during the student’s programme of study or staff member’s work, e.g. counselling, social care, NHS, charities, schools?

Are there any GOR’s volunteer placements or work-based learning?

Ceremonies

During awards ceremonies...if the individual has not legally changed their name or is not out to everyone, which name would they prefer to be used?

Discrimination and harassment

Are staff and students aware of the Dignity and Mutual Respect Policy? Does everyone understand their responsibilities and how to deal with any transphobic incidents?
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Such a person is referred to under the act as a transsexual person and it is unlawful to discriminate against such a person in work and in the provision of goods, facilities, services and public functions.

It is not necessary to be under medical supervision and those perceived as people who have undergone/are undergoing gender reassignment along with those associated with people who have undergone/are undergoing gender reassignment such as family, friends and colleagues are also protected from unlawful treatment. Under the Equality Act, it is unlawful for an employer to:

- Discriminate directly by treating a job applicant or employee less favourably than others because of gender reassignment;
- Discriminate by treating an employee less favourably in relation to absences from work because of gender reassignment;
- Discriminate indirectly by applying a provision, criterion or practice (PCP) that disadvantages trans job applicants or employees without objective justification;
- Subject a job applicant or employee to harassment related to gender reassignment, to harassment of a sexual nature, or to less favourable treatment because they reject or submit to harassment;
- Victimise a job applicant or employee because they have made or intend to make a discrimination complaint, or because they have done or intend to do other things in connection with the Equality Act.

In addition, the public sector equality duty under the Equality Act requires public authorities to have due regard to the need to eliminate discrimination, harassment and victimisation against transsexual people, to advance equality of opportunity and foster good relations between transsexual people and others.
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Non-binary is a term used by those whose gender does not fit with the expectation that people should be either men or women, also known as gender binary. Other terms used by people who do not identify as male or female include genderqueer, genderfluid, agender and bigender.

Transgender, often shortened to ‘trans’, is a term that describes people whose gender is different to the one they were assigned at birth. For example, a trans man is a man who was assigned female at birth.

Transition refers to the steps that a trans person takes so that their presentation or body better reflects their gender. Transitioning can, but does not need to, include the following: using different pronouns, choosing a different name, wearing different clothes, using different gender facilities, changing gender or sex markers on official records, taking hormones or having surgery. Not all trans people choose to transition.

Transmisogyny is the intersection of transphobia and misogyny that is experienced by trans women and other trans people who were not assigned female at birth.

Transphobia is used to refer to hatred, prejudice and acts of violence towards trans people by individuals.

Social Transition may be the first step, which means a person makes changes in their appearance and social situations to reflect a change of gender, they may change their name and pronoun and use different gendered facilities.
Trans Equality Policy

This policy supports the delivery of the University’s Equality and Inclusion Framework 2014-2019 in pursuit of our vision as a research-intensive, international University to attract and retain excellent staff and students from across the world and to enable them to fulfil their potential. This policy sets out our commitment, intent and principles for trans equality and it applies to all our prospective applicants for employment and study, employees and students, contractors, visitors and partners.

The University of Leeds will not discriminate against people on the grounds of their gender identity or gender expression. Where this policy refers to ‘trans people’, it has in mind everyone whose gender identity is not expressed in ways that are typically associated with their biological or sex assigned at birth. This includes those who have non-binary, non-gender, agendered or gender-fluid identities.

The University celebrates and values the diversity of its staff and students and believes that the employment and inclusion of trans people at all levels of responsibility and trans students within our community will enrich our University environment. The University will treat all trans employees and students with respect and strive to provide a positive working and learning environment free from discrimination, harassment or victimisation, to enable them to achieve the best outcomes. To this end, the University undertakes the following:

- Students will have access to opportunities, courses, progression to other courses, and fair and equal treatment while on courses regardless of their gender identity, gender expression or because they propose to, or have, transitioned.

- All trans staff will be included in opportunities for employment or promotion and will not be redeployed against their wishes because of their gender identity or gender expression.

- The University will provide a supportive environment for staff and students who wish their trans status or non-binary gender identity to be known. However, it is the right of the individual to choose whether they wish to be open about their gender identity, trans status or trans history. To ‘out’ someone, whether staff or student, without their permission is a form of harassment and, in a number of contexts may amount to a criminal offence.

- The University will respect the confidentiality of all trans staff and students’ identities and will not reveal information relating to their trans status without the prior agreement of the individual.

- The University recognises that trans staff and students come from diverse backgrounds, and will strive to ensure they do not face discrimination on the grounds of their gender identity or in relation to other aspects of their identity, for example, their age, disability, ethnic background, religion or belief, or sexual orientation. In addition, assumptions will not be made about the gender of partners of trans staff or students.

- The University will ensure that its environment, in terms of its pictures, images, publicity materials and literature, reflects the diversity of its staff and students.
• The University welcomes and will provide inclusive facilities for trans students and staff groups.

• Transphobic abuse, harassment or bullying, for example in the forms of derogatory jokes, graffiti, name-calling, inappropriate music, intrusive questions, unacceptable or unwanted behaviour, speeches and writings will not be tolerated. Instances of such behaviour are serious disciplinary offences and will be dealt with under the University’s Dignity and Mutual Respect procedures detailed at: http://equality.leeds.ac.uk/wp-content/uploads/sites/64/2014/03/Dignity-and-respect.pdf. The University undertakes to remove any inappropriate content whenever it appears on the premises.

• Requests to change staff and student titles, name and gender on records will be handled promptly and individuals will be made aware of any implications of the changes.

• Staff and students undergoing medical and surgical procedures related to gender reassignment will receive positive support from the University to meet their particular needs during this period, in line with our regular HR procedures.

• The University will strive to ensure that its curriculum does not rely on or reinforce stereotypical assumptions about trans people and that it contains material that positively represents trans people and trans lives.

• In providing accommodation for students, any concerns or issues raised by trans students will be handled by the accommodation office and will be treated fairly and in line with the University’s obligations under equality law.

• Having consulted with trans staff and students and the trans community, the University will include gender identity in relevant internal attitudinal surveys and when monitoring complaints of harassment.

• The University will include gender identity issues in equality training.

The University will review this policy periodically. Further information, advice and guidance on this policy is available from the Equality Policy Unit at equality@leeds.ac.uk.

Please also contact the Unit if you require this document in an alternatively published format.

Equality Policy Unit
University of Leeds
February 2017
Guidance to Support
Trans Staff and Students

March 2019
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1. Introduction

The University’s Trans Equality Policy sets out our commitment, intent and principles for trans equality and it applies to all our prospective applicants for employment and study, employees and students, contractors, visitors and partners.

This guidance document has been developed to provide practical guidance, particularly in respect of staff and students, to support the implementation of the Trans Equality Policy.

Key aspects that this guidance covers include:

- Underlying principles to provide a welcoming and supportive environment;
- Practical guidance to support staff and students such as how to change name, gender and title and overseas travel, facilities, recruitment etc;
- Supporting staff and students through transition, recognising that individual circumstances will vary and ensuring staff and students are provided with appropriate support.

Where this guidance document refers to the word ‘Trans people’, it has in mind everyone whose gender identity is not expressed in ways that are typically associated with their biological or sex assigned at birth. This includes those who have non-binary, non-gender, agender or gender-fluid identities.

2. Key guiding principles

The University celebrates and values the diversity of its staff and students and believes that the employment and inclusion of trans people at all levels of responsibility and trans students within our community enriches our University environment. The University will treat all trans employees and students with respect and strive to provide a positive working and learning environment free from discrimination, harassment or victimisation, to enable them to achieve the best outcomes.

While the University Trans Equality Policy sets out the specific University undertakings for a trans friendly and inclusive environment, the guiding underlying principles are:

Demonstrating a sensitive approach. It is important to provide support to everyone, whether trans or not, to express their gender in the way they are most comfortable. Think of people as being the gender that they self-identify as. Listen and politely ask how someone wishes to be referred to.

Respect. It is important to respect people’s privacy and boundaries – people may not want to reveal information about their past and anything to do with their relationship status (past, present or future) and other personal questions. If you feel it is appropriate to ask a question, consider asking if it is OK to do so first.

Challenge. If you hear, or see transphobic abuse, harassment or bullying, for example in the forms of derogatory jokes, graffiti, name-calling, inappropriate music, intrusive questions, unacceptable or unwanted behaviour, speeches and writings, challenge it and/or bring it quickly to the attention of your manager or tutor.

Confidentiality. Do not tell others about a person’s trans status unless permission has been obtained. Assurance is given that as far as is possible any documents that have to be kept that have a person’s previous name and gender will be kept confidential.
**Support.** Provide positive support to those who wish their trans status or gender identity to be known and for those undergoing or considering undergoing gender reassignment to meet the individuals' particular needs and agree with them how to manage this.

### 3. Practical guidance for staff and students

This part of the document provides guidance on how an individual student or staff member should change their name and gender on University systems. One of the key aspects is an individual change of name, title and gender.

#### 3.1 *How do I change my name, gender marker and title?*

Any requests will be actioned as sensitively, swiftly and as seamlessly as possible, in agreement with the student or staff member. Once the changes have been made, as far as is possible, there should be no records which would disclose the individual's trans status to a third party.

**Students**

Changes should be requested in person through the Student Services Counter. You should complete a [Student Notification of Change Form](#) to confirm you wish to make changes and if you wish provide documentation of change of name by deed poll, statutory declaration, birth certificate, passport or driving licence. You will need to provide photo ID when requesting this change.

The Student Services team will provide information about other considerations for students following this change for example:

- the need for the student to manage the name or gender marker change for any external partners or agencies such as UK Visa and Immigration (UKVI), student loans, sponsors, banks. Appendix 1 provides details of other cards, documents and materials which the student may need to consider changing;
- please be aware, students will be contacted prior to award ceremonies to confirm the name to appear on certificates; therefore if there is a requirement for a different name, you can request this, for example, if there is a need for this to match other documentation such as sponsor records. Students at award ceremonies will be referred to by the name on their award certificates;
- if you are an international student on a tier 4 visa you should be aware that University student records are required to match UK Visa and Immigration (UKVI) records. If this situation applies, please contact the [Equality Policy Unit](#).

With your consent the Student Services team will update our student record systems and liaise with University staff on a confidential basis, to request updates to other databases used by the University. Requested changes will be completed within a reasonable timeframe.
Staff

Staff are asked to contact the Human Resources Information Officer (telephone: +44 (0)113 343 4129). You should complete a Staff Notification of Change Form to confirm you wish to make changes and if you wish provide documentation of change of name by deed poll, statutory declaration, birth certificate, passport or driving licence. You may need to provide photo ID when requesting this change.

The Human Resources Information Officer will:

- provide information about other considerations following this change, for example, whether you wish for your email address to be changed and the updating of staff ID cards. Appendix 1 provides details of other cards, documents and materials which you may need to consider changing;
- Update SAP and liaise confidentially with key University staff with your consent to request updates to other databases used by the University. Requested changes will be completed within a reasonable timeframe.
- Please be aware to change University pension schemes details you will need to provide a statutory declaration or deed poll.

See section 5.3 for further guidance on supporting staff and students wishing to change their records.

3.2 Staff recruitment

If you are applying for a role at the University and are concerned that you may be ‘outed’ by the recruitment process (for example by providing P45, academic biography or photo ID) you should contact the Human Resources Information Officer who will be able to support you, particularly with regards to documentation and references, through the recruitment process. The University is required to carry out right to work checks in the UK before employment commences which necessitates checking photo identification however applicants only need to provide these documents to HR. Strict confidentiality will be maintained.

3.3 Student applications

If you are applying for a place at the University and you do not wish to disclose your trans status for a programme of study contact the relevant Admissions team either Undergraduate or Postgraduate and they will be able to support you through the application and admissions process. Admissions staff may be required to advise the relevant Faculty Admissions Manager in order to facilitate removal of any previous documentation. The University will be required to carry out identity checks as part of the registration process however these will be undertaken confidentially and with sensitivity.

3.4 Use of pronouns/nouns

A person should be addressed and referred to using the pronouns which make them feel comfortable. This could be he, she, they, per, hir or other pronouns. If you are uncertain, either listen to what pronoun others are using or politely ask what they prefer, for example “Hi, I’m xxx and I use the pronouns he and him. What about you?” Encourage others to use these pronouns too and if the wrong pronoun is used, apologise quickly and move on. This can be more uncomfortable if a bigger deal is made of the situation. This is also a partnership therefore the trans person can inform of changes in pronouns and mistakes to colleagues who are unaware.
When referring to people by nouns as well as pronouns you should also refer to them in gender neutral terms for example person, student, visitor, customer or partner rather than for example lady, gentleman, husband or wife.

3.5 References
For current or former staff or students who are trans, references should make no mention of trans status. The appropriate pronouns should be used and no mention will be made to your former names, or out you as trans. Any reference requests received for someone who has transitioned, which refers to a previous name or gender, will be responded to that the University has no record.

If a student or staff member has left the University and then later transitions, they can request their name to be changed on University systems for students through the graduation team and for staff through the Central HR Team (proof of ID will be required).

3.6 Occupational requirements
In rare circumstances, being a particular sex can be an occupational requirement. Equality law makes clear an employer must be reasonable in claiming an occupational requirement and this must be identified at the beginning of the recruitment process.

For students, if a placement is identified with an occupational requirement for a particular sex and a student does not have a changed birth certificate, a meeting should be held with the student as soon as possible to discuss whether the University can inform placement providers of their trans status and to identify the most suitable placement for the student.

3.7 Overseas travel and field trips
In some countries trans people may experience societal hostility, there are legal implications and/or societal attitude challenges. Consideration needs to be given to this in planning of trips for example for Study Abroad opportunities or teaching/researching abroad. There would be implications if a student or staff member were to be hospitalised or searched at the airport. Also consideration needs to be given to whether the person has the necessary documentation in their self-identified gender to travel.

Students are advised to contact the Study Abroad Office or School Support Officers for more information, advice and guidance.

Staff are advised to contact their local Human Resource Manager for more information, advice and guidance.

Faculties and Services can seek further help and advice from Equality Policy Unit or Leeds University Union (LUU).

3.8 Facilities
Trans people can use single-sex facilities (such as toilets and changing rooms) according to their self-identified gender. There are also a number of gender neutral facilities across the University (details to be included on Campus Map in due course). Non-binary people can use the facility that seems most appropriate to them.

3.9 Confidentiality
Confidentiality of information relating to a person’s trans status is essential.
4. Reporting transphobia
The Dignity and Mutual Respect Policy sets out the procedure for making complaints of bullying, harassment and victimisation and the support that will be provided.

For Staff - Incidents should be raised through your Faculty or Service line manager or directly to your local HR Manager.

For Students – Incidents should be raised either through your personal tutor, the Student Advice Centre at Leeds University Union, the University's Complaints Officer or your residences warden.

5. Supporting staff and students going through transition
If a student or member of staff is considering or undergoing the process of transition, students should contact their personal tutor or local School office and for staff their local Human Resources team. A meeting will be arranged to discuss the situation in confidence and to agree the process for supporting the student or staff member with their transition. Anyone has the right to live as if they had always been of their chosen gender.

A very important element of this meeting will be to determine who should be told what and when and how this should occur. This decision should be led by the trans staff member or student.

It can be helpful to draw up a confidential plan for the period of transition and thereafter. The implementation of the plan should be reviewed regularly and reassessed at each significant part of the process. The plan should include the following:

- Confidentiality – the University will respect the confidentiality of all trans staff and students and will not reveal information without their prior agreement;
- Whether the individual wishes to inform line managers, co-workers/fellow students themselves, or would prefer this to be done on their behalf. When and how this should be done;
- Whether training or briefing of co-workers, fellow students or service users will be necessary, at what point and by whom this will be carried out. HR staff, managers and colleagues may require additional training when working with a colleague who is transitioning. Contact your local HR team or Equality Policy Unit if this would be useful;
- The trans person's preferred time for change of name and/or title (Miss/Ms/Mrs/Mr/Mx) and personal pronouns (he/she/they etc.), personal details, gender and other relevant required amendments to records and systems. After which point they should be referred to solely in their chosen name and by their preferred pronoun;
- The expected timescale of any medical and/or surgical interventions and procedures and the time off required (please be aware that a person at the beginning of their transition is unlikely to know this information);
- Any time off required for appointments and/or treatment and/or possible side effects from any medication and how this will affect job/study;
- Signposting to additional services at the University such as staff and student network groups, Occupational Health and the Counselling Service.
• For a student, whether they want to continue their course of study, defer for a set amount of time or come to some other arrangement;
• Whether a member of staff wishes to stay in their current post or be redeployed and if the latter, whether redeployment is possible;

Appendix 1 provides a useful checklist that covers most of the issues that need to be considered when an individual is going through this process. Section 6 provides details of key sources of support and their contact details.

It is important to understand that one of the most significant moments will be when the individual wishes to start presenting in their preferred gender publicly. It is crucial that this is managed and communicated in an appropriate manner to those that have a working or study relationship with the individual.

5.1 Practical considerations

Some practical considerations will arise when a person is transitioning, for example, single gender facilities and dress codes. When a person transitions, they usually start to use the facilities that are appropriate for their gender identity, e.g. trans women use the female facilities, trans men use male facilities. It may be necessary to explain the situation carefully to work/study colleagues after consultation with the trans person. Suggesting that the trans person use the disabled toilet is not acceptable unless the person is disabled, requires the use of those toilet facilities, or prefers to do so. There are a number of toilets and changing facilities across campus that are both gender neutral and accessible. Details will be added to campus map as soon as possible.

Flexibility is required in dress codes while someone is early in transition, as they will often have to buy new clothes, and this should be discussed with the individual, taking into account what they are required to wear to work and in line with any health and safety dress codes that the university has which are applicable to staff and students.

5.2 Managing absence

The Equality Act (2010) states it is discrimination to treat a trans person less favourably in work or study because they require absence for any part of the medical processes involved with gender reassignment than someone who is absent from work for another reason, for example, due to recuperation, counselling or medical appointments. This includes all related treatments (e.g. hormone therapies, surgical procedures), and also extends to any rectification of related surgical procedures if these are required.

Staff undergoing medical and surgical processes related to gender reassignment will be appropriately supported to enable them to attend their appointments whilst meeting their workload commitments and priorities. Early discussions should take place with the relevant line/HR Manager to facilitate absence from work and minimal impact on workplace priorities and teams.

Other policies such as the Flexible Working and extension of study period may also be helpful to consider. As with all cases, managers or tutors/student support staff should be as flexible as possible to meet requests for leave or changes to working patterns and study, being mindful to operational needs and study commitments including the submission of assignments and completion of examinations.
5.3  Records

No records should be changed without the permission of the staff member or student concerned. An agreed date should be planned on which appropriate records are changed.

Trans people can change their legal name by making a deed poll or statutory declaration of name change. However, some trans people choose not to change their name immediately or have no intention of changing their name. It is never a requirement for a staff member or student to present a Gender Recognition Certificate to change their name.

Some records can be changed at the request of the individual (HR/student records, e-mail, staff directory, occupational health etc) without a statutory declaration or deed poll needed. A written request ie staff or student notification of change form is sufficient. Other records (for example University pension) can only be changed once a statutory declaration or deed poll has been received (see section 3.1). Under the Data Protection Act/General Data Protection Regulation (GDPR), trans identity and gender reassignment information constitutes ‘sensitive data’.

A person's file or record should always reflect their current name and gender. Where any documents need to be kept related to the person’s trans status these should be kept confidentially in a sealed envelope and only be viewed when required and with the permission of the individual concerned. If a trans person obtains a Gender Recognition Certificate (GRC), they have the right to request that all references to their former name and gender are removed from old records. In this case all past records must be updated and replaced in their file. For example, their old birth certificate should be replaced with their new one; any letters for offers/acceptances should be replaced reflecting their new name. Nothing should remain in the file that would reveal to a third party that a change has occurred. Any person handling this data has a responsibility to keep it confidential, comply with data protection regulations and to ensure the individual is not ‘outed’.

6. Additional support for staff and students

6.1  Internal Support for Students

Your personal tutor and/or your School or Faculty office

Student Counselling and Wellbeing
Leeds University Union LGBT* Society
Leeds University Student Advice Centre
Leeds University Student Welfare Officer

6.2  Internal support for staff

Your line manager, local HR team, the Equality Policy Unit

Trade Unions: there are three official campus trade unions: UCU, UNISON and Unite.

Staff Counselling and Psychological Support Service (SCPSS): Line managers supporting trans staff can also consult with SCPSS for psychological perspective and support.

LGBT Staff Network
Occupational Health

Information and training for colleagues – contact your local HR team or Equality Policy Unit for more information.

6.3 External support:

Advance HE (previously The Equality Challenge Unit)

Gender Identity Research and Education Society

Trans*formation

Gendered Intelligence

Trans Leeds

6.4 Related policies:

Policy on Dignity and Mutual Respect - the University’s Policy against bullying, harassment and victimisation, together with complaints procedures for staff and students.

Equality and Inclusion Framework – sets out the vision for the University to be a beacon of excellence in the sector, promoting a culture of inclusion, respect and equality of opportunity for all.

Flexible working Policy - explains what flexible working is and how to ask to work flexible hours to help fit your work hours around your personal commitments.

Extending your study period - explains the process if you wish to extend your study period.

Acknowledgements

This policy and procedure has been developed using the Equality Challenge Unit’s Guidelines on Trans Staff and Students in HE and colleges: improving experiences (2016) and with thanks to the University of Manchester for enabling us to develop our guidance based upon their document but adapted to fit our institutional context.

The University recognises that this guidance will not cover every eventuality and individual complexities will need to be worked through. We will review the guidance in 12 months and any feedback to the Equality Policy Unit will be welcomed during this period.

Further information, advice and guidance on the Trans Equality Policy and this guidance is available from the Equality Policy Unit.

Please also contact the Unit if you require this document in an alternatively published format.

Equality Policy Unit
University of Leeds
February 2018
Appendix 1
Suggested checklist when discussing a student or staff member’s transition

For each section of this suggested checklist timescales and dates and who is responsible should be considered.

Name change

Identification cards/name badges that may need changing (including, but not limited to):

- Staff ID card **
- Student ID card **
- National Union of Students card
- Trade Union membership card
- Club and society cards
- Professional membership cards
- Accommodation access card **
- Volunteer or mentor identification

Documents/materials that may need to be replaced or altered (including, but not limited to):

- Online records, academic biographies, staff & student directory**, email and user names
- All student/staff records and databases, enrolment forms, finance records**
- Programme and module lists**
- Personal tutor records**
- Occupational health/disability/counselling records
- Committee minutes and records, e.g. boards of study, academic boards
- Certificates, e.g. council tax exemption, training attendance**, degree**
- Club and society membership records
- Payroll ** (and banking details)
- Pension: death in service and dependents’ benefits*
- Student loan company/local education authority
- Company insurance
- Volunteering or mentoring records

Those marked with a * require legal proof (statutory declaration, deed poll or birth certificate) of name change before amendments can be made.

Those marked with ** indicate staff and student records that will be updated through the process of changing name, gender marker and title (see section 3.1).

When a trans person has received a Gender Recognition Certificate, they have the right to request that all references to their former name and gender are removed and replaced with their current name and gender. Given that it takes time to obtain a Gender Recognition Certificate, it is good practice to regard those who have changed their gender as if a GRC was held, from the date of transition onwards (subject to any other legal requirements).

Process

You should also think about who should inform the following:

- students and other colleagues
- Human Resources
- support departments (finance, student records, accommodation, etc.)
- committee chairs/secretaries
- club and society members
- Volunteer or mentor groups

**Questions to consider:**

If the student/staff member is, or will be, undergoing surgery or other treatment, do they know dates?

If the student/staff member requires time off for surgery and recovery, what process/support/adjustments are needed to ensure the student/staff member remains on their programme of study/in employment, or can return when they have recovered? Will it have any impact on their studies or work?

Are there any professional requirements or attendance requirements that may be affected by the person’s absence for medical treatment? For example, absence trigger points, or number of hours in a school or on a hospital placement? How will students be supported to ensure they can complete their programme of study on time?

Will additional cover be required during times of absence?

A person who is absent because of gender reassignment must not be treated less favourably than another person who is absent due to sickness or injury.

**Training**

Will there be a need to arrange training for fellow students, immediate team members and other university colleagues?

Who will deliver this training and what will the training cover?

Will the individual wish to attend the training?

**Genuine Occupational Requirements (GOR’s)**

See section 3.6 for more details. Are there any genuine occupational requirements during the student’s programme of study or staff member’s work, e.g. counselling, social care, NHS, charities, schools?

Are there any GOR’s volunteer placements or work-based learning?

**Ceremonies**

During awards ceremonies...if the individual has not legally changed their name or is not out to everyone, which name would they prefer to be used?

**Discrimination and harassment**

Are staff and students aware of the Dignity and Mutual Respect Policy? Does everyone understand their responsibilities and how to deal with any transphobic incidents?
Appendix 2
Legal context

Previous Legislation
The Gender Reassignment Regulations 1999 was replaced by the Equality Act 2010.

Current Legislation

Gender Recognition Act 2004
Gender Recognition Act 2004 allows people who meet certain criteria to apply for a Gender Recognition Certificate. This certificate allows people to obtain certain specific legal documentation, for example birth, death, and marriage certificates, in their new legal gender. The Gender Recognition Act makes it illegal to disclose someone’s trans status to someone else without explicit permission from the trans person in question.

The Equality Act 2010
Gender reassignment is one of the distinct protected characteristics covered under the Equality Act. A person has the protected characteristic of gender reassignment if that person is proposing to undergo, is undergoing or has undergone a process for the purpose of reassigning the person’s sex by changing the physiological or other attributes of sex.

Such a person is referred to under the act as a transsexual person and it is unlawful to discriminate against such a person in work and in the provision of goods, facilities, services and public functions.

It is not necessary to be under medical supervision and those perceived as people who have undergone/are undergoing gender reassignment along with those associated with people who have undergone/are undergoing gender reassignment such as family, friends and colleagues are also protected from unlawful treatment. Under the Equality Act, it is unlawful for an employer to:

- Discriminate directly by treating a job applicant or employee less favourably than others because of gender reassignment;
- Discriminate by treating an employee less favourably in relation to absences from work because of gender reassignment;
- Discriminate indirectly by applying a provision, criterion or practice (PCP) that disadvantages trans job applicants or employees without objective justification;
- Subject a job applicant or employee to harassment related to gender reassignment, to harassment of a sexual nature, or to less favourable treatment because they reject or submit to harassment;
- Victimise a job applicant or employee because they have made or intend to make a discrimination complaint, or because they have done or intend to do other things in connection with the Equality Act.

In addition, the public sector equality duty under the Equality Act requires public authorities to have due regard to the need to eliminate discrimination, harassment and victimisation against transsexual people, to advance equality of opportunity and foster good relations between transsexual people and others.
Appendix 3
Glossary of terms

Cisgender, often shortened to ‘cis’, is a word to describe people whose gender is the same as the one they were assigned at birth, i.e. people who are not trans.

Dual role is a person occasionally wearing clothing and/or makeup and accessories that are not traditionally associated with the sex they were assigned at birth. Generally they do not wish to transition and do not necessarily experience gender dysphoria.

Gender Reassignment is the legal term used in the Equality Act, 2010 to describe the protected characteristic of anyone proposing to undergo, undergoing or who has undergone a process (or part of a process) for the purpose of reassigning the person’s sex by changing physiological or other attributes of sex.

Gender Recognition Certificate (GRC) is issued to those who are legally recognised in their acquired gender for all purposes. It is NEVER appropriate and is unlawful to ask a trans person for a GRC. Where a GRC is obtained a person’s gender history can only be disclosed in very explicit exceptions in law.

Intersex refers to people who are born with variations of sex characteristics, which do not always fit society’s perception of male or female bodies.

Non-binary is a term used by those whose gender does not fit with the expectation that people should be either men or women, also known as gender binary. Other terms used by people who do not identify as male or female include genderqueer, genderfluid, agender and bigender.

Transgender, often shortened to ‘trans’, is a term that describes people whose gender is different to the one they were assigned at birth. For example, a trans man is a man who was assigned female at birth.

Transition refers to the steps that a trans person takes so that their presentation or body better reflects their gender. Transitioning can, but does not need to, include the following: using different pronouns, choosing a different name, wearing different clothes, using different gender facilities, changing gender or sex markers on official records, taking hormones or having surgery. Not all trans people choose to transition.

Transmisogyny is the intersection of transphobia and misogyny that is experienced by trans women and other trans people who were not assigned female at birth.

Transphobia is used to refer to hatred, prejudice and acts of violence towards trans people by individuals.

Social Transition may be the first step, which means a person makes changes in their appearance and social situations to reflect a change of gender, they may change their name and pronoun and use different gendered facilities.
Trans Equality Policy

This policy supports the delivery of the University's Equality and Inclusion Framework 2014-2019 in pursuit of our vision as a research-intensive, international University to attract and retain excellent staff and students from across the world and to enable them to fulfil their potential. This policy sets out our commitment, intent and principles for trans equality and it applies to all our prospective applicants for employment and study, employees and students, contractors, visitors and partners.

The University of Leeds will not discriminate against people on the grounds of their gender identity or gender expression. Where this policy refers to ‘trans people’, it has in mind everyone whose gender identity is not expressed in ways that are typically associated with their biological or sex assigned at birth. This includes those who have non-binary, non-gender, agendered or gender-fluid identities.

The University celebrates and values the diversity of its staff and students and believes that the employment and inclusion of trans people at all levels of responsibility and trans students within our community will enrich our University environment. The University will treat all trans employees and students with respect and strive to provide a positive working and learning environment free from discrimination, harassment or victimisation, to enable them to achieve the best outcomes. To this end, the University undertakes the following:

- Students will have access to opportunities, courses, progression to other courses, and fair and equal treatment while on courses regardless of their gender identity, gender expression or because they propose to, or have, transitioned.

- All trans staff will be included in opportunities for employment or promotion and will not be redeployed against their wishes because of their gender identity or gender expression.

- The University will provide a supportive environment for staff and students who wish their trans status or non-binary gender identity to be known. However, it is the right of the individual to choose whether they wish to be open about their gender identity, trans status or trans history. To ‘out’ someone, whether staff or student, without their permission is a form of harassment and, in a number of contexts may amount to a criminal offence.

- The University will respect the confidentiality of all trans staff and students’ identities and will not reveal information relating to their trans status without the prior agreement of the individual.

- The University recognises that trans staff and students come from diverse backgrounds, and will strive to ensure they do not face discrimination on the grounds of their gender identity or in relation to other aspects of their identity, for example, their age, disability, ethnic background, religion or belief, or sexual orientation. In addition, assumptions will not be made about the gender of partners of trans staff or students.

- The University will ensure that its environment, in terms of its pictures, images, publicity materials and literature, reflects the diversity of its staff and students.
The University welcomes and will provide inclusive facilities for trans students and staff groups.

Transphobic abuse, harassment or bullying, for example in the forms of derogatory jokes, graffiti, name-calling, inappropriate music, intrusive questions, unacceptable or unwanted behaviour, speeches and writings will not be tolerated. Instances of such behaviour are serious disciplinary offences and will be dealt with under the University’s Dignity and Mutual Respect procedures detailed at: http://equality.leeds.ac.uk/wp-content/uploads/sites/64/2014/03/Dignity-andrespect.pdf. The University undertakes to remove any inappropriate content whenever it appears on the premises.

Requests to change staff and student titles, name and gender on records will be handled promptly and individuals will be made aware of any implications of the changes.

Staff and students undergoing medical and surgical procedures related to gender reassignment will receive positive support from the University to meet their particular needs during this period, in line with our regular HR procedures.

The University will strive to ensure that its curriculum does not rely on or reinforce stereotypical assumptions about trans people and that it contains material that positively represents trans people and trans lives.

In providing accommodation for students, any concerns or issues raised by trans students will be handled by the accommodation office and will be treated fairly and in line with the University’s obligations under equality law.

Having consulted with trans staff and students and the trans community, the University will include gender identity in relevant internal attitudinal surveys and when monitoring complaints of harassment.

The University will include gender identity issues in equality training.

The University will review this policy periodically. Further information, advice and guidance on this policy is available from the Equality Policy Unit at equality@leeds.ac.uk.

Please also contact the Unit if you require this document in an alternatively published format.

Equality Policy Unit
University of Leeds
February 2017
Human Resources

Policy on shared parental leave

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1. Policy statement

The University is committed to providing a positive working, learning and social environment which is open to all employees regardless of their protected characteristics. This policy allows eligible parents who wish to balance their working life with family responsibilities the opportunity to consider the best arrangement to care for their child during the first year following the birth or adoption.¹

Primary carers² may choose to remain on maternity or adoption leave or, end their leave early and opt in to Shared Parental Leave (SPL) with their partner.³ It allows working parents to equally share their childcare responsibilities in a more flexible way.

This policy is intended to mirror the Statutory Shared Parental Leave scheme. It explains how much time off and pay you can arrange to share with your partner following the birth or adoption.

The policy will operate in accordance with the University’s core values of inclusiveness, community, integrity, academic excellence and professionalism available at http://strategy.leeds.ac.uk/values/.

2. Scope

The University has agreed enhanced pay provisions, which include the statutory entitlement for employees who meet the qualifying criteria. Employees who don’t meet the criteria for the enhanced provision may be eligible for Statutory Shared Parental Pay.

¹ Includes intended parents of a child born through a surrogacy arrangement, who will be subject to a Parental Order and prospective parents fostering a child under the ‘Fostering for Adoption’ Scheme.
² Primary carer includes the birth mother or the adopter (the adopter means the person who is eligible for adoption leave and pay).
³ Partner includes the child’s biological father or the partner of the mother/adopter. This can be the spouse, civil partner; or a partner who is living in an enduring relationship with them. Primary carers can share their leave with only one person.
**Statutory Shared Parental Leave (SSPL):**
To qualify for SSPL you will have to meet the following criteria:

- Have completed 26 weeks continuous service at the end of the 15th week before the expected week of childbirth or in the case of adoption, the week in which notification is received about having been matched with a child;\(^4\) and be employed by the University at the start of the week in which SPL is taken;
- Share the main responsibility for caring for the child;
- If you are the primary carer, you are entitled to statutory maternity or adoption leave and pay or maternity allowance;
- Maternity or adoption leave and pay has ended, or notice has been given to end it;
- Your partner meets the employment and earnings test;\(^5\)
- Given the required notice and provided the requested documentation.

**University Shared Parental Leave (USPL):**
To qualify for the University’s Shared Parental Leave scheme you will need to meet the above qualifying criteria and have completed 52 weeks continuous service before the expected week of childbirth or in the case of adoption, the week in which notification is received about being matched with a child.\(^6\)

3. **Key entitlement**

The following is a summary of your entitlement as set out in the Children’s and Families Act 2014 and the Shared Parental Leave and Pay Regulations 2014.

- The primary carer is obliged to take 2 weeks maternity leave immediately following the birth, or in the case of adoption, 2 weeks can be taken up to 14 days before the child is placed for adoption. The remaining 50 weeks leave (including 37 weeks statutory pay) is available to share between both parents;
- Where the eligibility criteria is met, the primary carer may end their maternity or adoption leave early and can opt in to SPL and share the remaining weeks maternity or adoption leave and pay entitlement with their partner;
- You can opt in and book SPL by giving 8 weeks’ notice;
- You can choose how to share your childcare responsibilities. You can take time off work together, separately, or a combination of both;
- You and your partner can give up to 3 separate notices each to book or vary leave;

\(^4\) In the case of parents in a surrogacy arrangement, the qualifying period is 26 weeks continuous service at the end of the 15th week before the expected week of childbirth.
\(^5\) To meet the employment and earnings test you must have been an employed or self employed earner for a total of 26 weeks (not necessarily continuously) in the period of 66 weeks leading up to the week in which the child is due to be born, or match occurs, and to have earned an average of £30.00 a week in 13 of those weeks.
\(^6\) In the case of parents in a surrogacy arrangement, the qualifying period is 52 weeks continuous service before the expected week of childbirth.
• You can request leave to be taken in either a single continuous block, or a discontinuous block;

• You are entitled to take leave requested in single blocks, but we are not obliged to accept requests to take leave in discontinuous blocks;

• With our agreement, you can undertake 20 Shared Parental leave in touch (SPLIT) days. These days are in addition to the 10 KIT days available to primary carers on maternity and adoption leave;

• SPL is in addition to the right to paternity/partner leave;

• You may be accompanied by a Trade Union representative or workplace colleague at meetings arranged to discuss leave.

• The above entitlement will apply equally to single and multiple births and adoptions.

**Leave and pay**
The amount of leave and pay you will be entitled to take will depend on:

• your continuous service at the University;

• the amount of unused maternity/adoption leave and pay remaining;

• how leave is shared with your partner;

• if both parents are employed by the University.

The table on the following page sets out leave and pay entitlement if you meet the eligibility criteria for Statutory Shared Parental Pay (SSPP) or University Shared Parental Pay (USPP). Where both partners are employed by the University, USPP entitlement is shared between them and cannot exceed the stated maximum. If both parents are eligible for statutory leave and pay, this is shared between them regardless. For each partner, entitlement is on the basis of their individual eligibility. Shared Parental Leave is complex and you are strongly advised to discuss individual circumstances with your local HR contact at the earliest opportunity to ensure you have all the necessary information to inform your decisions.

The number of weeks stated in the table on the following page, have been adjusted to reflect the 2 weeks mandatory maternity/adoption leave that the primary carer must take following the birth or placement for adoption.

USPP is aligned to the amount of enhanced university maternity/adoption pay that would have been payable had the maternity/adoption leave continued and not been curtailed. For example, the primary carer works elsewhere and her maternity leave commences 4 weeks before the birth and ends 4 weeks after the birth. They give notice to opt into shared parental leave from week 9, and so for the partner who is employed by the University, all full pay has already been exhausted (under option b) because the timescale for USPP begins on the first day of the primary carer’s leave. There is no option to defer unused USPP. Any periods of Shared Parental Leave which the partner may take from week 9, will be paid in accordance with any remaining entitlement to university/statutory pay or if this entitlement is exhausted, leave can be taken on an unpaid basis. In this example, to benefit from any remaining USPP, the partner would need to take leave from week 9 to 24 (option b), or week 9 to 16 (option c). Partners can choose to take time off separately or together.
Further advice, guidance and other examples are available in the Shared Parental Leave guidance document appendix, available at file:///C:/Users/pereiw/AppData/Local/Microsoft/Windows/INetCache/IE/Z6R1YMAS/SPL_guidance_Mar15.pdf

<table>
<thead>
<tr>
<th>Option</th>
<th>Service</th>
<th>Scheme</th>
<th>Leave</th>
<th>Pay</th>
</tr>
</thead>
<tbody>
<tr>
<td>Option A</td>
<td>26 weeks or more, but less than 52 weeks continuous service</td>
<td>Statutory shared parental pay (SSPP)</td>
<td>Up to 50 weeks</td>
<td>Up to 37 weeks SSPP$^7$</td>
</tr>
<tr>
<td>Option B</td>
<td>52 weeks or more continuous service</td>
<td>University shared parental pay (USPP)</td>
<td>Up to 50 weeks</td>
<td>Up to: 6 weeks full pay (which includes 6 weeks SSPP)$^7$ +16 weeks half pay, plus SSPP$^7$ +15 weeks SSPP$^7$ +13 weeks unpaid</td>
</tr>
<tr>
<td>Option C</td>
<td>52 weeks or more continuous service</td>
<td>University shared parental pay (USPP)</td>
<td>Up to 50 weeks</td>
<td>Up to: 14 weeks full pay (which includes 14 weeks SSPP)$^7$ +23 weeks SSPP$^7$ +13 weeks unpaid</td>
</tr>
<tr>
<td>Option D</td>
<td>26 week or more continuous service</td>
<td>Intends not to return to work</td>
<td></td>
<td>Up to 37 weeks SSPP$^7$</td>
</tr>
</tbody>
</table>

4. Key points on application

Terms of employment
Except as varied in this policy, all other terms and conditions of employment will continue to apply as though you had not been absent.

Annual leave, bank holidays and closure days
You will accrue 25 days (pro-rata) annual leave during each holiday year that your absence falls. However, under the WTR, the minimum entitlement is 28 days (pro-rata) in each holiday year (including bank holidays and closure days). If as a result of your leave, your total holiday entitlement falls below 28 days (pro-rata) in any holiday year, including bank holidays and closure days that fall during your leave, an upward adjustment to your holiday entitlement will be made.

Pension contributions
Pension contributions will continue to be deducted as normal while you are in receipt of shared parental pay, based on the level of pay you are receiving.

Fixed-term and open ended, fixed funded contracts
If you are employed on a fixed-term or open ended, fixed funded contract and this contract expires or the funding ceases during your period of SPL your contract/funding will be extended until the end of your SPL, solely in order to facilitate the continuing payment of your USPP/SSPP. As a result, you will not have any post to return to.

$^7$ Statutory shared parental pay will be paid at the lower rate for statutory maternity, adoption and paternity pay or 90% of your average weekly earnings, whichever is the lower.
Therefore, requests for SPL which would continue beyond the original contract/funding end date will only be accepted in a single block and the end date cannot be later than the date your SSPP would stop.

Consultation about the expiry of your fixed-term or open ended, fixed funded contract will be in accordance with the University’s Procedure to Support the Employment Security of Staff on Fixed Funding or Fixed Term Contract which can currently be found at http://hr.leeds.ac.uk/FF-FTC_emp_security.

**Returning to work**
If you wish to return to work early, you can do so by notifying your Head of School/Service (or nominee) in writing giving at least 8 weeks’ notice in advance of your planned return. On returning to work after SPL, you will have the right to return to the same post if your total absence due to statutory maternity, paternity, adoption and SPL amounts to 26 weeks or less. If your total leave is more than 26 weeks you will have the right to return to the same post b unless the post is redundant. In such cases, you will return to a suitable alternative post where one is available.

If you are employed on a fixed-term or open ended, fixed funded contract which has been extended solely to facilitate your SPL, you will be unable to return to work unless further funding is obtained to extend your contract or you obtain another post with us.

**Not returning to work**
If you are receiving USPP and do not return to work for at least 3 months, we will claim back the non-statutory part of your USPP. The non-statutory part of your USPP will need to be repaid in full within 3 months of your leaving date.

If you are employed on a fixed term or open ended, fixed funded contract that comes to an end at the end of your first block of SPL and it has not been possible to find appropriate redeployment, you will not have to repay any part of your USPP. However, if you are offered an extension or renewal of your current contract/funding, and/or another appropriate post is available at the University, we will claim back the non-statutory part of your USPP if you reject or do not pursue such options.

**Working for another employer**
Your SSPP/USPP will be shortened if, whilst receiving payment from the University, you start work with another employer, who was not employing you during the 15th week before the expected week of childbirth or in the case of adoption, the week in which notification is received about having been matched with a child.

5. **Opting in to SPL**
Information on how to opt in to SPL can be found in the guidance currently available at http://hr.leeds.ac.uk/download/downloads/id/401/shared_parental_leave_guidance.

6. **Further information**
Further information about this policy can also be obtained from your Faculty/Service HR Manager.

If this policy is required in an alternative format (for example braille, large print or e-text) please contact Human Resources at hr@leeds.ac.uk.
7. Implementation and review

This policy became operational on 26 March 2015.

It will be monitored and reviewed by Human Resources where appropriate. In the event of any changes to legislation affecting this policy or other relevant changes e.g. University strategy, changes in best practice or operations, it will be revised in consultation with the recognised trade unions.
Adoption/surrogacy leave policy

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1. Introduction

All employees are entitled to a period of 52 weeks adoption leave regardless of the length of continuous service.

They can choose to stay on adoption leave for the 52 week leave entitlement or end it early and share the remaining weeks leave with their partner by opting in to Shared Parental
Leave. Further information about our Shared Parental Leave policy can currently be found at [http://hr.leeds.ac.uk/spl](http://hr.leeds.ac.uk/spl).

This policy sets out the adoption provisions and rights for employees who are:

- newly matched with a child for adoption;
- intended parents of a child born through a surrogacy arrangement, who will be subject to a Parental Order;
- prospective adopters who are fostering a child under the 'Fostering for Adoption' scheme.

It incorporates the Adoption Leave and Pay provisions contained in the Employment Act 2002 and in the Paternity and Adoption Leave Regulations 2014.

If you are a couple adopting, you can decide who will take the paid adoption leave. The other partner may be eligible to take paid paternity/partner leave under the University’s Paternity/Partner Leave and Pay Policy [http://hr.leeds.ac.uk/pat_leave](http://hr.leeds.ac.uk/pat_leave).

2. **Entitlements and options**

The amount of adoption pay you will be paid depends on how long you have been employed by the University. The entitlement and options are shown below.

<table>
<thead>
<tr>
<th>Type of Leave</th>
<th>Option</th>
<th>Service¹</th>
<th>Leave entitlement</th>
<th>Payment</th>
</tr>
</thead>
</table>
| Statutory adoption leave – basic right | Option A | Less than 52 weeks continuous service at the week in which notice of the match is given | 52 weeks | In most cases entitled to 39 weeks Statutory Adoption Pay (SAP)*  
+ 13 weeks unpaid |
| University adoption leave         | Option B | 52 weeks or more continuous service at the week in which notification of the match is given | 52 weeks | 8 weeks full pay (which include 8 weeks (SAP))*  
+ 16 weeks half pay plus SAP*  
+ 15 weeks SAP*  
+ 13 weeks unpaid |
| University adoption leave         | Option C | 52 weeks or more continuous service at the week in which notification of the match is given | 52 weeks | 16 weeks full pay (which include 16 weeks SAP)*  
+ 23 weeks SAP*  
+ 13 weeks unpaid |
| Resignation                       | Option D | Intends not to return to work | 39 weeks SAP* (if entitled) |

¹ In the case of a surrogacy arrangement, the qualifying service is the week before the expected week of childbirth
If you would like advice on the above options, please contact your Faculty/Service HR Manager.

Adoption leave is available only in circumstances where a child is not known to the adoptive parents (therefore, if there is an established relationship with a child such as a step child or fostering\(^2\), you will not be eligible for adoption leave).

*SAP:*

- SAP is payable at the rate of 90% of full pay for 6 weeks, followed by 33 weeks at the lower rate.
- To access a useful summary of your statutory entitlement and the current rates for SAP, you can use the on-line calculator available at [https://www.gov.uk/employers-adoption-pay-leave/entitlement](https://www.gov.uk/employers-adoption-pay-leave/entitlement).

Please note: SAP is payable from the first day of leave and paid for complete weeks. For example, if leave begins on a Tuesday it will finish on a Monday. If you are receiving SAP and leave is not taken in complete weeks, your SAP payments may be affected as payment cannot be made for part weeks.

3. **Official meetings prior to the adoption**

Up to 5 days paid leave will be available for the purpose of attending official meetings or conducting visits prior to the official date of the adoption. You should provide your Head of School/Service (or nominee) with as much notice as possible and you may need to provide evidence of meetings, appointments, visits etc.

4. **Notification of adoption/surrogacy leave**

You should notify your Faculty/Service HR Manager and Head of School/Service (or nominee) of your intention to adopt within seven days\(^3\) of the match being confirmed together with the expected date of placement and the date you wish leave to commence, which should be no later than the date of the placement.

This date can be changed due to changing circumstances regarding the adoption. Any request given at short notice will be treated as sympathetically as possible given the exigencies or the service.

5. **Applying for adoption/surrogacy leave**

To apply for adoption/surrogacy leave you should complete the adoption/surrogacy leave application form currently available at [http://hr.leeds.ac.uk/forms](http://hr.leeds.ac.uk/forms). The completed form should be returned to your Faculty/Service HR Manager together with the following documentation. A copy of the form should also be passed to your Head of School/Service (or nominee).

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\(^2\) Except intended parents fostering a child under the ‘Fostering for Adoption’ scheme.

\(^3\) Overseas adoptions: within 28 days of the date you wish your leave to begin, or as soon as reasonably practicable / Surrogacy arrangement: By the 15th week before the expected week of childbirth
<table>
<thead>
<tr>
<th>UK Adoptions</th>
<th>Surrogacy Arrangement</th>
<th>Overseas Adoptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter from the appropriate agency confirming that adoption is being sought</td>
<td>The birth mother’s MATB1 form</td>
<td>A copy of the ‘Official Notification’ issued by the relevant UK Authority as proof of eligibility to adopt a child from overseas</td>
</tr>
<tr>
<td>The 'matching certificate' to confirm a child is being placed - issued by the adoption agency</td>
<td>Parental Order within 6 months of the child’s birth⁴</td>
<td>Completed Form SC6 (available from <a href="http://www.hmrc.gov.uk/forms/sc6.pdf">www.hmrc.gov.uk/forms/sc6.pdf</a> giving the date the child is expected to enter the UK and to declare that Statutory Paternity Pay is not being claimed</td>
</tr>
<tr>
<td>Confirmation letter from the adoption agency that a child has been placed with them</td>
<td></td>
<td>A copy of the evidence that the adoptive child has entered the UK such as a plane ticket or copies of entry clearance documents⁵</td>
</tr>
</tbody>
</table>

A letter will be sent from HR confirming your leave and pay arrangements.

6. Starting adoption/surrogacy leave

The earliest adoption leave can start is 14 days prior to the expected date of placement. The latest date leave can start is the date of placement itself. If you plan to start your adoption leave before the actual placement date, you must be sure that the placement will be going ahead on the date agreed, as it is not possible to stop and start leave again at a later date if the placement is delayed.

In the case of a surrogacy arrangement, leave can only start from the date of the birth.

7. Disruption to the placement

In the event of a disruption to the placement in the following circumstances:

- adoption leave began prior to the expected date of placement and you are then informed that the placement will not be made or;
- during adoption leave the child returns to the adoption agency or;
- during adoption leave, the child dies.

Adoption leave will normally finish eight weeks after the end of the week in which the disruption took place. Payment of SAP continues for eight weeks after the end of the week in which the disruption took place or until the end of the adopter’s 39 week SAP period if that is sooner. You must give eight weeks’ notice if you are returning to work earlier than expected because of the disruption.

8. Terms of employment

Except where varied in this policy, all conditions of employment will continue to apply as though you had not been absent.

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⁴ The University reserves the right to reclaim any payment made, and to be compensated for leave taken, if you fail to provide a copy of the ‘Parental Order’ within 6 months of leave and pay starting.

⁵ Evidence should be submitted within 28 days after the child’s entry into the UK.
9. Pension arrangements

Pension contributions will continue to be deducted as normal while you are in receipt of adoption pay. Further information about pension arrangements during leave can be found at http://hr.leeds.ac.uk/download/downloads/id/405/family_leave-pension_arrangements.

10. Probation

If you are on probation at the start of your adoption leave, the probationary period will be extended by the period of your adoption leave.

11. Research excellence framework (REF)

If you are eligible to be included in the REF, and as a result of your absence your research productivity is significantly affected, the number of outputs required for submission for REF may be reduced. In determining the number of outputs you will be required to submit, this will be based on the published REF Panel Criteria and working methods in place at the time of the relevant exercise. Information about the latest REF exercise can currently be found at http://www.ref.ac.uk/. Your Head of School/Service (or nominee) will discuss any implications with you.

12. Sickness absence

If you fall ill during your leave, you will need to notify your Head of School/Service (or nominee) as soon as possible and follow the normal procedures set out in our sickness absence policy. In such circumstances your SAP will be replaced by sick pay.

13. Fixed-term and open ended, fixed funded contracts

If you are employed on a fixed-term or open ended, fixed funded contract and this contract expires or the funding ceases during your adoption leave period, your contract/funding will be extended until the end of your statutory adoption pay period. The extension will be solely in order to facilitate the continuing payment of your adoption leave pay. As a result, you will be unable to return to work unless further funding is obtained to extend your contract/funding or you obtain another post with us.

Consultation about the expiry of your fixed-term/fixed funded contract will be in accordance with the University’s Procedure to Support the Employment Security of Staff on Fixed Funding or Fixed Term Contract which can currently be found at http://hr.leeds.ac.uk/FF-FTC_emp_security.

14. Salary deductions

Car parking permits and payment⁶ may be suspended during adoption/surrogacy leave. Other salary deductions e.g. trade union subscriptions etc will continue to be deducted during your paid absence, but will be suspended during unpaid periods. You may wish to check the implications with the provider during suspended periods.

15. Annual leave

You will continue to accrue 25 days (pro-rata) holiday during your adoption/surrogacy leave. However, under the Working Time Regulations the minimum entitlement is 28 days, including bank holidays and closure days in each holiday year. If your total holiday

⁶ Please contact the car parking helpdesk for further information.
entitlement falls below 28 days (pro-rata) in any holiday year, excluding bank holiday and
closure days that fall during your leave, an upward adjustment to the holiday entitlement will
be made.

Annual leave accrued up to the date of commencement of adoption/surrogacy leave should
be taken before starting leave. Annual leave accrued during leave should, where reasonably
practical, be taken in the holiday year in which the return to work falls. Employees may use part of their annual leave accrued during adoption leave as an equivalent amount of
unpaid leave before the return to work.

Dates of annual leave should be agreed with the Head of School/Service (or nominee).

If you are employed on a fixed term or open ended, fixed funded contract, you will receive
payment for any outstanding annual leave on the expiry of your fixed-term /fixed funding
contract.

16. Contact with colleagues

It is good practice for you and your Head of School/Service (or nominee) to maintain
reasonable contact during your leave. This will help to ensure that you are kept up-to-date
on changes within your school/service for example: staffing changes, job opportunities, and
personal circumstances that will help ease your return to work.

Keeping in touch will also help the Head of School/Service (or nominee) to be kept informed
about your plans to return to work so that an effective return to work can be planned.

You are encouraged to discuss with your Head of School/Service (or nominee) and
colleagues how you wish contact to be maintained e.g. by email, phone calls, newsletters
etc. and how your availability or otherwise should be maintained.

17. Work during adoption/surrogacy leave - Keeping in touch days

With the agreement of the Head of School/Service (or nominee), you may do up to ten day's
work, 'keeping in touch days'. These days are different to having reasonable contact during
adoption/surrogacy leave as described under section 14. The types of activity that may be
covered will depend on your role, but may include attending a training session, a conference
or team update.

There is no obligation on the Head of School/Service (or nominee) to offer keeping in touch
days, nor is there any obligation on you to work such days. You are unable to work during
the 2 week compulsory leave period. Work carried out on any day will constitute a day's
work.

If you undertake work in addition to the ten 'keeping in touch days', it will be deemed that
you have returned to work from the date the work commenced, and adoption payments will
stop.

Payment for keeping in touch days

Keeping in touch days will be paid at your normal daily rate of pay. If you are receiving full
pay, no additional payment will be made. If you are receiving half pay, no pay or SAP only,
you will be paid the difference between what you are receiving under your adoption pay and
your normal rate of pay. Where a full day is not worked, you will receive payment for the
hours worked based on your normal hourly rate. The total payment will not exceed your
normal daily rate.

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7 Employees may use part of their annual leave accrued during adoption leave as an equivalent amount of
unpaid leave before the return to work.
Payment of keeping in touch days

To request payment, form 'payment for keeping in touch days' should be completed by the Head of School/Service (or nominee) and returned to the Payroll office who will arrange for payment to be made with your next salary payment, depending on payroll deadlines. The form can currently be found at http://hr.leeds.ac.uk/mat_leave.

18. Work for another employer

SAP and University adoption pay will be shortened if, whilst receiving payment from the University, you start work with another employer, who was not employing you during the 15th week before the match/birth of a child.

19. Returning to work

In accordance with legislation, you are obliged to take a minimum of two weeks adoption/surrogacy leave, which can start up to 14 days before the child is placed for adoption or immediately following the birth in the case of a surrogacy arrangement.

If you are returning to work at the end of your adoption leave you are not obliged to provide formal notification of your return. However, to make sure that arrangements are made for your salary payments to be made in good time, it would be helpful if you could confirm this in writing to your Faculty/Service HR Manager and Head of School/Service (or nominee) at the earliest opportunity.

If you wish to return before the end of your adoption leave, you will have to give eight weeks’ notice in writing to your Faculty/Service HR Manager and Head of School/Service (or nominee). However, this notice period may be varied, by agreement with their Head of School/Service (or nominee).

If you are employed on a fixed-term or open ended, fixed funded contract, which has been extended solely to facilitate your statutory adoption pay, you will be unable to return to work unless further funding is obtained to extend your contract/funding or you obtain another post with us.

On return to work your Head of School/Service (or nominee) will arrange a return to work induction. Its purpose is to update you on any changes that have taken place in the school/service during your absence, to discuss work priorities and to look at what support mechanisms can be put in place to help you settle back in to work.

20. Right to return to work to the same post

On returning to work after adoption leave, you will have the right to return to the same post if your total absence amounts to 26 weeks or less. If your total leave is more than 26 weeks you will have the right to return to the same post unless the post is redundant. In such cases, you will return to a suitable alternative post where one is available.

21. Returning to work on a part time basis

If you are considering returning to work on a part-time basis or changing your working pattern either short-term to help ease yourself back into work, settle your child in to nursery etc. or longer term, you are encouraged to discuss your plans with your Head of School/Service (or nominee) at the earliest opportunity.

Although there is no automatic right to return to work on a part time basis, your Head of School/Service (or nominee) will actively consider your proposals. Alternatively, you may
wish to consider using our parental leave and/or flexible working policies or using part of your annual leave. Information about these policies can currently be found at

Parental leave: http://hr.leeds.ac.uk/parental_leave
Flexible working: http://hr.leeds.ac.uk/flexible_working

22. Not returning to work

*If you are receiving University adoption pay and decide not to return to work for at least 3 months, you will have to repay the non-statutory part of your UAP.*

If you are employed on a **fixed term or open ended, fixed funded contract** that comes to an end at the end of your adoption leave period and it has not been possible to find appropriate redeployment, you would not be expected to repay the non-statutory part of your UAP. However, if you are offered an extension or renewal of your current contract/funding and/or another post is available at the University, but choose not to accept it, we will claim back the non-statutory part of your UAP if you reject or do not pursue such options.

You will need to repay the UAP in full within 3 months of your leaving date.

If you are still entitled to SAP at the time of leaving, you will receive the remaining payment on a monthly basis through the University payroll.

23. Shared parental leave

If you are considering taking Shared Parental Leave, you can find further information in our Shared Parental Leave policy currently available at [http://hr.leeds.ac.uk/spl](http://hr.leeds.ac.uk/spl) and from your Faculty/Service HR Manager.

24. Further information

Further information about this policy can be obtained in the first instance from your Faculty/Service Human Resources Manager.

If you require this document in an alternative format (for example braille, large print or e-text) please contact Human Resources at hr@leeds.ac.uk.

Policy updated March 2015
Guidance to Support Trans Staff and Students

March 2019
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1. Introduction

The University’s Trans Equality Policy sets out our commitment, intent and principles for trans equality and it applies to all our prospective applicants for employment and study, employees and students, contractors, visitors and partners.

This guidance document has been developed to provide practical guidance, particularly in respect of staff and students, to support the implementation of the Trans Equality Policy.

Key aspects that this guidance covers include:

- Underlying principles to provide a welcoming and supportive environment;
- Practical guidance to support staff and students such as how to change name, gender and title and overseas travel, facilities, recruitment etc;
- Supporting staff and students through transition, recognising that individual circumstances will vary and ensuring staff and students are provided with appropriate support.

Where this guidance document refers to the word ‘Trans people’, it has in mind everyone whose gender identity is not expressed in ways that are typically associated with their biological or sex assigned at birth. This includes those who have non-binary, non-gender, agender or gender-fluid identities.

2. Key guiding principles

The University celebrates and values the diversity of its staff and students and believes that the employment and inclusion of trans people at all levels of responsibility and trans students within our community enriches our University environment. The University will treat all trans employees and students with respect and strive to provide a positive working and learning environment free from discrimination, harassment or victimisation, to enable them to achieve the best outcomes.

While the University Trans Equality Policy sets out the specific University undertakings for a trans friendly and inclusive environment, the guiding underlying principles are:

**Demonstrating a sensitive approach.** It is important to provide support to everyone, whether trans or not, to express their gender in the way they are most comfortable. Think of people as being the gender that they self-identify as. Listen and politely ask how someone wishes to be referred to.

**Respect.** It is important to respect people’s privacy and boundaries – people may not want to reveal information about their past and anything to do with their relationship status (past, present or future) and other personal questions. If you feel it is appropriate to ask a question, consider asking if it is OK to do so first.

**Challenge.** If you hear, or see transphobic abuse, harassment or bullying, for example in the forms of derogatory jokes, graffiti, name-calling, inappropriate music, intrusive questions, unacceptable or unwanted behaviour, speeches and writings, challenge it and/or bring it quickly to the attention of your manager or tutor.

**Confidentiality.** Do not tell others about a person’s trans status unless permission has been obtained. Assurance is given that as far as is possible any documents that have to be kept that have a person’s previous name and gender will be kept confidential.
Support. Provide positive support to those who wish their trans status or gender identity to be known and for those undergoing or considering undergoing gender reassignment to meet the individuals' particular needs and agree with them how to manage this.

3. Practical guidance for staff and students

This part of the document provides guidance on how an individual student or staff member should change their name and gender on University systems. One of the key aspects is an individual change of name, title and gender.

3.1 How do I change my name, gender marker and title?

Any requests will be actioned as sensitively, swiftly and as seamlessly as possible, in agreement with the student or staff member. Once the changes have been made, as far as is possible, there should be no records which would disclose the individual’s trans status to a third party.

Students

Changes should be requested in person through the Student Services Counter. You should complete a Student Notification of Change Form to confirm you wish to make changes and if you wish provide documentation of change of name by deed poll, statutory declaration, birth certificate, passport or driving licence. You will need to provide photo ID when requesting this change.

The Student Services team will provide information about other considerations for students following this change for example:

- the need for the student to manage the name or gender marker change for any external partners or agencies such as UK Visa and Immigration (UKVI), student loans, sponsors, banks. Appendix 1 provides details of other cards, documents and materials which the student may need to consider changing;
- please be aware, students will be contacted prior to award ceremonies to confirm the name to appear on certificates: therefore if there is a requirement for a different name, you can request this, for example, if there is a need for this to match other documentation such as sponsor records. Students at award ceremonies will be referred to by the name on their award certificates;
- if you are an international student on a tier 4 visa you should be aware that University student records are required to match UK Visa and Immigration (UKVI) records. If this situation applies, please contact the Equality Policy Unit.

With your consent the Student Services team will update our student record systems and liaise with University staff on a confidential basis, to request updates to other databases used by the University. Requested changes will be completed within a reasonable timeframe.
Staff

Staff are asked to contact the Human Resources Information Officer (telephone: +44 (0)113 343 4129). You should complete a Staff Notification of Change Form to confirm you wish to make changes and if you wish provide documentation of change of name by deed poll, statutory declaration, birth certificate, passport or driving licence. You may need to provide photo ID when requesting this change.

The Human Resources Information Officer will:

- provide information about other considerations following this change, for example, whether you wish for your email address to be changed and the updating of staff ID cards. Appendix 1 provides details of other cards, documents and materials which you may need to consider changing;
- Update SAP and liaise confidentially with key University staff with your consent to request updates to other databases used by the University. Requested changes will be completed within a reasonable timeframe.
- Please be aware to change University pension schemes details you will need to provide a statutory declaration or deed poll.

See section 5.3 for further guidance on supporting staff and students wishing to change their records.

3.2 Staff recruitment

If you are applying for a role at the University and are concerned that you may be ‘outed’ by the recruitment process (for example by providing P45, academic biography or photo ID) you should contact the Human Resources Information Officer who will be able to support you, particularly with regards to documentation and references, through the recruitment process. The University is required to carry out right to work checks in the UK before employment commences which necessitates checking photo identification however applicants only need to provide these documents to HR. Strict confidentiality will be maintained.

3.3 Student applications

If you are applying for a place at the University and you do not wish to disclose your trans status for a programme of study contact the relevant Admissions team either Undergraduate or Postgraduate and they will be able to support you through the application and admissions process. Admissions staff may be required to advise the relevant Faculty Admissions Manager in order to facilitate removal of any previous documentation. The University will be required to carry out identity checks as part of the registration process however these will be undertaken confidentially and with sensitivity.

3.4 Use of pronouns/nouns

A person should be addressed and referred to using the pronouns which make them feel comfortable. This could be he, she, they, per, hir or other pronouns. If you are uncertain, either listen to what pronoun others are using or politely ask what they prefer, for example “Hi, I’m xxx and I use the pronouns he and him. What about you?” Encourage others to use these pronouns too and if the wrong pronoun is used, apologise quickly and move on. This can be more uncomfortable if a bigger deal is made of the situation. This is also a partnership therefore the trans person can inform of changes in pronouns and mistakes to colleagues who are unaware.
When referring to people by nouns as well as pronouns you should also refer to them in gender neutral terms for example person, student, visitor, customer or partner rather than for example lady, gentleman, husband or wife.

### 3.5 References

For current or former staff or students who are trans, references should make no mention of trans status. The appropriate pronouns should be used and no mention will be made to your former names, or out you as trans. Any reference requests received for someone who has transitioned, which refers to a previous name or gender, will be responded to that the University has no record.

If a student or staff member has left the University and then later transitions, they can request their name to be changed on University systems for students through the graduation team and for staff through the Central HR Team (proof of ID will be required).

### 3.6 Occupational requirements

In rare circumstances, being a particular sex can be an occupational requirement. Equality law makes clear an employer must be reasonable in claiming an occupational requirement and this must be identified at the beginning of the recruitment process.

For students, if a placement is identified with an occupational requirement for a particular sex and a student does not have a changed birth certificate, a meeting should be held with the student as soon as possible to discuss whether the University can inform placement providers of their trans status and to identify the most suitable placement for the student.

### 3.7 Overseas travel and field trips

In some countries trans people may experience societal hostility, there are legal implications and/or societal attitude challenges. Consideration needs to be given to this in planning of trips for example for Study Abroad opportunities or teaching/researching abroad. There would be implications if a student or staff member were to be hospitalised or searched at the airport. Also consideration needs to be given to whether the person has the necessary documentation in their self-identified gender to travel.

Students are advised to contact the Study Abroad Office or School Support Officers for more information, advice and guidance.

Staff are advised to contact their local Human Resource Manager for more information, advice and guidance.

Faculties and Services can seek further help and advice from Equality Policy Unit or Leeds University Union (LUU).

### 3.8 Facilities

Trans people can use single-sex facilities (such as toilets and changing rooms) according to their self-identified gender. There are also a number of gender neutral facilities across the University (details to be included on Campus Map in due course). Non-binary people can use the facility that seems most appropriate to them.

### 3.9 Confidentiality

Confidentiality of information relating to a person’s trans status is essential.
4. Reporting transphobia

The Dignity and Mutual Respect Policy sets out the procedure for making complaints of bullying, harassment and victimisation and the support that will be provided.

For Staff - Incidents should be raised through your Faculty or Service line manager or directly to your local HR Manager.

For Students – Incidents should be raised either through your personal tutor, the Student Advice Centre at Leeds University Union, the University's Complaints Officer or your residences warden.

5. Supporting staff and students going through transition

If a student or member of staff is considering or undergoing the process of transition, students should contact their personal tutor or local School office and for staff their local Human Resources team. A meeting will be arranged to discuss the situation in confidence and to agree the process for supporting the student or staff member with their transition. Anyone has the right to live as if they had always been of their chosen gender.

A very important element of this meeting will be to determine who should be told what and when and how this should occur. This decision should be led by the trans staff member or student.

It can be helpful to draw up a confidential plan for the period of transition and thereafter. The implementation of the plan should be reviewed regularly and reassessed at each significant part of the process. The plan should include the following:

- Confidentiality – the University will respect the confidentiality of all trans staff and students and will not reveal information without their prior agreement;
- Whether the individual wishes to inform line managers, co-workers/fellow students themselves, or would prefer this to be done on their behalf. When and how this should be done;
- Whether training or briefing of co-workers, fellow students or service users will be necessary, at what point and by whom this will be carried out. HR staff, managers and colleagues may require additional training when working with a colleague who is transitioning. Contact your local HR team or Equality Policy Unit if this would be useful;
- The trans person's preferred time for change of name and/or title (Miss/Ms/Mrs/Mr/Mx) and personal pronouns (he/she/they etc.), personal details, gender and other relevant required amendments to records and systems. After which point they should be referred solely in their chosen name and by their preferred pronoun;
- The expected timescale of any medical and/or surgical interventions and procedures and the time off required (please be aware that a person at the beginning of their transition is unlikely to know this information);
- Any time off required for appointments and/or treatment and/or possible side effects from any medication and how this will affect job/study;
- Signposting to additional services at the University such as staff and student network groups, Occupational Health and the Counselling Service.
• For a student, whether they want to continue their course of study, defer for a set amount of time or come to some other arrangement;
• Whether a member of staff wishes to stay in their current post or be redeployed and if the latter, whether redeployment is possible;

Appendix 1 provides a useful checklist that covers most of the issues that need to be considered when an individual is going through this process. Section 6 provides details of key sources of support and their contact details.

It is important to understand that one of the most significant moments will be when the individual wishes to start presenting in their preferred gender publicly. It is crucial that this is managed and communicated in an appropriate manner to those that have a working or study relationship with the individual.

5.1 Practical considerations

Some practical considerations will arise when a person is transitioning, for example, single gender facilities and dress codes. When a person transitions, they usually start to use the facilities that are appropriate for their gender identity, e.g. trans women use the female facilities, trans men use male facilities. It may be necessary to explain the situation carefully to work/study colleagues after consultation with the trans person. Suggesting that the trans person use the disabled toilet is not acceptable unless the person is disabled, requires the use of those toilet facilities, or prefers to do so. There are a number of toilets and changing facilities across campus that are both gender neutral and accessible. Details will be added to campus map as soon as possible.

Flexibility is required in dress codes while someone is early in transition, as they will often have to buy new clothes, and this should be discussed with the individual, taking into account what they are required to wear to work and in line with any health and safety dress codes that the university has which are applicable to staff and students.

5.2 Managing absence

The Equality Act (2010) states it is discrimination to treat a trans person less favourably in work or study because they require absence for any part of the medical processes involved with gender reassignment than someone who is absent from work for another reason, for example, due to recuperation, counselling or medical appointments. This includes all related treatments (e.g. hormone therapies, surgical procedures), and also extends to any rectification of related surgical procedures if these are required.

Staff undergoing medical and surgical processes related to gender reassignment will be appropriately supported to enable them to attend their appointments whilst meeting their workload commitments and priorities. Early discussions should take place with the relevant line/HR Manager to facilitate absence from work and minimal impact on workplace priorities and teams.

Other policies such as the Flexible Working and extension of study period may also be helpful to consider. As with all cases, managers or tutors/student support staff should be as flexible as possible to meet requests for leave or changes to working patterns and study, being mindful to operational needs and study commitments including the submission of assignments and completion of examinations.
5.3 Records

No records should be changed without the permission of the staff member or student concerned. An agreed date should be planned on which appropriate records are changed.

Trans people can change their legal name by making a deed poll or statutory declaration of name change. However, some trans people choose not to change their name immediately or have no intention of changing their name. It is never a requirement for a staff member or student to present a Gender Recognition Certificate to change their name.

Some records can be changed at the request of the individual (HR/student records, e-mail, staff directory, occupational health etc) without a statutory declaration or deed poll needed. A written request ie staff or student notification of change form is sufficient. Other records (for example University pension) can only be changed once a statutory declaration or deed poll has been received (see section 3.1). Under the Data Protection Act/General Data Protection Regulation (GDPR), trans identity and gender reassignment information constitutes ‘sensitive data’.

A person’s file or record should always reflect their current name and gender. Where any documents need to be kept related to the person’s trans status these should be kept confidentially in a sealed envelope and only be viewed when required and with the permission of the individual concerned. If a trans person obtains a Gender Recognition Certificate (GRC), they have the right to request that all references to their former name and gender are removed from old records. In this case all past records must be updated and replaced in their file. For example, their old birth certificate should be replaced with their new one; any letters for offers/acceptances should be replaced reflecting their new name. Nothing should remain in the file that would reveal to a third party that a change has occurred. Any person handling this data has a responsibility to keep it confidential, comply with data protection regulations and to ensure the individual is not ‘outed’.

6. Additional support for staff and students

6.1 Internal Support for Students

Your personal tutor and/or your School or Faculty office

Student Counselling and Wellbeing
Leeds University Union LGBT+ Society
Leeds University Student Advice Centre
Leeds University Student Welfare Officer

6.2 Internal support for staff

Your line manager, local HR team, the Equality Policy Unit

Trade Unions: there are three official campus trade unions: UCU, UNISON and Unite.

Staff Counselling and Psychological Support Service (SCPSS): Line managers supporting trans staff can also consult with SCPSS for psychological perspective and support.

LGBT Staff Network
Occupational Health

Information and training for colleagues – contact your local HR team or Equality Policy Unit for more information.

6.3 **External support:**

- Advance HE (previously The Equality Challenge Unit)
- Gender Identity Research and Education Society
- Trans*formation
- Gendered Intelligence
- Trans Leeds

6.4 **Related policies:**

- Policy on Dignity and Mutual Respect - the University’s Policy against bullying, harassment and victimisation, together with complaints procedures for staff and students.
- Equality and Inclusion Framework – sets out the vision for the University to be a beacon of excellence in the sector, promoting a culture of inclusion, respect and equality of opportunity for all.
- Flexible working Policy - explains what flexible working is and how to ask to work flexible hours to help fit your work hours around your personal commitments.
- Extending your study period - explains the process if you wish to extend your study period.

**Acknowledgements**

This policy and procedure has been developed using the Equality Challenge Unit’s Guidelines on Trans Staff and Students in HE and colleges: improving experiences (2016) and with thanks to the University of Manchester for enabling us to develop our guidance based upon their document but adapted to fit our institutional context.

The University recognises that this guidance will not cover every eventuality and individual complexities will need to be worked through. We will review the guidance in 12 months and any feedback to the Equality Policy Unit will be welcomed during this period.

Further information, advice and guidance on the Trans Equality Policy and this guidance is available from the Equality Policy Unit.

Please also contact the Unit if you require this document in an alternatively published format.

**Equality Policy Unit**
University of Leeds
February 2018
Appendix 1
Suggested checklist when discussing a student or staff member’s transition

For each section of this suggested checklist timescales and dates and who is responsible should be considered.

Name change

Identification cards/name badges that may need changing (including, but not limited to):

- Staff ID card **
- Student ID card **
- National Union of Students card
- Trade Union membership card
- Club and society cards
- Professional membership cards
- Accommodation access card **
- Volunteer or mentor identification

Documents/materials that may need to be replaced or altered (including, but not limited to):

- Online records, academic biographies, staff & student directory**, email and user names
- All student/staff records and databases, enrolment forms, finance records**
- Programme and module lists**
- Personal tutor records**
- Occupational health/disability/counselling records
- Committee minutes and records, e.g. boards of study, academic boards
- Certificates, e.g. council tax exemption, training attendance**, degree**
- Club and society membership records
- Payroll ** (and banking details)
- Pension: death in service and dependents’ benefits*
- Student loan company/local education authority
- Company insurance
- Volunteering or mentoring records

Those marked with a * require legal proof (statutory declaration, deed poll or birth certificate) of name change before amendments can be made.

Those marked with ** indicate staff and student records that will be updated through the process of changing name, gender marker and title (see section 3.1).

When a trans person has received a Gender Recognition Certificate, they have the right to request that all references to their former name and gender are removed and replaced with their current name and gender. Given that it takes time to obtain a Gender Recognition Certificate, it is good practice to regard those who have changed their gender as if a GRC was held, from the date of transition onwards (subject to any other legal requirements).

Process

You should also think about who should inform the following:

- students and other colleagues
• Human Resources
• support departments (finance, student records, accommodation, etc.)
• committee chairs/secretaries
• club and society members
• Volunteer or mentor groups

Questions to consider:

If the student/staff member is, or will be, undergoing surgery or other treatment, do they know dates?

If the student/staff member requires time off for surgery and recovery, what process/support/adjustments are needed to ensure the student/staff member remains on their programme of study/in employment, or can return when they have recovered? Will it have any impact on their studies or work?

Are there any professional requirements or attendance requirements that may be affected by the person’s absence for medical treatment? For example, absence trigger points, or number of hours in a school or on a hospital placement? How will students be supported to ensure they can complete their programme of study on time?

Will additional cover be required during times of absence?

A person who is absent because of gender reassignment must not be treated less favourably than another person who is absent due to sickness or injury.

Training

Will there be a need to arrange training for fellow students, immediate team members and other university colleagues?

Who will deliver this training and what will the training cover?

Will the individual wish to attend the training?

Genuine Occupational Requirements (GOR’s)

See section 3.6 for more details. Are there any genuine occupational requirements during the student’s programme of study or staff member’s work, e.g. counselling, social care, NHS, charities, schools?

Are there any GOR’s volunteer placements or work-based learning?

Ceremonies

During awards ceremonies...if the individual has not legally changed their name or is not out to everyone, which name would they prefer to be used?

Discrimination and harassment

Are staff and students aware of the Dignity and Mutual Respect Policy? Does everyone understand their responsibilities and how to deal with any transphobic incidents?
Appendix 2
Legal context

Previous Legislation
The Gender Reassignment Regulations 1999 was replaced by the Equality Act 2010.

Current Legislation
Gender Recognition Act 2004
Gender Recognition Act 2004 allows people who meet certain criteria to apply for a Gender Recognition Certificate. This certificate allows people to obtain certain specific legal documentation, for example birth, death, and marriage certificates, in their new legal gender. The Gender Recognition Act makes it illegal to disclose someone’s trans status to someone else without explicit permission from the trans person in question.

The Equality Act 2010
Gender reassignment is one of the distinct protected characteristics covered under the Equality Act. A person has the protected characteristic of gender reassignment if that person is proposing to undergo, is undergoing or has undergone a process for the purpose of reassigning the person’s sex by changing the physiological or other attributes of sex.

Such a person is referred to under the act as a transsexual person and it is unlawful to discriminate against such a person in work and in the provision of goods, facilities, services and public functions.

It is not necessary to be under medical supervision and those perceived as people who have undergone/are undergoing gender reassignment along with those associated with people who have undergone/are undergoing gender reassignment such as family, friends and colleagues are also protected from unlawful treatment. Under the Equality Act, it is unlawful for an employer to:

- Discriminate directly by treating a job applicant or employee less favourably than others because of gender reassignment;
- Discriminate by treating an employee less favourably in relation to absences from work because of gender reassignment;
- Discriminate indirectly by applying a provision, criterion or practice (PCP) that disadvantages trans job applicants or employees without objective justification;
- Subject a job applicant or employee to harassment related to gender reassignment, to harassment of a sexual nature, or to less favourable treatment because they reject or submit to harassment;
- Victimise a job applicant or employee because they have made or intend to make a discrimination complaint, or because they have done or intend to do other things in connection with the Equality Act.

In addition, the public sector equality duty under the Equality Act requires public authorities to have due regard to the need to eliminate discrimination, harassment and victimisation against transsexual people, to advance equality of opportunity and foster good relations between transsexual people and others.
Appendix 3
Glossary of terms

Cisgender, often shortened to ‘cis’, is a word to describe people whose gender is the same as the one they were assigned at birth, i.e. people who are not trans.

Dual role is a person occasionally wearing clothing and/or makeup and accessories that are not traditionally associated with the sex they were assigned at birth. Generally they do not wish to transition and do not necessarily experience gender dysphoria.

Gender Reassignment is the legal term used in the Equality Act, 2010 to describe the protected characteristic of anyone proposing to undergo, undergoing or who has undergone a process (or part of a process) for the purpose of reassigning the person’s sex by changing physiological or other attributes of sex.

Gender Recognition Certificate (GRC) is issued to those who are legally recognised in their acquired gender for all purposes. It is NEVER appropriate and is unlawful to ask a trans person for a GRC. Where a GRC is obtained a person’s gender history can only be disclosed in very explicit exceptions in law.

Intersex refers to people who are born with variations of sex characteristics, which do not always fit society’s perception of male or female bodies.

Non-binary is a term used by those whose gender does not fit with the expectation that people should be either men or women, also known as gender binary. Other terms used by people who do not identify as male or female include genderqueer, genderfluid, agender and bigender.

Transgender, often shortened to ‘trans’, is a term that describes people whose gender is different to the one they were assigned at birth. For example, a trans man is a man who was assigned female at birth.

Transition refers to the steps that a trans person takes so that their presentation or body better reflects their gender. Transitioning can, but does not need to, include the following: using different pronouns, choosing a different name, wearing different clothes, using different gender facilities, changing gender or sex markers on official records, taking hormones or having surgery. Not all trans people choose to transition.

Transmisogyny is the intersection of transphobia and misogyny that is experienced by trans women and other trans people who were not assigned female at birth.

Transphobia is used to refer to hatred, prejudice and acts of violence towards trans people by individuals.

Social Transition may be the first step, which means a person makes changes in their appearance and social situations to reflect a change of gender, they may change their name and pronoun and use different gendered facilities.
Guidance to Support Trans Staff and Students

March 2019
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1. Introduction
The University's Trans Equality Policy sets out our commitment, intent and principles for trans equality and it applies to all our prospective applicants for employment and study, employees and students, contractors, visitors and partners.

This guidance document has been developed to provide practical guidance, particularly in respect of staff and students, to support the implementation of the Trans Equality Policy.

Key aspects that this guidance covers include:

- Underlying principles to provide a welcoming and supportive environment;
- Practical guidance to support staff and students such as how to change name, gender and title and overseas travel, facilities, recruitment etc;
- Supporting staff and students through transition, recognising that individual circumstances will vary and ensuring staff and students are provided with appropriate support.

Where this guidance document refers to the word ‘Trans people’, it has in mind everyone whose gender identity is not expressed in ways that are typically associated with their biological or sex assigned at birth. This includes those who have non-binary, non-gender, agender or gender-fluid identities.

2. Key guiding principles
The University celebrates and values the diversity of its staff and students and believes that the employment and inclusion of trans people at all levels of responsibility and trans students within our community enriches our University environment. The University will treat all trans employees and students with respect and strive to provide a positive working and learning environment free from discrimination, harassment or victimisation, to enable them to achieve the best outcomes.

While the University Trans Equality Policy sets out the specific University undertakings for a trans friendly and inclusive environment, the guiding underlying principles are:

Demonstrating a sensitive approach. It is important to provide support to everyone, whether trans or not, to express their gender in the way they are most comfortable. Think of people as being the gender that they self-identify as. Listen and politely ask how someone wishes to be referred to.

Respect. It is important to respect people’s privacy and boundaries – people may not want to reveal information about their past and anything to do with their relationship status (past, present or future) and other personal questions. If you feel it is appropriate to ask a question, consider asking if it is OK to do so first.

Challenge. If you hear, or see transphobic abuse, harassment or bullying, for example in the forms of derogatory jokes, graffiti, name-calling, inappropriate music, intrusive questions, unacceptable or unwanted behaviour, speeches and writings, challenge it and/or bring it quickly to the attention of your manager or tutor.

Confidentiality. Do not tell others about a person’s trans status unless permission has been obtained. Assurance is given that as far as is possible any documents that have to be kept that have a person’s previous name and gender will be kept confidential.
Support. Provide positive support to those who wish their trans status or gender identity to be known and for those undergoing or considering undergoing gender reassignment to meet the individuals' particular needs and agree with them how to manage this.

3. Practical guidance for staff and students

This part of the document provides guidance on how an individual student or staff member should change their name and gender on University systems. One of the key aspects is an individual change of name, title and gender.

3.1 How do I change my name, gender marker and title?

Any requests will be actioned as sensitively, swiftly and as seamlessly as possible, in agreement with the student or staff member. Once the changes have been made, as far as is possible, there should be no records which would disclose the individual’s trans status to a third party.

Students

Changes should be requested in person through the Student Services Counter. You should complete a Student Notification of Change Form to confirm you wish to make changes and if you wish provide documentation of change of name by deed poll, statutory declaration, birth certificate, passport or driving licence. You will need to provide photo ID when requesting this change.

The Student Services team will provide information about other considerations for students following this change for example:

- the need for the student to manage the name or gender marker change for any external partners or agencies such as UK Visa and Immigration (UKVI), student loans, sponsors, banks. Appendix 1 provides details of other cards, documents and materials which the student may need to consider changing;
- please be aware, students will be contacted prior to award ceremonies to confirm the name to appear on certificates: therefore if there is a requirement for a different name, you can request this, for example, if there is a need for this to match other documentation such as sponsor records. Students at award ceremonies will be referred to by the name on their award certificates;
- if you are an international student on a tier 4 visa you should be aware that University student records are required to match UK Visa and Immigration (UKVI) records. If this situation applies, please contact the Equality Policy Unit.

With your consent the Student Services team will update our student record systems and liaise with University staff on a confidential basis, to request updates to other databases used by the University. Requested changes will be completed within a reasonable timeframe.
Staff

Staff are asked to contact the Human Resources Information Officer (telephone: +44 (0)113 343 4129). You should complete a Staff Notification of Change Form to confirm you wish to make changes and if you wish provide documentation of change of name by deed poll, statutory declaration, birth certificate, passport or driving licence. You may need to provide photo ID when requesting this change.

The Human Resources Information Officer will:

- provide information about other considerations following this change, for example, whether you wish for your email address to be changed and the updating of staff ID cards. Appendix 1 provides details of other cards, documents and materials which you may need to consider changing;
- Update SAP and liaise confidentially with key University staff with your consent to request updates to other databases used by the University. Requested changes will be completed within a reasonable timeframe.
- Please be aware to change University pension schemes details you will need to provide a statutory declaration or deed poll.

See section 5.3 for further guidance on supporting staff and students wishing to change their records.

3.2 Staff recruitment

If you are applying for a role at the University and are concerned that you may be ‘outed’ by the recruitment process (for example by providing P45, academic biography or photo ID) you should contact the Human Resources Information Officer who will be able to support you, particularly with regards to documentation and references, through the recruitment process. The University is required to carry out right to work checks in the UK before employment commences which necessitates checking photo identification however applicants only need to provide these documents to HR. Strict confidentiality will be maintained.

3.3 Student applications

If you are applying for a place at the University and you do not wish to disclose your trans status for a programme of study contact the relevant Admissions team either Undergraduate or Postgraduate and they will be able to support you through the application and admissions process. Admissions staff may be required to advise the relevant Faculty Admissions Manager in order to facilitate removal of any previous documentation. The University will be required to carry out identity checks as part of the registration process however these will be undertaken confidentially and with sensitivity.

3.4 Use of pronouns/nouns

A person should be addressed and referred to using the pronouns which make them feel comfortable. This could be he, she, they, per, hir or other pronouns. If you are uncertain, either listen to what pronoun others are using or politely ask what they prefer, for example “Hi, I’m xxx and I use the pronouns he and him. What about you?” Encourage others to use these pronouns too and if the wrong pronoun is used, apologise quickly and move on. This can be more uncomfortable if a bigger deal is made of the situation. This is also a partnership therefore the trans person can inform of changes in pronouns and mistakes to colleagues who are unaware.
When referring to people by nouns as well as pronouns you should also refer to them in gender neutral terms for example person, student, visitor, customer or partner rather than for example lady, gentleman, husband or wife.

3.5 References
For current or former staff or students who are trans, references should make no mention of trans status. The appropriate pronouns should be used and no mention will be made to your former names, or out you as trans. Any reference requests received for someone who has transitioned, which refers to a previous name or gender, will be responded to that the University has no record.

If a student or staff member has left the University and then later transitions, they can request their name to be changed on University systems for students through the graduation team and for staff through the Central HR Team (proof of ID will be required).

3.6 Occupational requirements
In rare circumstances, being a particular sex can be an occupational requirement. Equality law makes clear an employer must be reasonable in claiming an occupational requirement and this must be identified at the beginning of the recruitment process.

For students, if a placement is identified with an occupational requirement for a particular sex and a student does not have a changed birth certificate, a meeting should be held with the student as soon as possible to discuss whether the University can inform placement providers of their trans status and to identify the most suitable placement for the student.

3.7 Overseas travel and field trips
In some countries trans people may experience societal hostility, there are legal implications and/or societal attitude challenges. Consideration needs to be given to this in planning of trips for example for Study Abroad opportunities or teaching/researching abroad. There would be implications if a student or staff member were to be hospitalised or searched at the airport. Also consideration needs to be given to whether the person has the necessary documentation in their self-identified gender to travel.

Students are advised to contact the Study Abroad Office or School Support Officers for more information, advice and guidance.

Staff are advised to contact their local Human Resource Manager for more information, advice and guidance.

Faculties and Services can seek further help and advice from Equality Policy Unit or Leeds University Union (LUU).

3.8 Facilities
Trans people can use single-sex facilities (such as toilets and changing rooms) according to their self-identified gender. There are also a number of gender neutral facilities across the University (details to be included on Campus Map in due course). Non-binary people can use the facility that seems most appropriate to them.

3.9 Confidentiality
Confidentiality of information relating to a person’s trans status is essential.
4. Reporting transphobia

The Dignity and Mutual Respect Policy sets out the procedure for making complaints of bullying, harassment and victimisation and the support that will be provided.

For Staff - Incidents should be raised through your Faculty or Service line manager or directly to your local HR Manager.

For Students – Incidents should be raised either through your personal tutor, the Student Advice Centre at Leeds University Union, the University’s Complaints Officer or your residences warden.

5. Supporting staff and students going through transition

If a student or member of staff is considering or undergoing the process of transition, students should contact their personal tutor or local School office and for staff their local Human Resources team. A meeting will be arranged to discuss the situation in confidence and to agree the process for supporting the student or staff member with their transition. Anyone has the right to live as if they had always been of their chosen gender.

A very important element of this meeting will be to determine who should be told what and when and how this should occur. This decision should be led by the trans staff member or student.

It can be helpful to draw up a confidential plan for the period of transition and thereafter. The implementation of the plan should be reviewed regularly and reassessed at each significant part of the process. The plan should include the following:

- Confidentiality – the University will respect the confidentiality of all trans staff and students and will not reveal information without their prior agreement;
- Whether the individual wishes to inform line managers, co-workers/fellow students themselves, or would prefer this to be done on their behalf. When and how this should be done;
- Whether training or briefing of co-workers, fellow students or service users will be necessary, at what point and by whom this will be carried out. HR staff, managers and colleagues may require additional training when working with a colleague who is transitioning. Contact your local HR team or Equality Policy Unit if this would be useful;
- The trans person’s preferred time for change of name and/or title (Miss/Ms/Mrs/Mr/Mx) and personal pronouns (he/she/they etc.), personal details, gender and other relevant required amendments to records and systems. After which point they should be referred to solely in their chosen name and by their preferred pronoun;
- The expected timescale of any medical and/or surgical interventions and procedures and the time off required (please be aware that a person at the beginning of their transition is unlikely to know this information);
- Any time off required for appointments and/or treatment and/or possible side effects from any medication and how this will affect job/study;
- Signposting to additional services at the University such as staff and student network groups, Occupational Health and the Counselling Service.
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- For a student, whether they want to continue their course of study, defer for a set amount of time or come to some other arrangement;
- Whether a member of staff wishes to stay in their current post or be redeployed and if the latter, whether redeployment is possible;

Appendix 1 provides a useful checklist that covers most of the issues that need to be considered when an individual is going through this process. Section 6 provides details of key sources of support and their contact details.

It is important to understand that one of the most significant moments will be when the individual wishes to start presenting in their preferred gender publicly. It is crucial that this is managed and communicated in an appropriate manner to those that have a working or study relationship with the individual.

5.1 Practical considerations

Some practical considerations will arise when a person is transitioning, for example, single gender facilities and dress codes. When a person transitions, they usually start to use the facilities that are appropriate for their gender identity, e.g. trans women use the female facilities, trans men use male facilities. It may be necessary to explain the situation carefully to work/study colleagues after consultation with the trans person. Suggesting that the trans person use the disabled toilet is not acceptable unless the person is disabled, requires the use of those toilet facilities, or prefers to do so. There are a number of toilets and changing facilities across campus that are both gender neutral and accessible. Details will be added to campus map as soon as possible.

Flexibility is required in dress codes while someone is early in transition, as they will often have to buy new clothes, and this should be discussed with the individual, taking into account what they are required to wear to work and in line with any health and safety dress codes that the university has which are applicable to staff and students.

5.2 Managing absence

The Equality Act (2010) states it is discrimination to treat a trans person less favourably in work or study because they require absence for any part of the medical processes involved with gender reassignment than someone who is absent from work for another reason, for example, due to recuperation, counselling or medical appointments. This includes all related treatments (e.g. hormone therapies, surgical procedures), and also extends to any rectification of related surgical procedures if these are required.

Staff undergoing medical and surgical processes related to gender reassignment will be appropriately supported to enable them to attend their appointments whilst meeting their workload commitments and priorities. Early discussions should take place with the relevant line/HR Manager to facilitate absence from work and minimal impact on workplace priorities and teams.

Other policies such as the Flexible Working and extension of study period may also be helpful to consider. As with all cases, managers or tutors/student support staff should be as flexible as possible to meet requests for leave or changes to working patterns and study, being mindful to operational needs and study commitments including the submission of assignments and completion of examinations.
5.3 **Records**

No records should be changed without the permission of the staff member or student concerned. An agreed date should be planned on which appropriate records are changed.

Trans people can change their legal name by making a deed poll or statutory declaration of name change. However, some trans people choose not to change their name immediately or have no intention of changing their name. It is never a requirement for a staff member or student to present a Gender Recognition Certificate to change their name.

Some records can be changed at the request of the individual (HR/student records, e-mail, staff directory, occupational health etc) without a statutory declaration or deed poll needed. A written request ie staff or student notification of change form is sufficient. Other records (for example University pension) can only be changed once a statutory declaration or deed poll has been received (see section 3.1). Under the Data Protection Act/General Data Protection Regulation (GDPR), trans identity and gender reassignment information constitutes ‘sensitive data’.

A person’s file or record should always reflect their current name and gender. Where any documents need to be kept related to the person’s trans status these should be kept confidentially in a sealed envelope and only be viewed when required and with the permission of the individual concerned. If a trans person obtains a Gender Recognition Certificate (GRC), they have the right to request that all references to their former name and gender are removed from old records. In this case all past records must be updated and replaced in their file. For example, their old birth certificate should be replaced with their new one; any letters for offers/acceptances should be replaced reflecting their new name. Nothing should remain in the file that would reveal to a third party that a change has occurred. Any person handling this data has a responsibility to keep it confidential, comply with data protection regulations and to ensure the individual is not ‘outed’.

6. **Additional support for staff and students**

6.1 **Internal Support for Students**

Your personal tutor and/or your School or Faculty office

- Student Counselling and Wellbeing
- Leeds University Union LGBT+ Society
- Leeds University Student Advice Centre
- Leeds University Student Welfare Officer

6.2 **Internal support for staff**

Your line manager, local HR team, the Equality Policy Unit

Trade Unions: there are three official campus trade unions: UCU, UNISON and Unite.

- Staff Counselling and Psychological Support Service (SCPSS): Line managers supporting trans staff can also consult with SCPSS for psychological perspective and support.
- LGBT Staff Network
Occupational Health

Information and training for colleagues – contact your local HR team or Equality Policy Unit for more information.

6.3 **External support:**

- Advance HE (previously The Equality Challenge Unit)
- Gender Identity Research and Education Society
- Trans*formation
- Gendered Intelligence
- Trans Leeds

6.4 **Related policies:**

- **Policy on Dignity and Mutual Respect** - the University’s Policy against bullying, harassment and victimisation, together with complaints procedures for staff and students.
- **Equality and Inclusion Framework** – sets out the vision for the University to be a beacon of excellence in the sector, promoting a culture of inclusion, respect and equality of opportunity for all.
- **Flexible working Policy** - explains what flexible working is and how to ask to work flexible hours to help fit your work hours around your personal commitments.
- **Extending your study period** - explains the process if you wish to extend your study period.

**Acknowledgements**

This policy and procedure has been developed using the Equality Challenge Unit’s Guidelines on Trans Staff and Students in HE and colleges: improving experiences (2016) and with thanks to the University of Manchester for enabling us to develop our guidance based upon their document but adapted to fit our institutional context.

The University recognises that this guidance will not cover every eventuality and individual complexities will need to be worked through. We will review the guidance in 12 months and any feedback to the **Equality Policy Unit** will be welcomed during this period.

Further information, advice and guidance on the Trans Equality Policy and this guidance is available from the **Equality Policy Unit**.

Please also contact the Unit if you require this document in an alternatively published format.

**Equality Policy Unit**
University of Leeds
February 2018
Appendix 1
Suggested checklist when discussing a student or staff member’s transition

For each section of this suggested checklist timescales and dates and who is responsible should be considered.

Name change

Identification cards/name badges that may need changing (including, but not limited to):

- Staff ID card **
- Student ID card **
- National Union of Students card
- Trade Union membership card
- Club and society cards
- Professional membership cards
- Accommodation access card **
- Volunteer or mentor identification

Documents/materials that may need to be replaced or altered (including, but not limited to):

- Online records, academic biographies, staff & student directory**, email and user names
- All student/staff records and databases, enrolment forms, finance records**
- Programme and module lists**
- Personal tutor records**
- Occupational health/disability/counselling records
- Committee minutes and records, e.g. boards of study, academic boards
- Certificates, e.g. council tax exemption, training attendance**, degree**
- Club and society membership records
- Payroll ** (and banking details)
- Pension: death in service and dependents’ benefits*
- Student loan company/local education authority
- Company insurance
- Volunteering or mentoring records

Those marked with a * require legal proof (statutory declaration, deed poll or birth certificate) of name change before amendments can be made.

Those marked with ** indicate staff and student records that will be updated through the process of changing name, gender marker and title (see section 3.1).

When a trans person has received a Gender Recognition Certificate, they have the right to request that all references to their former name and gender are removed and replaced with their current name and gender. Given that it takes time to obtain a Gender Recognition Certificate, it is good practice to regard those who have changed their gender as if a GRC was held, from the date of transition onwards (subject to any other legal requirements).

Process

You should also think about who should inform the following:

- students and other colleagues
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Trans Staff and Students

- Human Resources
- support departments (finance, student records, accommodation, etc.)
- committee chairs/secretaries
- club and society members
- Volunteer or mentor groups

Questions to consider:

If the student/staff member is, or will be, undergoing surgery or other treatment, do they know dates?

If the student/staff member requires time off for surgery and recovery, what process/support/adjustments are needed to ensure the student/staff member remains on their programme of study/in employment, or can return when they have recovered? Will it have any impact on their studies or work?

Are there any professional requirements or attendance requirements that may be affected by the person’s absence for medical treatment? For example, absence trigger points, or number of hours in a school or on a hospital placement? How will students be supported to ensure they can complete their programme of study on time?

Will additional cover be required during times of absence?

A person who is absent because of gender reassignment must not be treated less favourably than another person who is absent due to sickness or injury.

Training

Will there be a need to arrange training for fellow students, immediate team members and other university colleagues?

Who will deliver this training and what will the training cover?

Will the individual wish to attend the training?

Genuine Occupational Requirements (GOR’s)

See section 3.6 for more details. Are there any genuine occupational requirements during the student’s programme of study or staff member’s work, e.g. counselling, social care, NHS, charities, schools?

Are there any GOR’s volunteer placements or work-based learning?

Ceremonies

During awards ceremonies...if the individual has not legally changed their name or is not out to everyone, which name would they prefer to be used?

Discrimination and harassment

Are staff and students aware of the Dignity and Mutual Respect Policy? Does everyone understand their responsibilities and how to deal with any transphobic incidents?
Appendix 2

Legal context

Previous Legislation
The Gender Reassignment Regulations 1999 was replaced by the Equality Act 2010.

Current Legislation

Gender Recognition Act 2004
Gender Recognition Act 2004 allows people who meet certain criteria to apply for a Gender Recognition Certificate. This certificate allows people to obtain certain specific legal documentation, for example birth, death, and marriage certificates, in their new legal gender. The Gender Recognition Act makes it illegal to disclose someone’s trans status to someone else without explicit permission from the trans person in question.

The Equality Act 2010
Gender reassignment is one of the distinct protected characteristics covered under the Equality Act. A person has the protected characteristic of gender reassignment if that person is proposing to undergo, is undergoing or has undergone a process for the purpose of reassigning the person’s sex by changing the physiological or other attributes of sex.

Such a person is referred to under the act as a transsexual person and it is unlawful to discriminate against such a person in work and in the provision of goods, facilities, services and public functions.

It is not necessary to be under medical supervision and those perceived as people who have undergone/are undergoing gender reassignment along with those associated with people who have undergone/are undergoing gender reassignment such as family, friends and colleagues are also protected from unlawful treatment. Under the Equality Act, it is unlawful for an employer to:

- Discriminate directly by treating a job applicant or employee less favourably than others because of gender reassignment;
- Discriminate by treating an employee less favourably in relation to absences from work because of gender reassignment;
- Discriminate indirectly by applying a provision, criterion or practice (PCP) that disadvantages trans job applicants or employees without objective justification;
- Subject a job applicant or employee to harassment related to gender reassignment, to harassment of a sexual nature, or to less favourable treatment because they reject or submit to harassment;
- Victimise a job applicant or employee because they have made or intend to make a discrimination complaint, or because they have done or intend to do other things in connection with the Equality Act.

In addition, the public sector equality duty under the Equality Act requires public authorities to have due regard to the need to eliminate discrimination, harassment and victimisation against transsexual people, to advance equality of opportunity and foster good relations between transsexual people and others.
Appendix 3
Glossary of terms

Cisgender, often shortened to ‘cis’, is a word to describe people whose gender is the same as the one they were assigned at birth, i.e. people who are not trans.

Dual role is a person occasionally wearing clothing and/or makeup and accessories that are not traditionally associated with the sex they were assigned at birth. Generally they do not wish to transition and do not necessarily experience gender dysphoria.

Gender Reassignment is the legal term used in the Equality Act, 2010 to describe the protected characteristic of anyone proposing to undergo, undergoing or who has undergone a process (or part of a process) for the purpose of reassigning the person's sex by changing physiological or other attributes of sex.

Gender Recognition Certificate (GRC) is issued to those who are legally recognised in their acquired gender for all purposes. It is NEVER appropriate and is unlawful to ask a trans person for a GRC. Where a GRC is obtained a person’s gender history can only be disclosed in very explicit exceptions in law.

Intersex refers to people who are born with variations of sex characteristics, which do not always fit society’s perception of male or female bodies.

Non-binary is a term used by those whose gender does not fit with the expectation that people should be either men or women, also known as gender binary. Other terms used by people who do not identify as male or female include genderqueer, genderfluid, agender and bigender.

Transgender, often shortened to ‘trans’, is a term that describes people whose gender is different to the one they were assigned at birth. For example, a trans man is a man who was assigned female at birth.

Transition refers to the steps that a trans person takes so that their presentation or body better reflects their gender. Transitioning can, but does not need to, include the following: using different pronouns, choosing a different name, wearing different clothes, using different gender facilities, changing gender or sex markers on official records, taking hormones or having surgery. Not all trans people choose to transition.

Transmisogyny is the intersection of transphobia and misogyny that is experienced by trans women and other trans people who were not assigned female at birth.

Transphobia is used to refer to hatred, prejudice and acts of violence towards trans people by individuals.

Social Transition may be the first step, which means a person makes changes in their appearance and social situations to reflect a change of gender, they may change their name and pronoun and use different gendered facilities.
Policy on paternity/partner leave and pay

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1. Introduction

This policy sets out the paternity/partner provisions and rights for employees:

- whose partner is pregnant:
- who are adopting a child and have been notified of having been matched with a child:
- who are intended parents of a child born through a surrogacy arrangement, who will be subject to a Parental Order;
- who are prospective parents fostering a child under the ‘Fostering for Adoption’ scheme.

It incorporates the Paternity Leave and Pay provisions contained in the Employment Act 2002 and in the Paternity and Adoption Regulations 2014.

If the primary carer chooses to end their maternity, adoption or surrogacy leave early, both parents can share the remaining weeks leave and pay entitlement by opting in to Shared Parental Leave. Further information about our Shared Parental Leave policy can be found at [http://hr.leeds.ac.uk/spl](http://hr.leeds.ac.uk/spl).

2. Purpose

The purpose of this policy is to enable biological fathers, adoptive parents, intended parents, partners and civil partners of the primary carer to take a period of paid leave prior or directly following the birth or adoption to give support to the primary carer following the birth/adoPTION.

3. Definition

Paternity/partner leave provides two weeks leave on full pay (which includes, where eligible, Statutory Paternity Pay (SPP¹)). Leave may be taken prior to the birth or adoption, at the time of the birth or adoption, or in the weeks following. Leave may be taken in a block or on separate days, subject to the agreement of the Head of School/Service (or nominee), but should be taken within 8 weeks of the birth or adoption.

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¹ SPP is paid at the lower rate of Statutory Maternity/Adoption Pay or 90% of the fathers/partners average earnings, whichever is less. The current SPP rate can be obtained from the Payroll Office
4. Eligibility

To be eligible for paternity/partner leave you will have to meet the following criteria:

- be the father, adoptive parent, intended parent, civil partner or the partner of the primary carer;
- be taking the leave to support the primary carer or to care for the child;
- have completed 26 weeks continuous service with the University prior to the week before the birth or adoption.

<table>
<thead>
<tr>
<th>Leave entitlement</th>
<th>You are entitled to 10 days paternity/partner leave (pro-rata for part-time employees).</th>
</tr>
</thead>
<tbody>
<tr>
<td>When can leave be taken</td>
<td>Leave may be taken prior to the birth or adoption, at the time of the birth or adoption, or in the weeks following. In any event it should be taken within 8 weeks of the birth or adoption. Leave may be taken in a block or on separate days subject to the agreement of the Head of School/Service (or nominee).</td>
</tr>
<tr>
<td>Payment</td>
<td>You are entitled to 10 days full pay (pro-rata for part-time employees) – where eligible, SPP(^2) is subsumed within the full pay.</td>
</tr>
<tr>
<td>Notice requirements</td>
<td>To apply for paternity/partner leave you are required to notify your Faculty/Service HR Manager and Head of School/Service (or nominee) by the 15th week(^3) before the expected week of childbirth, or 7 days after being notified of a match, stating approximately when the leave will be taken.</td>
</tr>
<tr>
<td>Applying for leave</td>
<td>You should complete an application for paternity/partner leave, available at <a href="http://hr.leeds.ac.uk/pat_leave">http://hr.leeds.ac.uk/pat_leave</a>.</td>
</tr>
<tr>
<td>Ante-natal appointments/adoption meetings(^4)</td>
<td>You can take paid time off work to attend 2 ante-natal appointments or adoption meetings. You should provide your Head of School/Service (or nominee) with as much notice as possible and you may need to provide evidence of the appointment/meeting.</td>
</tr>
<tr>
<td>Pension contributions</td>
<td>Pension contributions will continue to be deducted as normal during leave.</td>
</tr>
<tr>
<td>Annual leave</td>
<td>You will continue to accrue annual leave during your absence.</td>
</tr>
<tr>
<td>Terms of employment during leave</td>
<td>All terms and conditions of service will continue to apply as though you had not been absent.</td>
</tr>
<tr>
<td>Salary deductions</td>
<td>Salary deductions relating to car parking, trade union subscriptions etc will continue to be deducted during absences.</td>
</tr>
<tr>
<td>Probation</td>
<td>Probationary periods will not be affected by absences due to paternity/partner leave.</td>
</tr>
</tbody>
</table>

---

\(^2\) Eligibility for SPP – average earnings must be equal to the lower earnings limit 8 weeks prior to the expected week of childbirth or the week of matching for adoption

\(^3\) Includes a surrogacy arrangement

\(^4\) There is no eligibility criteria to attend these appointments/meetings
| **Flexible working** | There is no automatic right to return to work on a part time basis, but sympathetic consideration will be given. If you are considering changing your hours of work you are encouraged to discuss your plans with your Head of School/Service (or nominee) at the earliest opportunity. Requests for flexible working can be made in accordance with the University’s Flexible Working Policy [http://hr.leeds.ac.uk/flexible_working](http://hr.leeds.ac.uk/flexible_working). |
| **Employees not returning from paternity leave** | If you decide not to return to work following paternity/partner leave you must give notice of resignation in accordance with your terms and conditions of employment. |
| **Employees on fixed-term and open ended, fixed funded contracts** | If you are employed on a fixed-term or open ended, fixed funded contract and this contract expires or the funding ceases during your paternity/partner leave period, your contract/funding will be extended until the end of your statutory paternity pay period. The extension will be solely in order to facilitate the continuing payment of your paternity/partner leave pay. As a result, you will be unable to return to work unless further funding is obtained to extend your contract/funding or you obtain another post with us. Consultation about the expiry of your fixed-term/ fixed funded contract will be in accordance with the University’s Procedure to Support the Employment Security of Staff on Fixed Funding or Fixed Term Contract which can currently be found at [http://hr.leeds.ac.uk/FF-FTC_emp_security](http://hr.leeds.ac.uk/FF-FTC_emp_security). |
| **Parental Leave** | If you qualify for unpaid parental leave, you may take some of this leave before or immediately after the end of your ordinary paternity/partner leave. The parental leave policy is available at [http://hr.leeds.ac.uk/parental_leave](http://hr.leeds.ac.uk/parental_leave). |
| **Exceptional Circumstances** | Where a miscarriage occurs earlier than the 25th week of pregnancy, you will not qualify for paternity/partner leave. Any period of absence from work would be dealt with as compassionate leave or under the normal sick pay arrangements. In the event of a still birth from the 25th week of pregnancy onwards, you would be eligible for paternity/partner leave and pay in the normal way. |

5. **Further information**

Further information about this policy can be obtained from your Faculty/Service Human Resources Manager/Officer.

If you are considering taking Shared Parental Leave, you can find further information in our Shared Parental Leave policy currently available at [http://hr.leeds.ac.uk/spl](http://hr.leeds.ac.uk/spl) and from your Faculty/Service HR Manager.

If you require this document in an alternative format (for example Braille, large print or e-text) please contact Human Resources at hr@leeds.ac.uk.

Policy updated March 2015
Policy on compassionate leave

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1. Introduction

1.1. As part of its commitment to good employment practice, the University is keen to help its staff to balance the demands of work and family life wherever possible. The following leave arrangements have been developed to provide help and support to members of staff should they experience domestic crises.

1.2. Such leave is authorised by the member of staff’s Head of School/Service who will have the discretion to determine the amount of leave to be granted within the framework of the policy, bearing in mind the circumstances and the needs of the department.

1.3. In support of a request for leave the member of staff may be required exceptionally to:

- produce appropriate documentary evidence of the need for leave, such as a doctor’s medical certificate to certify a dependant’s illness or a hospital appointment card;
- provide information about a partner’s employment situation (on the basis that a partner may be expected to share caring/dealing with the emergency);
- undertake work at home where this can be appropriately arranged.

1.4. It should be understood that leave of this kind is not intended to meet long term domestic or family needs.

1.5. In the following sections the different types of leave which may be granted are explained in more detail, with guidance provided in order to try to ensure fair and consistent access to such leave.

1.6. Advice and further guidance may be obtained from Human Resources.

2. Review of policy

This policy is intended to anticipate the provisions on ‘Leave for Family and Domestic Reasons’ in the new Employment Relations Bill (1999). The draft Bill specifies that
employees should be entitled to a “reasonable amount of time off during working hours”. When the details of this legislation are known, the policy will be reviewed.

It is University policy to view requests for leave sympathetically in the circumstances outlined in this booklet.

3. Compassionate leave

The aim of such leave is to provide a compassionate response in cases of ‘urgent domestic distress’ as for example:

- when a member of staff suffers a bereavement due to the death of:
  - a partner;
  - a close relative;
  - a person with whom the member of staff had a close continuing relationship;

- when a member of staff suffers a domestic catastrophe, such as a household fire.

4. Time allowed

4.1. Up to the equivalent of five working days may be granted as paid leave.

4.2. The amount of leave granted will be dependent on such factors as:

- the level of responsibility to be taken on by the member of staff for the funeral or for other tasks arising from the death of the partner or relative;
- the distance required to be travelled;
- the availability of other members of the family to contribute to relieving the effects of the domestic catastrophe.

4.3. In exceptional circumstances longer periods of leave may be granted as unpaid leave or taken from the member of staff’s annual leave entitlement.

5. Procedure for applying for leave

5.1. Members of staff should inform their Head of School/Service as soon as possible of their need for compassionate leave, as the responsibility for agreeing the amount and type of leave lies with him/her.

5.2. On the first day of absence members of staff will be expected to follow the usual rules for the notification of any absence i.e. members of staff should contact their nominated departmental supervisor/manager.
Guidance to Support Trans Staff and Students

March 2019
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1. Introduction

The University’s Trans Equality Policy sets out our commitment, intent and principles for trans equality and it applies to all our prospective applicants for employment and study, employees and students, contractors, visitors and partners.

This guidance document has been developed to provide practical guidance, particularly in respect of staff and students, to support the implementation of the Trans Equality Policy.

Key aspects that this guidance covers include:

- Underlying principles to provide a welcoming and supportive environment;
- Practical guidance to support staff and students such as how to change name, gender and title and overseas travel, facilities, recruitment etc;
- Supporting staff and students through transition, recognising that individual circumstances will vary and ensuring staff and students are provided with appropriate support.

Where this guidance document refers to the word ‘Trans people’, it has in mind everyone whose gender identity is not expressed in ways that are typically associated with their biological or sex assigned at birth. This includes those who have non-binary, non-gender, agender or gender-fluid identities.

2. Key guiding principles

The University celebrates and values the diversity of its staff and students and believes that the employment and inclusion of trans people at all levels of responsibility and trans students within our community enriches our University environment. The University will treat all trans employees and students with respect and strive to provide a positive working and learning environment free from discrimination, harassment or victimisation, to enable them to achieve the best outcomes.

While the University Trans Equality Policy sets out the specific University undertakings for a trans friendly and inclusive environment, the guiding underlying principles are:

**Demonstrating a sensitive approach.** It is important to provide support to everyone, whether trans or not, to express their gender in the way they are most comfortable. Think of people as being the gender that they self-identify as. Listen and politely ask how someone wishes to be referred to.

**Respect.** It is important to respect people’s privacy and boundaries – people may not want to reveal information about their past and anything to do with their relationship status (past, present or future) and other personal questions. If you feel it is appropriate to ask a question, consider asking if it is OK to do so first.

**Challenge.** If you hear, or see transphobic abuse, harassment or bullying, for example in the forms of derogatory jokes, graffiti, name-calling, inappropriate music, intrusive questions, unacceptable or unwanted behaviour, speeches and writings, challenge it and/or bring it quickly to the attention of your manager or tutor.

**Confidentiality.** Do not tell others about a person’s trans status unless permission has been obtained. Assurance is given that as far as is possible any documents that have to be kept that have a person’s previous name and gender will be kept confidential.
Support. Provide positive support to those who wish their trans status or gender identity to be known and for those undergoing or considering undergoing gender reassignment to meet the individuals’ particular needs and agree with them how to manage this.

3. Practical guidance for staff and students

This part of the document provides guidance on how an individual student or staff member should change their name and gender on University systems. One of the key aspects is an individual change of name, title and gender.

3.1 How do I change my name, gender marker and title?

Any requests will be actioned as sensitively, swiftly and as seamlessly as possible, in agreement with the student or staff member. Once the changes have been made, as far as is possible, there should be no records which would disclose the individual’s trans status to a third party.

Students

Changes should be requested in person through the Student Services Counter. You should complete a Student Notification of Change Form to confirm you wish to make changes and if you wish provide documentation of change of name by deed poll, statutory declaration, birth certificate, passport or driving licence. You will need to provide photo ID when requesting this change.

The Student Services team will provide information about other considerations for students following this change for example:

- the need for the student to manage the name or gender marker change for any external partners or agencies such as UK Visa and Immigration (UKVI), student loans, sponsors, banks. Appendix 1 provides details of other cards, documents and materials which the student may need to consider changing;

- please be aware, students will be contacted prior to award ceremonies to confirm the name to appear on certificates: therefore if there is a requirement for a different name, you can request this, for example, if there is a need for this to match other documentation such as sponsor records. Students at award ceremonies will be referred to by the name on their award certificates;

- if you are an international student on a tier 4 visa you should be aware that University student records are required to match UK Visa and Immigration (UKVI) records. If this situation applies, please contact the Equality Policy Unit.

With your consent the Student Services team will update our student record systems and liaison with University staff on a confidential basis, to request updates to other databases used by the University. Requested changes will be completed within a reasonable timeframe.
Staff

Staff are asked to contact the Human Resources Information Officer (telephone: +44 (0)113 343 4129). You should complete a Staff Notification of Change Form to confirm you wish to make changes and if you wish provide documentation of change of name by deed poll, statutory declaration, birth certificate, passport or driving licence. You may need to provide photo ID when requesting this change.

The Human Resources Information Officer will:

- provide information about other considerations following this change, for example, whether you wish for your email address to be changed and the updating of staff ID cards. Appendix 1 provides details of other cards, documents and materials which you may need to consider changing;
- Update SAP and liaise confidentially with key University staff with your consent to request updates to other databases used by the University. Requested changes will be completed within a reasonable timeframe.
- Please be aware to change University pension schemes details you will need to provide a statutory declaration or deed poll.

See section 5.3 for further guidance on supporting staff and students wishing to change their records.

3.2 Staff recruitment

If you are applying for a role at the University and are concerned that you may be ‘outed’ by the recruitment process (for example by providing P45, academic biography or photo ID) you should contact the Human Resources Information Officer who will be able to support you, particularly with regards to documentation and references, through the recruitment process. The University is required to carry out right to work checks in the UK before employment commences which necessitates checking photo identification however applicants only need to provide these documents to HR. Strict confidentiality will be maintained.

3.3 Student applications

If you are applying for a place at the University and you do not wish to disclose your trans status for a programme of study contact the relevant Admissions team either Undergraduate or Postgraduate and they will be able to support you through the application and admissions process. Admissions staff may be required to advise the relevant Faculty Admissions Manager in order to facilitate removal of any previous documentation. The University will be required to carry out identity checks as part of the registration process however these will be undertaken confidentially and with sensitivity.

3.4 Use of pronouns/nouns

A person should be addressed and referred to using the pronouns which make them feel comfortable. This could be he, she, they, per, hir or other pronouns. If you are uncertain, either listen to what pronoun others are using or politely ask what they prefer, for example “Hi, I’m xxx and I use the pronouns he and him. What about you?” Encourage others to use these pronouns too and if the wrong pronoun is used, apologise quickly and move on. This can be more uncomfortable if a bigger deal is made of the situation. This is also a partnership therefore the trans person can inform of changes in pronouns and mistakes to colleagues who are unaware.
When referring to people by nouns as well as pronouns you should also refer to them in gender neutral terms for example person, student, visitor, customer or partner rather than for example lady, gentleman, husband or wife.

3.5 References
For current or former staff or students who are trans, references should make no mention of trans status. The appropriate pronouns should be used and no mention will be made to your former names, or out you as trans. Any reference requests received for someone who has transitioned, which refers to a previous name or gender, will be responded to that the University has no record.

If a student or staff member has left the University and then later transitions, they can request their name to be changed on University systems for students through the graduation team and for staff through the Central HR Team (proof of ID will be required).

3.6 Occupational requirements
In rare circumstances, being a particular sex can be an occupational requirement. Equality law makes clear an employer must be reasonable in claiming an occupational requirement and this must be identified at the beginning of the recruitment process.

For students, if a placement is identified with an occupational requirement for a particular sex and a student does not have a changed birth certificate, a meeting should be held with the student as soon as possible to discuss whether the University can inform placement providers of their trans status and to identify the most suitable placement for the student.

3.7 Overseas travel and field trips
In some countries trans people may experience societal hostility, there are legal implications and/or societal attitude challenges. Consideration needs to be given to this in planning of trips for example for Study Abroad opportunities or teaching/researching abroad. There would be implications if a student or staff member were to be hospitalised or searched at the airport. Also consideration needs to be given to whether the person has the necessary documentation in their self-identified gender to travel.

Students are advised to contact the Study Abroad Office or School Support Officers for more information, advice and guidance.

Staff are advised to contact their local Human Resource Manager for more information, advice and guidance.

Faculties and Services can seek further help and advice from Equality Policy Unit or Leeds University Union (LUU).

3.8 Facilities
Trans people can use single-sex facilities (such as toilets and changing rooms) according to their self-identified gender. There are also a number of gender neutral facilities across the University (details to be included on Campus Map in due course). Non-binary people can use the facility that seems most appropriate to them.

3.9 Confidentiality
Confidentiality of information relating to a person’s trans status is essential.
4. Reporting transphobia

The Dignity and Mutual Respect Policy sets out the procedure for making complaints of bullying, harassment and victimisation and the support that will be provided.

For Staff - Incidents should be raised through your Faculty or Service line manager or directly to your local HR Manager.

For Students – Incidents should be raised either through your personal tutor, the Student Advice Centre at Leeds University Union, the University's Complaints Officer or your residences warden.

5. Supporting staff and students going through transition

If a student or member of staff is considering or undergoing the process of transition, students should contact their personal tutor or local School office and for staff their local Human Resources team. A meeting will be arranged to discuss the situation in confidence and to agree the process for supporting the student or staff member with their transition. Anyone has the right to live as if they had always been of their chosen gender.

A very important element of this meeting will be to determine who should be told what and when and how this should occur. This decision should be led by the trans staff member or student.

It can be helpful to draw up a confidential plan for the period of transition and thereafter. The implementation of the plan should be reviewed regularly and reassessed at each significant part of the process. The plan should include the following:

- Confidentiality – the University will respect the confidentiality of all trans staff and students and will not reveal information without their prior agreement;
- Whether the individual wishes to inform line managers, co-workers/fellow students themselves, or would prefer this to be done on their behalf. When and how this should be done;
- Whether training or briefing of co-workers, fellow students or service users will be necessary, at what point and by whom this will be carried out. HR staff, managers and colleagues may require additional training when working with a colleague who is transitioning. Contact your local HR team or Equality Policy Unit if this would be useful;
- The trans person’s preferred time for change of name and/or title (Miss/Ms/Mrs/Mr/Mx) and personal pronouns (he/she/they etc.), personal details, gender and other relevant required amendments to records and systems. After which point they should be referred to solely in their chosen name and by their preferred pronoun;
- The expected timescale of any medical and/or surgical interventions and procedures and the time off required (please be aware that a person at the beginning of their transition is unlikely to know this information);
- Any time off required for appointments and/or treatment and/or possible side effects from any medication and how this will affect job/study;
- Signposting to additional services at the University such as staff and student network groups, Occupational Health and the Counselling Service.
- For a student, whether they want to continue their course of study, defer for a set amount of time or come to some other arrangement;
- Whether a member of staff wishes to stay in their current post or be redeployed and if the latter, whether redeployment is possible;

Appendix 1 provides a useful checklist that covers most of the issues that need to be considered when an individual is going through this process. Section 6 provides details of key sources of support and their contact details.

It is important to understand that one of the most significant moments will be when the individual wishes to start presenting in their preferred gender publicly. It is crucial that this is managed and communicated in an appropriate manner to those that have a working or study relationship with the individual.

5.1 Practical considerations

Some practical considerations will arise when a person is transitioning, for example, single gender facilities and dress codes. When a person transitions, they usually start to use the facilities that are appropriate for their gender identity, e.g. trans women use the female facilities, trans men use male facilities. It may be necessary to explain the situation carefully to work/study colleagues after consultation with the trans person. Suggesting that the trans person use the disabled toilet is not acceptable unless the person is disabled, requires the use of those toilet facilities, or prefers to do so. There are a number of toilets and changing facilities across campus that are both gender neutral and accessible. Details will be added to campus map as soon as possible.

Flexibility is required in dress codes while someone is early in transition, as they will often have to buy new clothes, and this should be discussed with the individual, taking into account what they are required to wear to work and in line with any health and safety dress codes that the university has which are applicable to staff and students.

5.2 Managing absence

The Equality Act (2010) states it is discrimination to treat a trans person less favourably in work or study because they require absence for any part of the medical processes involved with gender reassignment than someone who is absent from work for another reason, for example, due to recuperation, counselling or medical appointments. This includes all related treatments (e.g. hormone therapies, surgical procedures), and also extends to any rectification of related surgical procedures if these are required.

Staff undergoing medical and surgical processes related to gender reassignment will be appropriately supported to enable them to attend their appointments whilst meeting their workload commitments and priorities. Early discussions should take place with the relevant line/HR Manager to facilitate absence from work and minimal impact on workplace priorities and teams.

Other policies such as the Flexible Working and extension of study period may also be helpful to consider. As with all cases, managers or tutors/student support staff should be as flexible as possible to meet requests for leave or changes to working patterns and study, being mindful to operational needs and study commitments including the submission of assignments and completion of examinations.
5.3 Records

No records should be changed without the permission of the staff member or student concerned. An agreed date should be planned on which appropriate records are changed.

Trans people can change their legal name by making a deed poll or statutory declaration of name change. However, some trans people choose not to change their name immediately or have no intention of changing their name. It is never a requirement for a staff member or student to present a Gender Recognition Certificate to change their name.

Some records can be changed at the request of the individual (HR/student records, e-mail, staff directory, occupational health etc) without a statutory declaration or deed poll needed. A written request ie staff or student notification of change form is sufficient. Other records (for example University pension) can only be changed once a statutory declaration or deed poll has been received (see section 3.1). Under the Data Protection Act/General Data Protection Regulation (GDPR), trans identity and gender reassignment information constitutes ‘sensitive data’.

A person’s file or record should always reflect their current name and gender. Where any documents need to be kept related to the person’s trans status these should be kept confidentially in a sealed envelope and only be viewed when required and with the permission of the individual concerned. If a trans person obtains a Gender Recognition Certificate (GRC), they have the right to request that all references to their former name and gender are removed from old records. In this case all past records must be updated and replaced in their file. For example, their old birth certificate should be replaced with their new one; any letters for offers/acceptances should be replaced reflecting their new name. Nothing should remain in the file that would reveal to a third party that a change has occurred. Any person handling this data has a responsibility to keep it confidential, comply with data protection regulations and to ensure the individual is not ‘outed’.

6. Additional support for staff and students

6.1 Internal Support for Students

Your personal tutor and/or your School or Faculty office

Student Counselling and Wellbeing
Leeds University Union LGBT+ Society
Leeds University Student Advice Centre
Leeds University Student Welfare Officer

6.2 Internal support for staff

Your line manager, local HR team, the Equality Policy Unit

Trade Unions: there are three official campus trade unions: UCU, UNISON and Unite.

Staff Counselling and Psychological Support Service (SCPSS): Line managers supporting trans staff can also consult with SCPSS for psychological perspective and support.

LGBT Staff Network
Occupational Health

Information and training for colleagues – contact your local HR team or Equality Policy Unit for more information.

6.3 **External support:**

- Advance HE (previously The Equality Challenge Unit)
- Gender Identity Research and Education Society
- Trans*formation
- Gendered Intelligence
- Trans Leeds

6.4 **Related policies:**

- **Policy on Dignity and Mutual Respect** - the University’s Policy against bullying, harassment and victimisation, together with complaints procedures for staff and students.
- **Equality and Inclusion Framework** – sets out the vision for the University to be a beacon of excellence in the sector, promoting a culture of inclusion, respect and equality of opportunity for all.
- **Flexible working Policy** - explains what flexible working is and how to ask to work flexible hours to help fit your work hours around your personal commitments.
- **Extending your study period** - explains the process if you wish to extend your study period.

**Acknowledgements**

This policy and procedure has been developed using the Equality Challenge Unit’s Guidelines on Trans Staff and Students in HE and colleges: improving experiences (2016) and with thanks to the University of Manchester for enabling us to develop our guidance based upon their document but adapted to fit our institutional context.

The University recognises that this guidance will not cover every eventuality and individual complexities will need to be worked through. We will review the guidance in 12 months and any feedback to the **Equality Policy Unit** will be welcomed during this period.

Further information, advice and guidance on the Trans Equality Policy and this guidance is available from the **Equality Policy Unit**.

Please also contact the Unit if you require this document in an alternatively published format.

**Equality Policy Unit**
University of Leeds
February 2018
Appendix 1
Suggested checklist when discussing a student or staff member’s transition

For each section of this suggested checklist timescales and dates and who is responsible should be considered.

Name change

Identification cards/name badges that may need changing (including, but not limited to):

- Staff ID card **
- Student ID card **
- National Union of Students card
- Trade Union membership card
- Club and society cards
- Professional membership cards
- Accommodation access card **
- Volunteer or mentor identification

Documents/materials that may need to be replaced or altered (including, but not limited to):

- Online records, academic biographies, staff & student directory**, email and user names
- All student/staff records and databases, enrolment forms, finance records**
- Programme and module lists**
- Personal tutor records**
- Occupational health/disability/counselling records
- Committee minutes and records, e.g. boards of study, academic boards
- Certificates, e.g. council tax exemption, training attendance**, degree**
- Club and society membership records
- Payroll ** (and banking details)
- Pension: death in service and dependents’ benefits* 
- Student loan company/local education authority
- Company insurance
- Volunteering or mentoring records

Those marked with a * require legal proof (statutory declaration, deed poll or birth certificate) of name change before amendments can be made.

Those marked with ** indicate staff and student records that will be updated through the process of changing name, gender marker and title (see section 3.1).

When a trans person has received a Gender Recognition Certificate, they have the right to request that all references to their former name and gender are removed and replaced with their current name and gender. Given that it takes time to obtain a Gender Recognition Certificate, it is good practice to regard those who have changed their gender as if a GRC was held, from the date of transition onwards (subject to any other legal requirements).

Process

You should also think about who should inform the following:

- students and other colleagues
• Human Resources
• support departments (finance, student records, accommodation, etc.)
• committee chairs/secertaries
• club and society members
• Volunteer or mentor groups

Questions to consider:

If the student/staff member is, or will be, undergoing surgery or other treatment, do they know dates?

If the student/staff member requires time off for surgery and recovery, what process/support/adjustments are needed to ensure the student/staff member remains on their programme of study/in employment, or can return when they have recovered? Will it have any impact on their studies or work?

Are there any professional requirements or attendance requirements that may be affected by the person’s absence for medical treatment? For example, absence trigger points, or number of hours in a school or on a hospital placement? How will students be supported to ensure they can complete their programme of study on time?

Will additional cover be required during times of absence?

A person who is absent because of gender reassignment must not be treated less favourably than another person who is absent due to sickness or injury.

Training

Will there be a need to arrange training for fellow students, immediate team members and other university colleagues?

Who will deliver this training and what will the training cover?

Will the individual wish to attend the training?

Genuine Occupational Requirements (GOR’s)

See section 3.6 for more details. Are there any genuine occupational requirements during the student’s programme of study or staff member’s work, e.g. counselling, social care, NHS, charities, schools?

Are there any GOR’s volunteer placements or work-based learning?

Ceremonies

During awards ceremonies…if the individual has not legally changed their name or is not out to everyone, which name would they prefer to be used?

Discrimination and harassment

Are staff and students aware of the Dignity and Mutual Respect Policy? Does everyone understand their responsibilities and how to deal with any transphobic incidents?
Appendix 2
Legal context

Previous Legislation
The Gender Reassignment Regulations 1999 was replaced by the Equality Act 2010.

Current Legislation

Gender Recognition Act 2004
Gender Recognition Act 2004 allows people who meet certain criteria to apply for a Gender Recognition Certificate. This certificate allows people to obtain certain specific legal documentation, for example birth, death, and marriage certificates, in their new legal gender. The Gender Recognition Act makes it illegal to disclose someone’s trans status to someone else without explicit permission from the trans person in question.

The Equality Act 2010
Gender reassignment is one of the distinct protected characteristics covered under the Equality Act. A person has the protected characteristic of gender reassignment if that person is proposing to undergo, is undergoing or has undergone a process for the purpose of reassigning the person’s sex by changing the physiological or other attributes of sex.

Such a person is referred to under the act as a transsexual person and it is unlawful to discriminate against such a person in work and in the provision of goods, facilities, services and public functions.

It is not necessary to be under medical supervision and those perceived as people who have undergone/are undergoing gender reassignment along with those associated with people who have undergone/are undergoing gender reassignment such as family, friends and colleagues are also protected from unlawful treatment. Under the Equality Act, it is unlawful for an employer to:

- Discriminate directly by treating a job applicant or employee less favourably than others because of gender reassignment;
- Discriminate by treating an employee less favourably in relation to absences from work because of gender reassignment;
- Discriminate indirectly by applying a provision, criterion or practice (PCP) that disadvantages trans job applicants or employees without objective justification;
- Subject a job applicant or employee to harassment related to gender reassignment, to harassment of a sexual nature, or to less favourable treatment because they reject or submit to harassment;
- Victimise a job applicant or employee because they have made or intend to make a discrimination complaint, or because they have done or intend to do other things in connection with the Equality Act.

In addition, the public sector equality duty under the Equality Act requires public authorities to have due regard to the need to eliminate discrimination, harassment and victimisation against transsexual people, to advance equality of opportunity and foster good relations between transsexual people and others.
Appendix 3
Glossary of terms

Cisgender, often shortened to ‘cis’, is a word to describe people whose gender is the same as the one they were assigned at birth, i.e. people who are not trans.

Dual role is a person occasionally wearing clothing and/or makeup and accessories that are not traditionally associated with the sex they were assigned at birth. Generally they do not wish to transition and do not necessarily experience gender dysphoria.

Gender Reassignment is the legal term used in the Equality Act, 2010 to describe the protected characteristic of anyone proposing to undergo, undergoing or who has undergone a process (or part of a process) for the purpose of reassigning the person's sex by changing physiological or other attributes of sex.

Gender Recognition Certificate (GRC) is issued to those who are legally recognised in their acquired gender for all purposes. It is NEVER appropriate and is unlawful to ask a trans person for a GRC. Where a GRC is obtained a person’s gender history can only be disclosed in very explicit exceptions in law.

Intersex refers to people who are born with variations of sex characteristics, which do not always fit society’s perception of male or female bodies.

Non-binary is a term used by those whose gender does not fit with the expectation that people should be either men or women, also known as gender binary. Other terms used by people who do not identify as male or female include genderqueer, genderfluid, agender and bigender.

Transgender, often shortened to ‘trans’, is a term that describes people whose gender is different to the one they were assigned at birth. For example, a trans man is a man who was assigned female at birth.

Transition refers to the steps that a trans person takes so that their presentation or body better reflects their gender. Transitioning can, but does not need to, include the following: using different pronouns, choosing a different name, wearing different clothes, using different gender facilities, changing gender or sex markers on official records, taking hormones or having surgery. Not all trans people choose to transition.

Transmisogyny is the intersection of transphobia and misogyny that is experienced by trans women and other trans people who were not assigned female at birth.

Transphobia is used to refer to hatred, prejudice and acts of violence towards trans people by individuals.

Social Transition may be the first step, which means a person makes changes in their appearance and social situations to reflect a change of gender, they may change their name and pronoun and use different gendered facilities.
The Employee Lifecycle: Part 1

Section 2: The Employee Lifecycle

This section comprises of 9 questions and examines the employee lifecycle within the organisation; from attraction and recruitment through to development. The questions scrutinise how you engage and support employees throughout their journey in your workplace. This section is worth 13.5% of your total score.

Below each question you can see guidance on content and evidence. At any point, you may save and exit the form using the buttons at the bottom of the page.

2.1 When advertising for external appointments, how does the organisation attract LGBT talent?

Tick all that apply

GUIDANCE: This question examines the ways in which you attract external LGBT candidates to apply for roles within your organisation.

D. Other
Describe the evidence uploaded:

In 2017, the University introduced a consistent university-wide approach to its recruitment advertising. It now uses concise, clear adverts, using accessible and inclusive language, so its recruitment advertising and processes are transparent, open and fair to everyone, including prospective LGBT employees. The University promotes inclusivity, through referring to its values (inclusiveness is one of four University values) on the University's homepage/recruitment page. The page also provides links to the University's AthenaSWAN work (which now focuses on trans support for colleagues) and a link to the University's Equality and Inclusion Framework.

Advertising channels: the University's academic, teaching and research roles are advertised on six academic specific jobs sites, which specifically target UK, Continental Europe, North America and Asian/Australasian job seekers. The University's advertising therefore has one of the widest reaches within the HE sector, on an international scale. Though, no equality group is targeted, the University endeavours to reach the widest possible pool of potential candidates internationally. The University also uses sector specific websites like 'jobs.ac.uk' and 'Times Higher Education' and more general vacancy boards like 'Indeed' and 'Find a Job'. This creates good general visibility for our roles and we are planning to directly target LGBT talent in the future.

Upload evidence for option D

please be aware only one file is allowed per answer

(No response)

2.2 What percentage of employees with recruitment responsibilities have been trained on reducing bias and discrimination towards LGBT people in the recruitment cycle?

Select the completion rate for the training

GUIDANCE: The training should reach as many employees who recruit as possible. Training content should explicitly mention examples of discrimination and bias towards LGBT people. Content should also include the steps recruiters can take in eliminating this discrimination and bias. Examples of content you could upload are case studies, e-learning screenshots or PowerPoint presentations.

A. 76 – 100 per cent
Describe the department or team who deal with recruitment and how you estimate training completion rates:

Each faculty or professional service manages their own recruitment, and has a hiring manager at this local level. They are supported by their local HR officers. The HR officers work with the hiring manager to establish the panel and to ensure that panel members are appropriately trained in E&I matters (including issues on reducing bias and discrimination against LGBT people). Many colleagues involved in the recruitment of staff (and students) have also received face to face training on unconscious bias and ways it which it may be mitigated.

HR colleagues at the faculty, services, and central levels support managers with their recruitment responsibilities. The completion rate of training among this group of HR staff is 89%. This estimate is an actual figure based on HR staff training completion rates (and this figure also includes faculty HR staff). Training completion rates are captured on our HR system, called SAP. This is all monitored by the Management Information Analyst in the Equality Policy Unit. It is a requirement for recruiting managers and interview panel members to complete the Equality and Inclusion training. The following is an excerpt from our HR recruitment guide discussing the training requirements for shortlisting and interview panels:

“Shortlisting is an assessment of the applications against the specification for the role. It must be undertaken by at least two suitable people, independently in the first instance, who then come together to agree a final shortlist. To help ensure our process is fair and inclusive, the University recommends that all staff involved in recruitment and selection undertake equality training.”

“The panel requirements are detailed below. Depending on the job, the panel roles might be combined, with a panel member potentially taking on more than one role. However, to ensure appointments are not made on the basis of a sole opinion, all panels should have a minimum of two people. To help ensure our process is fair and inclusive, we recommend that all staff involved in recruitment and selection undertake equality training.”

Describe the format of the training and the content you have uploaded:
The training module is an online module, approximately 30 minutes long. It is mandatory for all staff to complete.

Upload training content
please be aware only one file is allowed per answer

https://stonewallsubmit.fluidreview.com/resp/112571031/h1tvMiO5M4/
Upload training content
please be aware only **one** file is allowed per answer

https://stonewallssubmit.fluidreview.com/resp/112571031/wuN2q8ufXd/

2.3 What information does the organisation supply to all new employees (external appointments) when being inducted into the organisation?

**Tick all that apply**

**GUIDANCE:** The senior leader message should explicitly call out LGBT inclusion. The content of all options given can be either in person, online, through a video or post, or on paper.

B. Information on the LGBT employee network/allies programme or initiative

**Briefly describe the induction process and at what point the new starter receives the above information:**

The University conducts staff inductions at a University-level and these are supported by inductions at the local faculty or service level. The University-wide induction session provides an overview of the University values and one of these is ‘inclusiveness’.

Staff also receive information on the University's LGBT staff network and LGBT inclusive policies during their local induction. This is carried out by managers using an induction checklist. The induction checklist explicitly mentions the LGBT staff network on page 4. All new staff are also required to take our online ‘Introduction to Equality & Inclusion’ training module and pass a summary quiz at the end, within 3 months of the start of their employment. This is overseen by the local manager and forms part of the staff probation. The University also holds staff induction fairs which provide an opportunity for staff to gain information on the range of University support services on offer to them as an employee. The EPU attends these staff induction fairs and distributes information about all our staff networks including the LGBT staff network. Network chairs are invited to attend alongside EPU to speak directly with new employees.

**Upload evidence for option B**

please be aware only **one** file is allowed per answer

https://stonewallssubmit.fluidreview.com/resp/112571031/DzvvlFnysE/

**The Employee Lifecycle: Part 2**
2.4 Does the organisation enable non-binary employees to have their identities recognised on workplace systems?

**GUIDANCE:** Examples include being able to use the title Mx, the option to choose a gender marker other than male or female and the ability to have a passcard with two forms of gender expression present.

Yes

**Describe how non-binary identities are recognised on workplace systems:**

Staff can select Mx as their gender title on electronic staff records. The University's online job applications system (Stonefish) allows applicants to select Mx as well.

Currently, the University's employee monitoring forms capturing gender do not have a non-binary option though we have imminent plans to introduce this, from November 2019.

In addition when staff are referred to Occupational Health Service, referral forms request their date of birth and gender. The options for gender are male/female/other and for title are Mrs/Ms/Miss/Mr/Mx/Dr/Prof. This information is used mainly for correspondence purposes.

2.5 Does the organisation provide all-employee equality and diversity training which includes the following topics, explicitly covering LGBT people?

**Tick the completion rate for the training**

**GUIDANCE:** The training should reach as many employees as possible across your organisation. Training content should explicitly mention LGBT people and cover lesbian, gay, bi and trans in the context of each option selected. Examples of content you could upload are case studies, e-learning screenshots or PowerPoint presentations.

| A. Organisational policy and legislation | 51–75% |
| B. Language, stereotypes and assumptions | 51–75% |
| C. Challenging inappropriate behaviour | 51–75% |
| D. Routes to reporting bullying and harassment | 51–75% |

*Across the University, there is a 64% completion rate of our online module as of 5/9/19*

The University's 'Introduction to Equality & Inclusion' online module was introduced in 2018 and is mandatory for all staff. New colleagues must complete it within three months of joining the University. The training takes approximately 30 minutes to complete and covers the type of behaviours that
are expected of all members of our University community, information about equality law, and ways in which we support and promote equality and inclusion at Leeds. It also introduces unconscious bias and explains the potential impact of this in the workplace and ways in which it can be mitigated against.

The Equality Policy Unit runs monthly completion reports for HR managers, from its recording keeping system, SAP, and non-completion reports are shared with respective Deans and Directors/Heads of Professional Services.

Non completion is followed-up by line managers, Heads of School/Service, etc, as appropriate. Colleagues without regular access to a PC, or who prefer non-screen based learning, can access paper-based versions of the module.

**Describe the format of the training and the content you have uploaded:**

The University's all-employee equality and inclusion training is offered in an online and paper-based format. The online version takes approximately 30 minutes to complete. The paper-based version has been used with our Facilities Directorate and our part-time exam invigilators since they do not have regular computer access.

The evidence below provides selected screenshots from the Introduction to Equality & Inclusion online training module.

The University's Management Essentials training includes a face-to-face session delivered by the Head of Equality & Inclusion, Equality and Inclusion: The Role of the Manager. This:

- gives an insight into the practical ways in which equality and inclusion issues relate to the role as a manager or reviewer (see 4 below)
- provides an overview of the key legal concepts and shares staff and student diversity figures at the University (see slide below)
- provides an overview of how equalities issues relate to each stage of the employment life-cycle.

Unconscious bias (UB) training was introduced in the University in 2015 and explores the potential impact of UB on behaviour and decision-making, as well as tools to mitigate against it. Over the three-year period from August 2015 to August 2018, over 1,260 colleagues are known to have attended UB training. However, given that attendance monitoring has been informal, this is likely to vastly underestimate the actual numbers of attendees. The majority of recorded attendees were from STEMM Faculties, with 56% of attendees being female (in-line with all staff composition).
The module includes reference and a link to the Equality & Inclusion (E&I) Framework on the EPU website which provides details of our:
- E&I Strategy
- E&I Policy Statement
- Details of our Dignity and Mutual Respect Policy
- Details of the University complaints procedure.

Upload evidence for option A
please be aware only one file is allowed per answer

https://stonewallsubmit.fluidreview.com/resp/112571031/IH0WV bd3pM/

Upload evidence for option B
please be aware only one file is allowed per answer

https://stonewallsubmit.fluidreview.com/resp/112571031/VuM0obz geR/

Upload evidence for option C
please be aware only one file is allowed per answer

https://stonewallsubmit.fluidreview.com/resp/112571031/PBF6Lj67zq/

Upload evidence for option D
please be aware only one file is allowed per answer

(No response)

2.6 In the past year, which of the following messages have appeared in internal communications to all employees?

Tick all that apply

GUIDANCE: Communications uploaded should have been sent, or made available to all employees (or as many as geographically possible through the specific communication method). Evidence could include emails and screenshots of intranet posts. IDAHoBiT refers to the International Day Against Homophobia, Biphobia and Transphobia. In your uploaded evidence, make clear who/how many employees the communication reached. Evidence provided for option A. must clearly include all identities within LGBT.

A. Information about LGBT History Month, Pride, Spirit Day and/or IDAHoBiT

D. Information about the LGBT Employee Network Group and allies activity
Upload evidence for option A

please be aware only one file is allowed per answer

Supporting sexual and gender diversity

Colleagues are invited to attend a lunchtime event supporting sexual and gender diversity.

The International Day Against Homophobia, Transphobia and Biphobia (IDAHO) is marked annually in more than 130 countries on Friday 17 May. This day is designed to raise awareness and acknowledge that while progress has been made, lesbian, gay, bisexual and transgender people still face prejudice and discrimination across the world today.

We will be marking the day with a series of talks, including sessions on personal Trans experience, West Yorkshire Queer Stories/MECAG and heteronormativity and homophobia through words, images and the body. Our LGBT+ Staff Network and the Equality Policy Unit (EPU) will also be talking about their role and the policy framework at Leeds.

Hosted by the Faculty of Medine and Health, in collaboration with EPU, the event will take place from 12 pm until 2 pm in Seminar Room J. Dr Banks Wing, with lunch provided.

Registration is essential via Eventbrite.

Please visit the Equality Policy Unit website for the draft agenda and further information.

Upload evidence for option D

please be aware only one file is allowed per answer

New LGBT+ Role Model

We're pleased to announce a new addition to our LGBT+ Role Model and Allies Initiative: Dr Helen French.

Read more about her experiences and her advice for other LGBT+ staff and students.
The Employee Lifecycle: Part 3

2.7 In the past year, which of the following career development opportunities has the organisation specifically communicated to LGBT employees?

Tick all that apply

GUIDANCE: Communications here can either be specific communications to LGBT people through the employee network group OR an all-employee communication making it clear you welcome LGBT employees on the programmes/opportunities.

D. None of the above

A. Provide a date on which these opportunities were communicated
(No response)

B. Provide a date on which these opportunities were communicated
(No response)

C. Provide a date on which these opportunities were communicated
(No response)
2.8 Does the organisation proactively recognise contributions to the LGBT employee network group during employee performance appraisals?

GUIDANCE: The onus should be on the employer/manager to make explicit that network group activity links in with organisational values and count towards diversity goals. Please note, the recognition doesn't have to be financial, but should be systematic and applied to all performance appraisals, not just those of the network leads.

No

2.9 Does the organisation identify and act on any LGBT issues raised at exit interviews or on exit surveys?

GUIDANCE: Examples include giving employees an opportunity to raise any issues relating to discrimination they may have experienced in the organisation.

Yes
Describe the exit interview/survey process and how LGBT issues would be identified or raised:

At present the University conducts online exit interviews. Respondents are asked whether their manager/leader provided fair and equal treatment and how their School/Institute/Service promotes fair employment and equality practices. Respondents are also asked whether “issues of harassment / bullying” contributed to their decision to leave the organisation. In addition, respondents have the opportunity to add a free text response regarding their experiences at work, positive or negative.

LGBT issues would be identified via analysis of responses to these questions, in conjunction with responses to the equality monitoring questions (which would identify them as LGBT).

All leavers are also offered face-to-face exit interviews, at which point individuals can raise any concerns, including about LGBT issues. In addition, the Faculty of Medicine and Health and the Leeds University Business School have piloted a very proactive use of face-to-face exit interviews for approximately the last two years. Interviewees ask open-ended questions regarding equality, dignity and mutual respect, which enables the individual to raise anything they wish to with regard to any protected characteristics.

Describe how any issues raised would be acted upon by the organisation:

Any general issues raised would be reported to the HR Leadership Team. Any specific issues raised would be investigated by the local HR team, in conjunction with an appropriate manager, with advice from the Equality Policy Unit where needed.

If appropriate, specific issues would be addressed via the University’s Dignity and Mutual Respect Policy, or via a formal grievance process. Any actions/recommendations are implemented by the line manager, supported by EPU and/or HR.
New LGBT+ Role Model

We're pleased to announce a new addition to our LGBT+ Role Model and Allies Initiative: Dr Helen Finch.

Read more about her experiences and her advice for other LGBT+ staff and students.
Supporting sexual and gender diversity

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We will be marking the day with a series of talks, including sessions on personal Trans experience, West Yorkshire Queer Stories/MESMAC and heteronormativity and homophobia through words, images and the body. Our LGBT+ Staff Network and the Equality Policy Unit (EPU) will also be talking about their roles and the policy framework at Leeds.

Hosted by the Faculty of Medicine and Health, in collaboration with EPU, the event will run from noon to 2pm on Friday 17 May in Seminar Room 2.08 Baines Wing, with lunch provided.

Registration is essential via Eventbrite.

Please visit the Equality Policy Unit website for the draft agenda and further information.
Unconscious bias in colleges and higher education
Handbook for trainers
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**Contact**

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Introduction

In September 2013, ECU published a literature review *Unconscious bias in higher education* [www.ecu.ac.uk/publications/unconscious-bias-in-higher-education](http://www.ecu.ac.uk/publications/unconscious-bias-in-higher-education). In follow-up we have developed a training pack on unconscious bias, which is based on the findings from the literature review. The materials can be used free of charge for higher education institutions in the UK and colleges in Scotland.

Universities and colleges are welcome to use part or all of the training materials as part of their in-house training, and to adapt the format and appearance to their own house style. However, we would ask that ECU is referenced where our materials are used.

Outline of this manual

This manual is broken down into eight sections. Each section has key learning points summarised at the end, as well as notes and instructions to accompany the slides for each section. The PowerPoint slides, handouts and case studies are all available for download on the ECU website.

To deliver the training you will need PowerPoint with speakers set up for an optional audio clip, flip cart paper and pens, as well as copies of the handouts for each delegate.
Slide 1

Training objectives

- Explore the brain’s processing short cuts
- Be aware of how that processing impacts on our behaviour and decision making
- Increase our awareness of strategies to manage our brain’s short cuts

Set out the training objectives. The session is about exploring the way the brain processes information and makes shortcuts in doing so. We need to devise strategies to interrupt that processing and prevent it having a negative impact on our behaviour and decisions.
Slides 2 and 3

The purpose of this section is to highlight that we are making decisions based on stereotypes and our cultural environment, rather than evidence and factual rational.

If you type the word ‘professor’ into Google images, this is what appears.

The people on this screen are (from left to right and top to bottom): Heinz Wolff, Andy Parker, ‘cartoon professor’, Roy Mersky, Leonard Hurwicz, Professor Green (rapper/musician), Nicholas Boyle, ‘professor know it all’ cartoon, Mark Fenton-P’Creevy, Professor Frink from the animated series The Simpsons, John Thoday, actor Eddie Murphy as the ‘Nutty Professor’, Nigel Weatherill, Robert Winston.

The first three red circles [these are animated in the PowerPoint so only appear with a mouse click] identify fictional professors and the fourth is Professor Robert Winston, who is quite well known and had his own TV show on the BBC.

Make the link between Robert Winston and other well known professors or academics who have previously, or currently appeared regularly on TV, for example, David Attenborough, Patrick Moore, Brian Cox.

You can do the same exercise with other stereotypes. For example, apprentices, nurses, builders, doctors. The relevance with depend on your audience.
Section 1: setting the scene and introducing the issues

Who are professors?

- What do they look like?
- What do they wear?
- What is their background?
- Who are their friends?
- What do they do at the weekend?
- What accent do they have?

On a flip chart draw a 12-year-old’s perception of a professor

Advancing equality and diversity in universities and colleges

With this in mind, imagine you are a 12-year-old child whose only knowledge of academia and professors is what you have seen through the media and the world around you. Imagine you have been asked to draw and describe what a professor is, including:

- what they look like
- what they wear
- their background
- who their friends are
- what they do at the weekend
- what accent they have

A 12-year-old child (who we assume does not have any direct access to professors through friends and family) would be reliant on stereotypes, their cultural environment, and Google images for their inspiration. What would they draw?

Ask people to do this in groups, and briefly feedback on what they have produced.
Slide 4

What is the reality?

= 79.5% male
= 93.7% white (among UK nationals
  – 86.0% white among non-UK nationals)
= 97.6% non-disabled
= 95.8% over 40

Equality in higher education: statistical report 2013
Equality Challenge Unit

Advancing equality and diversity in universities and colleges

In reality, who are professors/academics?

The Google image results are not as skewed as they might initially seem.

Run through the statistics for professors. Considering that roughly half the population is female, at least 16% are from a minority ethnic background (the 2011 census highlighted that 86% of the population in England and Wales identify as white, but this also includes white minority ethnic groups), and 16% of working age adults are disabled (although not all of them are necessarily available for work), this does seem odd.

Possible explanation

Part of the problem might be that you can only hire from the pool that exists, and previous discrimination might have an impact on who is able to enter higher education, but is there something else at play?
Moss-Racusin et al (2012) had staff in science faculties rate the application of a student for a position as a laboratory manager. The application was used 127 times and randomly assigned either a female (64 times) or male (63 times) name. Selectors rated the male applicant as significantly more hireable than the female applicant. They also chose a higher starting salary and offered more career mentoring to the male applicant.

The gender of the selector did not affect responses.

Suggest two possible explanations [this is animated on the PowerPoint slide and will appear with a mouse click]:

Is this conscious bias? Are staff deliberately choosing a male candidate?

Or are they unaware they are doing it? Are they as influenced by stereotypes and their cultural environment as 12 year olds are? They associate scientist with male, and therefore were more open to seeing the positives in the male application. Despite their conscious brain knowing that women can be, and are, scientists, their unconscious brain was still making stereotypical associations which impacted on their interpretation of the CV.
While this is based on early career researchers, it is reasonable to suggest that if women are less likely to be hired at this level, they are less likely to progress to become professors.

Ultimately, whether it was done consciously or unconsciously, if we don’t explore what has happened and how to prevent it, there is little point in advertising job descriptions and person specifications. Instead, we might as well publish the drawings or a 12 year old, or the search results from Google images instead of a person specification.

It doesn’t need to just be with professors either, the same would be true of many occupations, such as nursing, or cleaning or building. And if this can happen in recruitment and selection, it can happen in other behaviours and decisions as well.

Colleges may want to emphasise occupational segregation in work-based courses at this point.

We are influenced by stereotypes and our cultural environment much more than we realise, to the extent that it is damaging to our thinking and decision making.

**Key points for section 1**

- There are inequalities within colleges and higher education which we cannot easily or entirely explain.

- While some people do act in a consciously biased way, it seems possible that some of it may also be unconscious, and that without realising it, we may all be prone to biases outside of our conscious awareness.

- We need to ensure that we are making rational decisions based on evidence, and realise that stereotypes, the cultural environment and personal experiences may have a much deeper impact than we realise.
Section 2: the psychology

Slides 6 and 7

Begin with visual and audio illusions

This is a static image, but it tricks your brain into thinking and interpreting the image as moving circles. Even when you know the circles are not moving, they still look like they are. You can probably slow them down, but it is incredibly difficult to stop them all together.
The same thing happens with sounds.

Play the audio clip twice to demonstrate that the brain interprets the sounds incorrectly – the scale sounds like it is constantly moving upwards, even though the same clip has been played twice.

Your brain is not perfect. It makes mistakes, and these are two of them – it is not sending you the right information.

They’re not optical or auditory illusions, they are cognitive illusion – it’s your brain tricking you, not your eyes or ears.

**Refer people to handout one**

If we accept that our brains can be flawed in interpreting these images and sounds, it can also be flawed in interpreting people and situations. People are much more complicated than the pictures and the sound clip – they have a variety of different cultural references and stereotypes attached to them.
Psychological explanation

Unconscious bias refers to a bias that we are unaware of, and which happens outside of our control. It is a bias that happens automatically and is triggered by our brain making quick judgments and assessments of people and situations, influenced by our background, cultural environment and personal experiences.

(ECU: 2013 Unconscious bias in higher education)

Advancing equality and diversity in universities and colleges

Psychologists have found that the same flaws that make the circles move, and the scale continue to go upwards, happen in our assessment of people.

Our unconscious thoughts and interpretations happen much quicker than our conscious ones. The brain works fast and sometimes it works too fast. It makes assumptions on our behalf, and while this is incredibly useful in some situations, it can lead to mistakes in our interpretation of situations and people.

Our brains are almost too efficient – rather than view each person we meet as an individual, our brains process the person and make assumptions about them, based on stereotypes, the cultural environment around us and our personal experiences.

Give an example here, for example, who we naturally sit next to on a bus, or cross the street to avoid.
The unconscious bias debate

= Unconscious or implicit
= Implicit Association Tests (IATs) debate
= Harvard Project Implicit:
  https://implicit.harvard.edu/implicit/

Unconscious bias is not without controversy.

Unconscious or implicit

Unconscious bias refers to a bias that we are unaware of, and which happens outside of our control. It is a bias that happens automatically and is triggered by our brain making quick judgments and assessments of people and situations, influenced by our background, cultural environment and personal experiences.

Implicit bias refers to the same area, but questions the level to which these biases are unconscious especially as we are being made increasingly aware of them. Once we know that biases are not always explicit, we are responsible for them. We all need to recognise and acknowledge our biases and find ways to mitigate their impact on our behaviour and decisions.

Implicit association tests

There is also a debate about how you can measure unconscious or implicit bias. Implicit association tests (IATs) have been developed to identify and measure an individual's implicit biases.
IATs measure automatic associations between concepts (eg white vs black people) and attributes (eg good vs bad). They do this through timing people’s responses to different pictures and words and rests on the premise that easier pairings (ie faster responses) are more strongly associated than more difficult pairings (ie slower responses).

There are many debates amongst psychologists about the accuracy and capabilities of IATs. However, it is important to note that the debate is focused on the test’s methodology and capabilities – it is not focused on whether implicit bias exists. The controversy is around how to identify and measure unconscious bias and how to identify its impact in behaviours and decisions.

**Project implicit**

At Harvard University’s Project Implicit, researchers set out to identify and measure people’s unconscious bias and they have online tests that anyone can go on and complete. The basic premise of the tests is that we have differing levels of positive and negative connotations with different groups of people.

**Refer people to handout two**

Talk through the information on the sheet and emphasise that the tests are free to access and complete, however, they do not:

- offer any support or feedback on test results, and so participants should consider the impact of receiving test results
- measure how people act or behave in everyday situations

In undertaking any sort of IAT, participants should be mindful that:

- we all have unconscious biases
- we can work to prevent them impacting on our behaviour and decisions
Key points for section 2

- Our brains make shortcuts and assumptions on our behalf based on our cultural environment, stereotypes and personal experiences.

- These shortcuts impact on how we view and interpret people.

- Psychologists debate how well implicit association tests measure implicit bias, but not the existence of implicit bias.

- Crucially, this is leading to decisions being made based on stereotypes and cultural norms, and not based on evidence and sound rationale.
### Slide 10

#### Which characteristics might elicit a response?

- Gender
- Ethnicity
- Religion/belief
- Perceived sexual orientation
- Attractiveness
- Age
- Disability
- Clothing
- Piercings/tattoos
- Haircut
- Body language
- Accent
- Personality
- Friends/family

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We process a person’s ethnicity, gender, age and disability before we even know we’ve done it. At the same time we also link that person to all the supposed ‘knowledge’ we have of the category with which we have labelled them. The stereotypes and societal assumptions and personal experiences that have framed the category become linked to the individual.

Give examples here of the characteristics and personal examples about assumptions we might have made about someone. Possibly ask people to highlight any examples they can think of.
As part of a programme by ITV’s *Tonight* programme investigating whether social stigma and snobbery still exist towards regional accents, a poll highlighted that more than a quarter of Britons feel they have been discriminated against because of the way they speak.

They measured accents on a variety of scales, including friendliness and trustworthiness. This table shows the results on how intelligent those polled view people with different accents. Those with received pronunciation were viewed as most intelligent, and those from Liverpool the least. However those from Liverpool were viewed as slightly more friendly than those with received pronunciation.

We know this is irrational, and yet we still think it, and without even realising, it can have a significant impact on how we view and treat people.
This is a tweet by an American academic which caused a big stir in the press. While this is obvious, overt discrimination, there has been a lot of focus and research on intelligence and weight. We might consciously tell ourselves that we don't believe it, but our unconscious is still likely to be making links which we're not entirely comfortable with and might unconsciously skew our perceptions of different people.
Macro and micro situations: Mary Rowe 1973

Micro:
Small, subtle, seemingly meaningless but collectively significant (for example, being overlooked in a meeting)

Macro:
Bigger, more visible, high-stakes inequalities (for example, equal pay and employment situations)

Highlight the impact of micro inequalities, as well as macro inequalities, a concept developed by Mary Rowe in 1973. It is not just the overt, obvious discrimination which we need to consider, but the subtle, smaller inequalities which also happen. For example:

- being talked over or interrupted in a meeting
- not having work or accomplishments acknowledged
- not being asked questions, or for an opinion
- people displaying different body language
Slide 14

Where might this have an impact in a college or university?

= Bias in shortlisting CVs based on name (eg Steinpreis et al 1999)

= Bias in shortlisting CVs based on foreign qualifications (Carlsson and Rooth 2000)

= Bias in friendliness of body language (eg McConnell and Leibold 2001)

= Bias in type of drugs prescribed by doctors to different patients (Green et al 2007)

Highlight some of the psychological studies where implicit bias has been shown to have an impact. Talk through each example (see pages 10–14 of ECU’s Unconscious bias in higher education for more detail and further examples).

Ask people to spend five minutes in groups discussing where this could have an impact in an HEI or college.

Colleges and HEIs in Scotland may want to emphasise the Carlsson and Rooth study on foreign qualifications and link this to students articulating from a college to an HEI degree course and how their qualifications are perceived.

Spend time discussing the examples that people raise and consolidating what unconscious bias is, how it impacts on our behaviour and decisions and why this is important in colleges and higher education.
Key points for section 3

= We make all kinds of assumptions about people without even knowing we're doing it based on stereotypes, our cultural environment and personal experiences.

= It can impact on both our high-level decision-making and our smaller, more subtle behaviours.

= The impact is deeper than we realise and even though our conscious brain is being rational, our unconscious brain is still impacting on how we perceive and treat people.
Section 4: things which exacerbate our unconscious biases

Slide 15

Things which exacerbate our implicit biases

= In-groups and out-groups

= Confirmation bias

Reiterate what unconscious bias is and then highlight two areas which can exacerbate our unconscious biases:

= in-groups and out-groups

= confirmation bias
In-groups and out-groups

Factors of influence might be:
- physical characteristics
  (eg age, gender, race)
- shared interests and hobbies
  (eg sport, music, gardening)
- similar lifestyle
  (eg having children, caring responsibilities or pets)
- similar background
  (eg being from the same place, having a similar family background, having studied at the same institution)

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In-groups and out-groups

= We have natural tendencies to prefer people who are like us

= In-groups are people that we feel safer and more comfortable around and who we may treat more favourably

= Out-groups are people that we feel less safe and comfortable around and who we might treat dismissively or disdainfully

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In-groups and out-groups

Refer people to handout three

As covered earlier, our brains rapidly categorise things and people in order to understand and interpret them quickly and efficiently. However that apparent efficiency can lead to mistakes. Our brain makes assumptions based on the limited information we have about a person.
We all have natural tendencies towards some people over others. Psychologists have shown that our brains have developed to rapidly classify people as either friend or foe or in-groups and out-groups.

Our in-groups are people who we feel safe with and towards whom we have unconsciously warm feelings. Our out-groups are people towards whom we feel less safe and who we can be distrustful of, and even dismissive or disdainful towards, without even realising.

They can be based on many things which may change over the course of our lives and vary depending on where we are, who we are with and what we are doing.

Factors of influence might be:

- shared interests and hobbies (eg sport, music, gardening)
- similar lifestyle (eg having children, caring responsibilities or pets)
- physical characteristics (eg age, gender, race)
- similar background (eg being from the same place, having a similar family background, having studied at the same institution)

If we naturally feel warmer towards our in-group members and more cautious towards our out-groups it can impact on our behaviour in various situations.

For example:

- our body language towards different candidates in job/admissions interviews
- who we sit next to in meetings and at conferences
- which students we encourage and focus attention on
- who we listen to more readily and whose judgment we value most highly
- who we make time for and who we show an interest in

Consider giving personal examples of in-groups and out-groups and situations where it has had an impact.
Section 4: things which exacerbate our unconscious biases

**Confirmation bias**

- Being selective when:
  - searching for information
  - interpreting information
  - remembering/recalling information

- We prefer information which confirms what we know and believe and are more likely to overlook information which challenges or contradicts

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**Confirmation bias**

- You meet someone and unconsciously judge them

- You notice and remember information in keeping with your original judgement

- You don’t notice or remember information which contradicts your original judgement of them

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**Refer people to handout four**

People have a natural tendency to be selective in the evidence we listen to and the evidence we disregard. We do this through the way we:

- search for information
- interpret information
- remember/recall information
We prefer information which confirms what we know and believe and we are more likely to overlook information which challenges or contradicts.

**Confirmation bias in the way we view people**

- You meet someone and unconsciously categorise them
- The stereotypes and societal norms linked to those categories are linked to that individual
- You are more likely to notice and remember their behaviour which is in keeping with the categories into which you have placed them – thereby reinforcing your opinion of them in that category. You are proving yourself to be correct.
- You are less likely to notice and remember their behaviour which does not fit within the category

**Impact on decision-making and behaviour**

There is potential for unconscious biases to impact on how we perceive others’ ability and how we remember the work they have undertaken and what they have accomplished. For example:

**Staff**

- who we talk about as being particularly good/bad at their job
- who we give credit/blame to
- who is encouraged/discouraged to apply for promotion
- who is trusted with the most high-profile work and work opportunities
- who receives good/bad appraisals

**Students**

- how good/bad aspects of a students’ performance are noticed and remembered
- the marks students are awarded depending on how forgivingly mistakes are looked upon or not
- which students are encouraged to pursue further study
Consider giving a personal example here of where you have been biased in searching for/remembering information.

**Refer people to handout five**

**Re-interpreting information differently for different people**

Uhlmann and Cohen (2005) conducted a study into hiring preferences for jobs. They found that participants redefined the job criteria to fit the desired candidate.

In three studies, participants assigned male and female applicants to gender-stereotypical jobs. However, they did not view male and female applicants as having different strengths and weaknesses. Instead, they redefined the criteria for success at the job as requiring the specific credentials that a candidate of the desired gender happened to have.

For example, where they were hiring for the role of a police chief, they changed the important criteria the candidates needed to demonstrate to fit with their preferred candidate (a male).

When the male applicant is streetwise, being streetwise became the more important quality; when he is educated, education became more important.

This highlights the need to have specific job criteria set in advance with pre-determined priorities for what characteristics they were looking for in candidates.

**Key points for section 4**

- We have natural tendencies towards some people over others and may be warmer, or naturally gravitate to in-group members.
- We may avoid or distance ourselves from out-group members.
- We naturally seek out and remember information which confirms what we think we already know and believe.
Section 5: what can we do about it?

Slides 20 and 21

10 minute break

Recap

= Unconscious or implicit biases
= Macro and micro situations
= In groups and out groups
= Confirmation bias

After an optional break, recap what has been covered.

Emphasise that unconscious biases have a deeper, long-lasting impact than we realise, and even though our rational, conscious brain may not think it, some part of our brain processing is still making links based on our cultural environment, stereotypes and personal characteristics. It is those links which are the problem.
It is important to be clear about what unconscious bias is and is not. There are a lot of press articles about unconscious bias at the moment, and it is useful to clarify that we are not ‘hard-wired’ to be discriminatory.

Re-cap the definition of unconscious bias and reiterate that it is created by our brain learning and making links and assumptions based on stereotypes, our cultural environment and personal experiences.

We may be predisposed to prefer our in-group members, but we can change our in-groups and change the way we perceive our out-groups.

For example, a person may have previously had a boss called Bob, who they did not get along with. As a consequence, they always feel irrational negative feelings towards people called Bob. They were not born hardwired to dislike Bobs, it has developed over time and is a learned emotion.
What can we do about it?

= Accept we are all biased

= Decide what we will do about it individually

1. Break the links in our processing – reduce our levels of bias

2. Ensure policies and processes are designed to mitigate the impact of bias wherever possible

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There are two things we can do to mitigate our biases:

= try to break the links in the way we interpret and process information and reduce our unconscious biases

= ensure that we acknowledge we have unconscious biases and do what we can to manage them impacting on our decision making and behaviour

This training is very much a starting point. It takes time and commitment to do this, and we need to remember that everyone has biases.
Reducing our levels of bias: turning theory into practice

- Challenging stereotypes and counter stereotypical information
- Using context to explain a situation
- Changing perception and relationship with out-group members
- Being an active bystander

Look at the strategies which have been used by psychologists and think about how to turn them into real life practice.

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There have been many different psychological studies into how to reduce levels of implicit bias. The main drawback to many of them however, is that they took place in a laboratory setting, and not in the workplace.

Some sound like good ideas, but perhaps wouldn’t suit everyone, and might not be practical in real life settings.

Talk people through each strategy and highlight the psychological studies linked to each.

Ask people in their groups to complete the blank section of handout 6, reducting implicit bias. They should come up with practical ways that they can use the strategies to reduce their own biases.
Challenging stereotypes

Descriptions of people in the press are often used to elicit an emotional response. For example, victims of crime are often depicted as vulnerable.

The ethnicity or country of origin of perpetrators of crime is often specified when the person is not white British which leads to our brains linking the specified description to the crime. When it’s a white person, as in the example of MPs expenses, it is not specified and no one starts suggesting that Elliot Morley manipulated his expenses because he’s male, white, or a certain age, of a certain religion. However this does happen when the press report on topics such as gangs and terrorism.

Similarly, press articles on crime and violence, where there is no specific motive, often assume that the perpetrator has mental health issues. In actual fact people with mental health issues are more likely to be the victims of violence than the perpetrators of it. We should consciously challenge what we read and reject the stereotypes we are presented with.

We can also regularly remind ourselves of counter-stereotypical examples. Remember examples of successful black academics and professors, and (black) female leaders.
Using context to explain a situation

Rather than looking to explain something through a person’s disposition, or a characteristic, look for institutional or contextual explanations. For example, people often say that footballers are stupid. This suggests that there is a link between an individual’s IQ and their ability to play football.

It is perhaps more rational to consider that footballers are signed by football clubs at a young age and their sole focus has been football rather than formal education and public speaking. This could lead to footballers being at a disadvantage in interviews.

It is worth talking through the ethnicity attainment gap. Could it be that:

- minority ethnic students are being discriminated against and are not being awarded high enough grades and/or are white British students being awarded inflated grades – link to in-groups and out-groups
- the course content is preventing some minority ethnic students from engaging with the curriculum
- there are micro inequalities in how teaching is delivered and how staff engage with students which could affect minority ethnic students’ performance and engagement with the institution
Changing perception and relationship with out-group members

This is difficult to do in a meaningful way which is not tokenistic. It will also depend on your position within an organisation.

Two things which are worth considering from the psychological studies are that for contact to be successful:

- it needs to be with someone of equal status
- it does not need to be actual contact. Turner and Crisp (2010) found that imagined contact with out-group members can also help to reduce bias

Actual contact is perhaps easier to do, but it needs to be done in a way with which you are comfortable and is not going to make the other person uncomfortable. It’s important that contact isn’t too forced. A good starting point might be simply making more effort at meetings and conferences to chat to people who you would not instinctively talk to, especially as they are likely to be of a similar grade or role.
Imagined contact sounds difficult to put into practice, but if linked to dispelling myths and stereotypes it might be easier to do. Slide 27 is a picture of a report that highlights examples of Islamaphobia within the UK press. Considering how a Muslim colleague or friend would feel reading those articles, and indeed making a comparison between a Muslim colleague or friend (ie a real person) and the press articles (which are often not based on real people) can be useful. Or, even, imagine having a conversation with a Muslim colleague or friend about the report.

It is also worth highlighting on this slide that it is not just right-wing or tabloid media who are responsible for a lot of our unconscious biases – the broadsheets and more liberal media are also culpable.

**Slide 28**

**Active bystander**

**Being an active bystander**

It is possible to run full training courses on being an active bystander, and it is recommended that people look for more information, or think about what it means to be an active bystander in more detail after this session.
MIT (Massachusetts Institute of Technology) has information on being an active bystander on their website, along with scenarios to consider.

At its simplest, being an active bystander is not going along with inappropriate behaviour, for example, not laughing at an inappropriate joke. At its most extreme it is actively challenging and/or intervening in a behaviour or situation to stop what is happening because you deem it to be discriminatory.

It is worth generating a group discussion on this and considering any examples people might have of real-life situations which have arisen, or posing situations for people to discuss. For example, being in a social situation with friends and family where someone makes an inappropriate comment or joke – how would you react?

Being an active bystander varies greatly on the situation, who is present, and your position within the situation. And also the degree to which something is discriminatory or offensive. It is important to not put yourself in a position with which you are uncomfortable.

From the perspective of a person at the receiving end of discrimination, if those around you do not intervene it can feel like they are complicit in the discrimination. However, being heavy handed in intervening could also make things worse.

Managers have a particular responsibility in being active bystanders as their reaction to situations can set the culture and ethos within which the whole team operates.
Section 7: managing the impact of UB and improving policies

Slide 29

Improving processes

In groups consider the scenario and prepare a five minute presentation on:
= where unconscious bias could have an impact
= how policies and processes can reduce biases impacting on decisions
= how individuals involved in making decisions can manage their biases throughout the process

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Give each group a case study and ask them to discuss the situation and prepare a five minute presentation on:
= where bias could be having an impact at each stage
= what can be done to ensure the institutional policies and processes minimise the risk of bias as far as possible
= what can the individuals involved do to manage their own biases

The case studies cover:
= staff recruitment and selection
= student recruitment and selection
= staff appraisals
= student attainment

Consider changing the scenarios to fit with your institution’s equality objectives or outcomes.
Staff and student recruitment and selection

A first step is to examine existing data. Monitoring the numbers of people applying, being shortlisted/interviewed, and then being successfully offered a place/post by different characteristics. Where issues are identified:

- ensure that all shortlisting exercises and interviews are properly documented in a standard and consistent manner to show why people were shortlisted and recruited, and how they were more suitable for the post compared with other applicants

- consider the language used; are they valid decisions or based on subjective opinions such as their ability to ‘fit in with the team’?

- consider auditing the paperwork from previous recruitment and admissions rounds to help ensure that proper process is in place – having robust paperwork on recruitment decisions will also to protect an institution from legal challenge

An unsuccessful applicant challenging an appointment decision may request the notes made during an interview process. In 2009, in response to a freedom of information request from an unsuccessful job applicant, the information commissioner directed Leicester City Council to provide anonymised application forms from other applicants. HEIs need to be prepared to demonstrate through their paperwork how fair and transparent decisions have been made in recruitment and selection decisions.

Consider how jobs and courses are marketed

- Consider whether the images (if any) and terminology used on the advertisement, website and marketing materials inadvertently imply that the institution is looking for a specific type of person. This might be particularly important for vacancies open to internal applicants. Where qualified for the role, are all internal staff equally able to apply, and are they all equally encouraged to apply?

- Before advertising a post, be clear about what the essential job criteria are. Consider whether any part of these criteria could inadvertently benefit some groups over others. Ensure that all applicants are measured against how well they meet each essential requirement.

- Consider only using essential criteria and leave our desirable ones to avoid inadvertently blocking qualified applicants who may have had less opportunity to gain experience.
Shortlisting for staff vacancies

- Wherever possible shortlisting should be done anonymously. The name, monitoring information and personal details should be removed before the shortlisting panel receive the applications. This may not be possible for all posts, but could be considered as widely as possible. The feasibility of this will depend on the current recruitment system in place in an institution and it may take some planning and extra resourcing to implement.

- Ensure enough time is spent on recruitment and selection decisions. This research highlights that unconscious bias is more likely to interfere with decision-making processes when people are under time constraints, or are rushed to make a decision. When shortlisting, people should take regular breaks to ensure they do not become overly fatigued by the process.

- Select applicants on clear job-specific essential criteria which have been prioritised, so they cannot be manipulated to fit specific candidates (see handout 5).

- Have clear, concise, easy-to-follow criteria which applicants need to meet to be shortlisted. Ensure all involved in the shortlisting are clear of the criteria, and recognise where the applicant does meet the criteria, rather than where they do not.

- Consider using a point-based system to assess suitability and ensure all decisions on shortlisting applicants are evidence-based and consistent. Having initially established which candidates meet the job criteria, a shortlisting panel may need to further reduce the number of people to invite to interview.

Interviewing for staff vacancies

- Ensure interviews and interviewing decisions are not made under time constraints. Allow plenty of time for the interviews, and for discussion after the interview.

- Ensure people on the interview panel are given regular breaks to ensure they are not fatigued, especially for later interviews.

- Ensure the same set of questions is used for each applicant so that the interview structures are consistent and comparable. Those on the interview panel should also consider their body language and any prompts they use and consider whether they are unconsciously being more encouraging to some candidates over others.
Ensure the criteria for the job are prioritised in advance, so that the criteria are not manipulated to fit the preferred candidate (see handout 5).

As for shortlisting, use a points-based scoring system to allow applicants to be ranked.

Wherever possible, the interviewing panel should be diverse and include both men and women, people of different ages, and of different ethnic backgrounds. This may not always be possible, and it is important to not draw on the same people again and again, so it may be necessary to prioritise some recruitment rounds, where the position is for a particularly senior roles.

As recommended above, interview decisions should be properly documented. Making interviewers aware that paperwork may be audited can help ensure robust documentation. Having process in place to address incomplete paperwork arising through an audit can help embed the process.

Have a policy on feedback to unsuccessful applicants.

Prompt panel members to be active bystanders and peer review each others’ body language and behaviour.

Recruiting students

Similar issues arise in recruiting students as with staff and the guidance above is still relevant, particularly where students are interviewed.

Applicants may have been influenced by friends and family in deciding which course to apply for, and the friends and family may have been unconsciously biased in discussing different courses and options.

Those involved in admissions decisions may be unconsciously biased in their perception of an applicant’s ability to complete the course or in deciding on the competence standards and assessment style for the course.

The way institutions use contextual data will vary, but it is important that where it is used, it is used to advantage applicants, and not as a reason to exclude students. Ensuring those involved in the process are aware of how their biases might impact on their interpretation of contextual data is important.
Where students have declared a disability on their form, consider how that can be managed internally so as not to disadvantage disabled students and to be proactive in providing appropriate support where they are successful.

Where applicants are invited for an interview, be as clear as possible in advance about what the interview will entail and how students can prepare for it.

ECU has the following guidance on HE admissions which was produced with Supporting Professionalism in Admissions which has further information on good practice in admissions:
www.ecu.ac.uk/publications/equitable-admissions-for-underrepresented-groups

Staff appraisals

There are many opportunities for unconscious bias to impact on staff appraisals. Generally:

- individual departments and teams may want to consider analysing data on performance reviews, development opportunities, and promotions based on different characteristics to ascertain where there are any trends which suggest unconscious bias may be having an impact

- a manager’s bias towards staff throughout the year could have had an impact on the work different people were allocated and the support they were given – individual managers need to be mindful of this and consider how they can allocate work and opportunities in a transparent way

- confirmation bias may affect a manager’s ability to recall the quality, quantity and impact of the work different individuals have done, which is problematic when it comes to assessing performance. It is worth allowing individuals to complete a self-assessment of their own performance before any formal review, so that managers are reminded of their successes and work

- before going into an appraisal meeting, managers may want to prime themselves to consider each staff member individually and to first look for their successes and achievements, before any issues which may have arisen

- feedback on work and performance should be factual and evidence-based and staff members should have the opportunity to discuss the performance rating they are being given
Student evaluation of courses

It is good practice for students to evaluate the courses they have taken. However, it should be noted that they are also open to bias, and it is important that any evaluation process is fair and considers the potential for student bias.

Institutions should ensure student evaluation is factual and evidence based, and discuss the feedback with those involved in the course delivery. The process of course evaluation could be considered for how it can be adapted to mitigate the impact of bias.

Managers should discuss course evaluation with staff and consider the information included and base any performance reviews on evidence-based feedback.

Student attainment

Student attainment is a complex area and considering unconscious bias within marking and assessment is only one consideration, but it could have a significant impact.

As a starting point it may be worth looking at where different groups of students attain above or below the average grade and look for trends in what those courses have in common.

Consider the diversity of the curriculum in different areas and also how confident different staff members are in discussing issues of diversity within the course, and how students react.

Consider the body language of lecturers and how students are engaged in different courses and with coursework.

Consider how students interact with each other in group work (research into international students suggests UK students tend to work with other UK students in groups work, and the HEA has resources on how to prevent this happening www.heacademy.ac.uk/resources/detail/internationalisation/ISL_Group_Work).

Consider anonymous marking and second marking. With larger assignments it is possible that the primary marker would still be able to identify students due to conversation about the development of assignments, but second markers can have an advantage here, as long as they conduct their marking without any knowledge of the first marking.
Consider how to mitigate bias in grading work which cannot be done anonymously, such as performances, or presentations. Methods used for job interviews could be adapted to student assessment.

Consider whether the same level of feedback is given to all students.
Section 8: summary, conclusions and reflection

Slides 30 and 31

This section is about summing up and concluding and giving people time to reflect and decide what it is they plan to do following the training.

Summary

- We all have unconscious biases and we are all affected by bias
- We can take action to manage the impact on our behaviour and decision making
- It’s up to individuals to decide what action to take

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Refer people to handout seven.

Reflection

Spend a few minutes thinking about what you can do to recognise and reduce your own biases and mitigate their impact on your behaviour and decision making.

What will you do to move forward following this training?

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Key points for section 8

- We all have biases and we shouldn't feel guilty or defensive about it.
- We need to acknowledge our biases and decide to take action to reduce and mitigate them.
- We should decide what we think would work for us as individuals and what we realistically think we can and will do going forward.
- It is important to ensure everyone has time to reflect and consider at the end, and choose what they can do to mitigate their biases.
Follow-up from the training

Your institution may want to follow-up the training with further action to remind people about their unconscious bias and encourage people to act. Some ideas for follow up are:

- Ask people at the end of the training to complete a postcard with one or two things they will do differently as a result of the training and send the postcard to them two or three months after the training as a reminder.

- Ask people to sign up to the mailing list or Twitter feed of the equality and diversity team to receive news and information about events which might be different to the usual news and event information they currently receive.

- If you don’t have your own Twitter feed or newsletter, suggest other external ones which they might want to register for.

- Depending on the resource available, offer to book a meeting time to sit down with individuals to discuss processes and policies in their areas which could be impacted by unconscious bias and help them establish an action plan to improve them. This could be linked to equality impact assessments – ultimately the scenarios they looked at earlier are part of an impact assessment.

- If people have found the training useful, ask them to tell their colleagues about it.
Equality Challenge Unit

ECU works to further and support equality and diversity for staff and students in higher education across all four nations of the UK, and in colleges in Scotland.

ECU works closely with colleges and universities to seek to ensure that staff and students are not unfairly excluded, marginalised or disadvantaged because of age, disability, gender identity, marital or civil partnership status, pregnancy or maternity status, race, religion or belief, sex, sexual orientation or through any combination of these characteristics or other unfair treatment.

Providing a central source of expertise, research, advice and leadership, we support institutions in building a culture that provides equality of both opportunity and outcome, promotes good relations, values the benefits of diversity and provides a model of equality for the wider UK society.

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ENG: Part 1

Section 3: LGBT Employee Network Group

This section comprises of 7 questions and examines the activity of your LGBT employee network group. The questions scrutinise its function within the organisation. This section is worth 11% of your total score.

Below each question you can see guidance on content and evidence. At any point, you may save and exit the form using the buttons at the bottom of the page.

3.1 Does the organisation have an LGBT employee network group for LGBT employees?

Upload the LGBT employee network group’s terms of reference:

Please be aware only one file is allowed per answer

https://stonewallsubmit.fluidreview.com/resp/112589541/Xfla2nsHqS/

ENG: Part 2

3.2 Does the LGBT employee network group have clearly defined yearly objectives?

Guidance: Examples could include holding a certain number of events or campaigns, engaging with different groups of staff across the organisation and collaborating with other organisation's network groups.

Yes
List examples of some of your most recent objectives and progress towards achieving them:

LGBT Staff Network Goals/Objectives
1. To provide a social and support network for employees of the University of Leeds who may be LGBT+ and friends or family regardless of sexual orientation or gender.

2. Championing LGBT+ issues and advising on matters of policy.

3. Advocate for members where possible.

4. To be an additional reporting point for hate crime/homo/bi/transphobic abuse.

5. To be an inclusive and diverse organisation.

The LGBT+ Staff Network has also developed a yearly planner to keep all the awareness-raising events organised.

3.3 Which of the following support activities does the LGBT employee network group facilitate?

**Tick all that apply**

**GUIDANCE:** The individual support the network offers should be available and advertised to all staff. Consultation on internal policies and practices should be considered as policies which impact upon employee welfare, for example, reviewing an updated adoption policy. Consultation on the organisations broader work refers to organisational outcomes, for example being consulted on a LGBT media marketing campaign.

A. Provide confidential support to all employees on LGBT issues

B. Provide support to enable employees to report homophobic, biphobic and transphobic bullying and harassment

C. Have been consulted on improving internal policies and practices

D. Have been consulted on business development, organisational priorities and/or the organisation broader work
### Describe the options selected:

<table>
<thead>
<tr>
<th>A. Describe the confidential support the group offers and how this is communicated to all staff:</th>
<th>The LGBT+ staff network holds monthly informal drop-in sessions where they regularly provide confidential support to staff on LGBT+ issues.</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Describe how the group offers support to enable employees to report homophobic, biphobic and transphobic bullying and harassment and how this is communicated to all staff:</td>
<td>The LGBT+ Staff Network are aware of University mechanisms for reporting homophobic, biphobic, and transphobic bullying and harassment. Staff will signpost colleagues to reporting channels or to raise issues with their line managers. These channels are communicated to all staff through the staff networks, HR Managers and staff newsletters.</td>
</tr>
<tr>
<td>C. Describe the consultation process and outcome:</td>
<td>Yes, this past year the LGBT+ staff network was consulted on the review of the University’s paternity/parental leave policy. Draft versions of the policy were shared with the Network. Members of the Network provided valuable feedback in the development of the fresh policy.</td>
</tr>
<tr>
<td>D. Describe the consultation process and outcome:</td>
<td>Yes, the LGBT+ Staff Network Co-Chair is consulted as a member of the University's Equality and Inclusion Committee. A strengthened relationship is expected this academic year with the arrival of new staff, refinements with the University's E&amp;I governance structure and as the University aims to develop its new E&amp;I Framework (strategy document) 2020-25.</td>
</tr>
</tbody>
</table>

**ENG: Part 3**
3.4 In the past year, which of the following activities has the LGBT employee network group undertaken?

Tick all that apply

GUIDANCE: ‘Awareness raising events’ here refers to activities which serve to educate or inform the wider organisation about different sexual orientation, gender identity and/or trans issues, for example panel discussions, lunch and learns or stalls during diversity events. ‘Mentoring or coaching programme’ here refers to either a specific programme run by the network, or alternatively an organisation wide programme which proactively incorporates LGBT mentoring with the aid of (and driven by) the network group. ‘Reverse mentoring’ here refers to a formal process whereby senior employees are reversed mentored by more junior LGBT employees.

A. Social networking event for members
B. Lesbian, gay and bi equality awareness raising event
C. Trans equality awareness raising event
D. Collaborated with other LGBT network groups
E. Collaborated with other internal network groups
H. Fundraised for an LGBT charity, community group or event
Describe the activities selected and when they occurred. Please provide specific dates or time periods within the last year.

| A. Social networking event for members | The LGBT+ Staff Network runs various LGBT+ Socials on a regular basis across Leeds as well as in the Freedom Quarter (all of which encourage wider participation). “The Freedom Quarter” is an area of Leeds City Centre defined by LGBT community areas near the Bridge in-between the Fibre and Viaduct bars. ‘Freedom Bridge’ bridge was painted to match the colours of the pride flag. Information on these Socials can be found on the group facebook page, Twitter and Yammer. 
(Events held monthly during 2018-19) |
| B. Lesbian, gay and bi equality awareness raising event | The LGBT+ Staff Network has participated in various LGBT+ awareness raising events such as speaking at IDAHOBIT (17 May 2019) and at the LGBT+ in HE STEM conference (5 July 2019). |
| C. Trans equality awareness raising event | The University commissions Gendered Intelligence (as its preferred provider) to raise staff awareness of Trans equality and has two training session for staff in Jan and Mar 2019. In the future, the University envisages that collaboration with the Network will take place and perhaps co-delivery of the session so colleagues can understand the lived experience of colleagues at Leeds. |
| D. Collaborated with other LGBT network groups | The Network co-chair collaborated with a fellow co-chair at another University to host a workshop at the Association of University Administrators conference on ‘Establishing an LGBT Staff Network in a University setting’. |
| E. Collaborated with other internal network groups | The LGBT+ Staff Network are collaborating with the Leeds11 Black and Asian Minority Ethnic (BME) network to establish the 'Rainbow Noir Leeds' initiative, addressing the concerns of LGBT staff of colour (since April 2019). |
| F. Fundraised for an LGBT charity, community group or event | The LGBT+ Staff Network’s charity of the year (chosen by its members) is TransLeeds which was shortlisted for the University Staff Festival Charity. |
3.5 In the past two years, has the LGBT employee network group held campaigns, initiatives, seminars or events engaging with the following diversity strands?

Tick all that apply

GUIDANCE: 'Initiatives' and 'campaigns' here refer to specific programmes or projects – online or offline – undertaken to achieve LGBT specific aims in the near-term. For example, creating a series of blog posts during LGBT History Month to highlight homophobia, biphobia and transphobia in sport.

Examples include raising awareness of the specific mental health challenges faced by LGBT people during mental health awareness week and profiling prominent trans women on International Women’s Day.

This question is looking at how your network group engages with the intersections between LGBT identities and other diversity strands, work on LGBT identities that does not clearly engage one of these other diversity strands will not be accepted for this question.

Please provide specific dates or time periods within the last two years.

B. BAME

D. Women

F. Mental health (including disability related to mental health)
Describe the campaigns, initiatives, seminars or events and when they occurred:

<table>
<thead>
<tr>
<th>B. BAME</th>
<th>The LGBT+ staff network is currently working with the Leeds11 network to start Rainbow Noir Leeds.</th>
</tr>
</thead>
<tbody>
<tr>
<td>D. Gender</td>
<td>An LGBT role model is working with the LBGT network chair in collaboration with the Women at Leeds Network to host the LGBT+ Parenting Day. The Women at Leeds Network are very keen to be involved in this, and planning is underway to host the event in October.</td>
</tr>
<tr>
<td>F. Mental Health</td>
<td>The LGBT+ and Mental Health and Disability Staff Networks are demonstrating inclusivity (and intersectionality) by joining together to share ideas, collaborate on equality and inclusion and promote each other’s events. They worked together to advertise the “Unearthing the hidden voices: intersectionalities in higher education conference” that took place in Manchester 20 June 2019. The conference theme was intersectionality of disability, sexuality, gender identity and other identities and was a collaboration between the National Association of Disabled Staff Networks (NADSN) and the LGBT+ Network of Networks in Higher Education (LGBT+NoN). The LGBT+ Staff Network regularly promotes the services of Mindline in their newsletter. Mindline is an established provider of mental health helplines who operate a specific Transgender/Non-binary helpline.</td>
</tr>
</tbody>
</table>

ENG: Part 4
3.6 In the past year, what initiatives has the LGBT employee network group undertaken to ensure the membership is as diverse as possible?

Tick all that apply

GUIDANCE: Examples provided should clearly demonstrate that the LGBT employee network group is driven in ensuring the membership is representative of many different types of people.

A. Implemented a formal mechanism or process to ensure bi and trans issues are covered and engaged with (for example, bi or trans reps)

B. Promoted the LGBT employee network group as being open to all employees and inclusive of LGBT people with multiple identities (for example, BAME LGBT people or LGBT people with experience of mental health problems)

C. Reviewed and evaluated past and future activity to remove barriers to engagement from LGBT people with multiple identities

D. Other
Describe the initiatives selected and when they took place or were implemented.
Please include specific dates or time periods.

<table>
<thead>
<tr>
<th>A. Implemented a formal mechanism or process to ensure bi and trans issues are covered and engaged with (for example, bi or trans reps)</th>
<th>have prioritised the inclusion of bi and trans issues. Bi and trans issues are discussed at network meetings and are ensured space at events like our LGBT in HE STEM Day.</th>
</tr>
</thead>
</table>
| B. Promoted the LGBT employee network group as being open to all employees and inclusive of LGBT people with multiple identities | The LGBT+ staff network includes the following introduction from the EPU network page:  
“The University of Leeds LGBT+ Staff Network exists to ensure that the views and concerns of LGBT+ staff and PhD students are represented and considered at organisational level, and that their interests continue to form a part of the University’s wider equality and inclusion agenda. It provides a safe, welcoming space and group for LGBT+ identifying staff - and colleagues, whatever their orientation, with an interest in LGBT equality to meet, socialise, and/or benefit from mutual support”.  
The following is text from Facebook:  
“We will have a reserved space in the front area of the bar, just look out for the yellow Hub banner. Whether you're new to Leeds and you've never been to the Leeds LGBT+ scene, or you're a regular, come along to meet new people. You can also find out about other groups and services in Leeds and beyond which support the LGBT+ Community. We will later be joined by members of Building Equality – a consortium of construction firms working to make their industry more inclusive. If you were at Leeds Pride last year, you’ll have seen their amazing rainbow striped digger!” |
| C. Reviewed and evaluated past and future activity to remove barriers to engagement from LGBT people with multiple identities | The LGBT+ Staff Network holds a regular review of activities as part of our regular Strategy Meetings and invites representatives from other staff networks to participate (for example, Leeds11 Staff Network). This process has resulted in collaboration with the Leeds11 BME staff network, which has supported efforts to help engage people of colour. |
| D. Other | The LGBT+ staff network is currently working with the Leeds11 network to start ‘Rainbow Noir Leeds’.

3.7 Has the LGBT employee network group undertaken any additional work in the past year to advance LGBT equality in both your organisation and the wider community?  
**GUIDANCE:** The work detailed here should be additional to the work already covered in other questions.

Yes
Describe the activity and impact. Please include specific dates or time periods.

The LGBT+ staff network is developing an ‘LGBT Film Premier’ with Leeds Queer Film Festival (LQFF) and Andre Perez (Producer & Director of “America in Transition”). The film is part documentary web series and part community engagement project discussing social justice for trans people from marginalised communities.

The Faculty of Engineering is an active participant in the construction industry’s Leeds branch of the Building Equality Network, which is an LGBT+ focused national network. For example, we have been consulted on posters used to promote LGBT+ inclusivity in the construction industry (e.g. posters for construction sites) and we are entering Leeds Pride with Building Equality.

The University marked the International Day Against Homophobia, Transphobia and Biphobia (IDAHOBIT) with a series of talks and information sessions including sessions on: personal trans experience; West Yorkshire Queer Stories; and heteronormativity and homophobia through words, images and the body. The University’s LGBT+ staff network and EPU also spoke about their roles supporting this area of work and the Equality and Inclusion Framework.

The following question is not scored.

3.8 Does the LGBT employee network group's terms of reference state that the group is inclusive of bi and trans people? Tick all that apply.

A. Bi people
B. Trans people, including non-binary people, trans men and trans women
Allies and Role Models: Part 1

Section 4: Allies and Role Models

This section comprises of 9 questions and examines the process of engaging allies and promoting role models. The questions scrutinise how the organisation empowers allies and role models, then the individual actions they take. This section is worth 11% of your total score.

Below each question you can see guidance on content and evidence. At any point, you may save and exit the form using the buttons at the bottom of the page.

Allies

4.1 Does the organisation have a formal programme or initiative to engage all non-LGBT employees to become allies?

GUIDANCE: The programme should be a formal mechanism to engage non-LGBT people with LGBT equality.

Describe the allies programme or initiative:

(No response)
Upload a communication advertising the allies programme or initiative:

please be aware only one file is allowed per answer

25 OCTOBER 2017
LGBT Ally - Briony Thomas

As a diverse community of staff and students, the University is very proud to showcase our LGBT role models and allies. This week, we are profiling Briony Thomas from School of Mechanical Engineering.

Why do you think it's important to have LGBT allies?
I identify as an LGBT ally as part of my commitment to equality and challenging discrimination, whether against LGBT people or any other grounds such as gender, race or disability.

It is not just the responsibility of the LGBT community to work towards creating a workplace culture that is inclusive. When straight allies talk about LGBT issues, it lends greater credibility to the fact that it’s not just because of a vested interest. Taking positively about LGBT equality is also one way for straight people to help make their workplaces more accepting and to spread the message that it is important issue.

By advocating LGBT equality at work, I am translating my personal values into the workplace. I feel privileged to have a number of close gay friends who have had a transformative impact on my life. I now have three young children so a big draw for me is acting as a role model for them. I want them to grow up valuing and celebrating diversity.

4.2 In the past year, has the organisation held internal awareness raising sessions, campaigns or initiatives specifically for allies which cover the following?

Tick all that apply

GUIDANCE: Content/activity should be tailored for non-LGBT people and run through mechanisms that engage allies. Content should cover all LGBT identities (lesbian, gay, bi and trans).

C. Personal stories from LGBT people

Provide a brief description of the content you have uploaded:

LGBT STEM Day event which included personal experiences from members of staff (one based in Mathematics and the other in Faculty of Medicine and Health)

Upload content covering option C:

please be aware only one file is allowed per answer

https://stонewallsubmit.fluidreview.com/resp/112596564/2pyVM7tHD7/

Provide a date for Option A: (No response)

Provide a date for Option B: (No response)
Provide a date for Option C: 05/07/2019

Provide a date for Option D: (No response)

4.3 Does the organisation enable allies to visibly signal their commitment to LGBT equality?

GUIDANCE: Examples include visual signals such as email signatures, badges, lanyards and mugs.

Yes

Describe how allies can visibly signal their commitment to LGBT equality:

We provide an email signature pack which allows staff to identify as Staff Network Members or Allies, or just show support. They are available to download on our LGBT Resources page:
https://equality.leeds.ac.uk/staff-networks/lgbt-network/resources/

Allies and Role Models: Part 2

Allies

4.4 In the past year, which of the following activities have allies engaged in?

Tick all that apply

GUIDANCE: 'Helped organise' here, refers to allies taking an active involvement in the planning and execution of events. It does not mean allies simply turning up to events.

A. Participated in LGBT network group activities

B. Helped organise a lesbian, gay and bi equality awareness raising event

Describe the activities selected. Please include specific dates or time periods.

<table>
<thead>
<tr>
<th>A. Participated in LGBT network group activities</th>
<th>The EPU in conjunction with University allies helped organise the LGBT in HE STEM Day, IDAHOBiT, and is involved with helping to organise the upcoming LGBT Parenting Day.</th>
</tr>
</thead>
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<tr>
<td>B. Helped organise a lesbian, gay and bi equality awareness raising event</td>
<td>The EPU in conjunction with University allies helped organise the LGBT in HE STEM Day, IDAHOBiT, and is involved with helping to organise the upcoming LGBT Parenting Day.</td>
</tr>
</tbody>
</table>
4.5 Does the organisation support all non-trans employees (including lesbian, gay and bi employees) to become trans allies through training, programmes and/or resources?

**GUIDANCE:** Examples can include information booklets, programmes or training, but must focus specifically on being an ally to trans people. By non-trans, we mean people who do not identify as trans.

No

**Allies and Role Models: Part 3**

**LGBT Role Models**

4.6 Does the organisation support LGBT employees at all levels to become visible role models through training, programmes and/or resources?

**GUIDANCE:** Examples can include role model and information booklets, programmes or training, but must focus specifically on steps LGBT people can take to become active role models.

Yes

Describe the training, programmes and/or resources:

The EPU has organised meetings with LGBT staff and allies to further develop the LGBT role models programme. All staff can view profiles for role models and allies on the EPU website, including photos of staff and their work area. The LGBT staff network newsletter explicitly encourages allies to attend meetings and to join the network.

4.7 In the past year, have any visible LGBT role models at board level from the organisation been profiled?

**GUIDANCE:** For information about what is meant by board level, see here. Within the profiling opportunity, the person's sexual orientation, gender identity and/or trans identity must be clear. It should not be left up to the reader or viewer to make assumptions.

No

Provide the date on which this profile was shared. (No response)
4.8 In the past year, have any visible LGBT role models at senior management level from the organisation been profiled?

**Guidance:** For information about what is meant by senior management level, see here. Within the profiling opportunity, the person's sexual orientation, gender identity and/or trans identity must be clear. It should not be left up to the reader or viewer to make assumptions.

E. None of the above

A. **Provide the date on which this** (No response)
**profile was shared:**

B. **Provide the date on which this** (No response)
**profile was shared:**

C. **Provide the date on which this** (No response)
**profile was shared:**

D. **Provide the date on which this** (No response)
**profile was shared:**

**Allies and Role Models: Part 4**

**LGBT Role Models**
4.9 In the past 18 months, has the organisation profiled visible role models from the following communities? Tick all that apply.

**Tick all that apply**

**GUIDANCE:** Within the profiling opportunity, the person's identity must be clear. It should not be left up to the reader or viewer to make assumptions.

A. Gay people or lesbians

E. Older LGBT people (aged 50 or over)

F. Young LGBT people (aged 25 or under)

H. BAME LGBT people

**Evidence:**

**A. Submit evidence where you have profiled the person/s in the last 18 months:**

Please be aware only one file is allowed per answer.
E. Submit evidence where you have profiled the person/s in the last 18 months:
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<table>
<thead>
<tr>
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F. Submit evidence where you have profiled the person/s in the last 18 months:
please be aware only one file is allowed per answer

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H. Submit evidence where you have profiled the person/s in the last 18 months:

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</table>

Dates:

A. Provide the date on which this profile was shared: 13/08/2019

B. Provide the date on which this profile was shared: 05/07/2019

C. Provide the date on which this profile was shared: 05/07/2019

D. Provide the date on which this profile was shared: (No response)

E. Provide the date on which this profile was shared: 05/07/2019

F. Provide the date on which this profile was shared: 05/07/2019

G. Provide the date on which this profile was shared: (No response)
H. Provide the date on which this profile was shared: 05/07/2019

I. Provide the date on which this profile was shared: (No response)

J. Provide the date on which this profile was shared: (No response)

K. Provide the date on which this profile was shared: (No response)

**Allies and Role Models: Part 5**

**The following question is not scored.**

4.10 Does the organisation support all non-bi employees (including lesbian and gay employees) to become bi allies through training, programmes and/or resources?

**GUIDANCE:** Examples can include information booklets, programmes or training, but must focus specifically on being an ally to bi people.

No

Describe the training, programmes and/or resources:
Type here...

**The following question is not scored.**

4.11 Does the organisation enable allies to visibly signal their commitment to bi and trans equality? Tick all that apply.

**GUIDANCE:** Examples include visual signals such as email signatures, badges, lanyards and mugs. These could display the bi and trans flags, or other symbols of support.

No Responses Selected
<table>
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</table>
LGBT+ STEM DAY

5th July – 12-1:30pm

Astbury

- Personal experiences
- Mentoring research project
- Plans for future events

LUNCH PROVIDED

BOOKING ESSENTIAL:
https://tinyurl.com/UoLSTEMLGBT
<table>
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LGBT Ally - Briony Thomas

As a diverse community of staff and students, the University is very proud to showcase our LGBT role models and allies. This week, we are profiling Briony Thomas from School of Mechanical Engineering.

Why do you think it's important to have LGBT allies?
I identify as an LGBT ally as part of my commitment to equality and challenging discrimination, whether against LGBT people or any other grounds such as gender, race or disability.

It is not just the responsibility of the LGBT community to work towards creating a workplace culture that is inclusive. When straight allies talk about LGBT issues, it lends greater credence by the fact that it’s not raised because of a vested interest. Talking positively about LGBT equality is also one way for straight people to help make their workplaces more accepting and to spread the message that it is important issue.

By advocating LGBT equality at work, I am translating my personal values into the workplace. I feel privileged to have a number of close gay friends who have had a transformative impact on my life. I now have three young children so a big driver for me is acting as a role model for them. I want them to grow up valuing and celebrating diversity.
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Why do you think it's important to have LGBT+ Role Models?

Role models can be really important to help overcome the sense of isolation that LGB+ people, including students, can feel at university. As an international colleague (I’m Irish), who moved to the UK for her job, I know how daunting it can be to try and find an LGB+ community in an entirely new workplace, culture and
Senior Leadership: Part 1

Section 5: Senior Leadership

This section comprises of 4 questions and examines how the organisation engages senior leaders. The questions scrutinise how the organisation empowers senior leaders at different levels, then the individual actions they take. This section is worth 8.5% of your total score.

Within this section, senior leaders are split between two levels - board level and senior management. For more information about how we use these two terms, please see here.

Below each question you can see guidance on content and evidence. At any point, you may save and exit the form using the buttons at the bottom of the page.

Board level staff

5.1 How does the organisation support board level employees to understand the issues that affect LGBT people?

Tick all that apply

GUIDANCE: The support given should be systematic in its implementation.

C. Other
Describe each option selected:

C. Other

Two Deans from the Faculties of Engineering and Biological Sciences attended the University’s LGBT in HE STEM Day and gave strong speeches in support of LGBT inclusivity and issues at the University. This was reported to the University’s Council via the Equality and Inclusion Committee.

LGBT issues are discussed at the University-level Equality and Inclusion Committee meetings, and this is chaired by the University Vice-Chancellor. The meetings occur three times a year and are attended by numerous senior level colleagues including Faculty Executive Deans and the Directors/Heads of Professional Services such as the Director of HR. These issues are reported to University Council as relevant.

Senior staff attend LGBT events like the LGBT+ in HE STEM Day, and LGBT+ training ‘Increasing LGBT Inclusivity at the University of Leeds’ undertaken by AdvanceHE.

5.2 In the past year, which of the following activities have members of the board engaged in?

Tick all that apply

GUIDANCE: Messages communicated should explicitly reference sexual orientation and trans equality. Meetings with the LGBT employee network group should be systematic and not ad hoc.

A. Communicated a strong message on sexual orientation equality

K. None of the above

Describe each option selected. Please include specific dates or time periods.

A. Communicated a strong message on sexual orientation equality

The University Equality and Inclusion Committee has a strong focus on LGBT issues as evidenced by its discussion and approval of the Trans Equality Policy Statement and the Guidance to Support Trans Staff and Students. This has been approved by the Board.

The University’s Council (Board equivalent) has endorsed the University’s membership of the Stonewall Diversity Champions Programme.
Please list the names and job titles of the individuals named above. Please ensure you have strict permission from them for their name to appear in this submission.

<table>
<thead>
<tr>
<th>Name</th>
<th>Job title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person 1</td>
<td>Type here...</td>
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<tr>
<td>Person 2</td>
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<td>Person 3</td>
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<td>Type here...</td>
</tr>
</tbody>
</table>

Senior Leadership: Part 2

Senior Management level staff

5.3 How does the organisation support senior management to understand the issues that affect LGBT people?

Tick all that apply

GUIDANCE: The support given should be systematic in its implementation.

B. Promote LGBT specific conferences or seminars to senior management level employees

Describe each option selected:

B. Promote LGBT specific conferences or seminars to senior management level employees

The EPU and LGBT+ Staff Network jointly promoted the IDAHOBiT and LGBT+ in HE STEM Day to senior management.

At the University level Equality and Inclusion Committee, the Chair of the LGBT+ Staff Network presents summary reports of LGBT-related activities to senior management, three times per year. There is an opportunity for open discussion among senior management and other key stakeholders on LGBT issues.
5.4 In the past year, which of the following activities have senior management engaged in? Tick all that apply.

**Tick all that apply**

**GUIDANCE:** Messages communicated should explicitly reference sexual orientation and trans equality. Meetings with the LGBT employee network group should be systematic and not ad hoc.

A. Communicated a strong message on sexual orientation equality

C. Met regularly with the LGBT employee network group

D. Reviewed top line LGBT monitoring reports and actions

E. Spoken at an internal LGBT event

**Describe each option selected. Please include specific dates or time periods.**

<table>
<thead>
<tr>
<th>Option</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Communicated a strong message on sexual orientation equality</td>
<td>At the University's Equality and Inclusion Committee, senior management develop actions to ensure a strong message on sexual orientation and that equality and inclusion is communicated University-wide.</td>
</tr>
<tr>
<td>C. Met regularly with the LGBT staff network group</td>
<td>Senior colleagues (Executive Faculty Deans, Heads of Service, Vice-Chancellor) meet regularly with representatives of the LGBT+ Staff Network via the University’s Equality and Inclusion Committee meeting three times per year. Senior management colleagues and the Head of Equality and Inclusion also separately meet regularly with the Students’ Union Equality and Diversity Officer.</td>
</tr>
<tr>
<td>D. Reviewed top line LGBT monitoring reports and actions</td>
<td>At the Equality and Inclusion Committee, the LGBT+ Staff Network is invited to prepare a report that summarises recent activity. The reports are discussed and appropriate actions are developed.</td>
</tr>
<tr>
<td>E. Spoken at an internal LGBT event</td>
<td>Two Executive Deans from the Faculties of Engineering and Biological Sciences attended our LGBT in HE STEM Day and gave strong speeches in support of LGBT issues at the University.</td>
</tr>
</tbody>
</table>
Please list the names and job titles of the individuals named above. Please ensure you have strict permission from them for their name to appear in this submission.

<table>
<thead>
<tr>
<th>Name</th>
<th>Job title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person 1</td>
<td>[Redacted] Faculty of Engineering</td>
</tr>
<tr>
<td>Person 2</td>
<td>[Redacted] Faculty of Biological Sciences</td>
</tr>
<tr>
<td>Person 3</td>
<td>Type here...</td>
</tr>
<tr>
<td>Person 4</td>
<td>Type here...</td>
</tr>
<tr>
<td>Person 5</td>
<td>Type here...</td>
</tr>
</tbody>
</table>
Monitoring: Part 1

Section 6: Monitoring

This section comprises of 7 questions and examines how the organisation monitors its employees. The questions scrutinise data collection methods, analysis and outcomes. This section is worth 11% of your total score.

Below each question you can see guidance on content and evidence. At any point, you may save and exit the form using the buttons at the bottom of the page.

Please ensure that no personally identifiable information is contained in your answers or evidence.

6.1 Does the organisation gather data on employee sexual orientation on diversity monitoring forms and/or systems?

GUIDANCE: If you collect data on multiple systems, you should paste the question/s and options you ask on the majority of the systems. In the text box, explain what proportion of systems the question is used on.

Yes

Copy and paste the question/s you ask and options staff can select:

The University's staff records capture sexual orientation and the options are aligned with current Higher Education Statistics Agency (HESA) categories. Staff and student surveys and diversity monitoring forms record sexual orientation using a standard set of questions aligned with HESA and are General Data Protection Regulation (GDPR) compliant.

The University's equality monitoring question asks for sexual orientation and the possible responses are: Bisexual, Gay man, Gay woman/Lesbian, Heterosexual/Straight, Other, Prefer not to say.
6.2 Does the organisation gather data on whether employees are trans and/or non-binary on diversity monitoring forms and/or systems?

GUIDANCE: If you collect data on multiple systems, you should paste the question/s and options you ask on the majority of the systems. In the text box, explain what proportion of systems the question is used on.

Yes

Copy and paste the question/s you ask and options staff can select:

University monitoring forms currently do not gather information on non-binary status. The University's systems, however, do monitor trans status. The University asks the following question: “Is your gender identity the same as the gender you were originally assigned at birth?” The potential responses are: Yes, No, Prefer not to say.

The University is reviewing its diversity monitoring questions to expand its recognition of non-binary status beyond Mx title to having additional responses for gender.

Monitoring: Part 2

6.3 Does the organisation monitor and analyse from application to appointment the success rate of LGBT applicants?

GUIDANCE: This refers to external appointments to the organisation and comparing applicant diversity forms to new starter diversity forms.

Upload the most recent data showing analysis of application to appointment by sexual orientation and trans identity:

please be aware only one file is allowed per answer

(No response)
Describe who the analysis is seen by and action taken:

The University collects information on LGBT applicant success rates but it currently undertakes limited analysis. The information is analysed by the HR Management Information Officer. We are hoping to further improve on this. Currently, the HR Leadership Team review the information. With data maturity, the University will undertake further work on this and analyse to a greater extent.

6.4 Does the organisation monitor and analyse through a HR system, the spread of LGBT people at different pay grades and/or levels?

**GUIDANCE:** The system of data collection cannot be through an anonymous staff satisfaction survey.

Upload the most recent data showing analysis of pay levels and grades:

please be aware only one file is allowed per answer

(No response)

Describe who the analysis is seen by and action taken:

Currently the University’s HR systems collect information on the spread of LGBT people at different pay grades and levels. The University is partnering with Zellis, a HR software and service provider, to produce an Equal Pay Analysis report. This is due to be released in Autumn 2019.

The University conducts this pay analysis once every three years. A general University level report accessible to the public will be released via the Equality Policy Unit (email and website). A more detailed report containing faculty and school-level pay analysis will be shared internally via internal communications. As per GDPR guidelines, the University will ensure that data is not presented in a way that could identify any single member of staff.
6.5 When running staff satisfaction surveys, does the organisation break down and analyse the satisfaction of LGBT employees?

**GUIDANCE:** This can be through collecting diversity data on a staff satisfaction survey.

**Upload the most recent staff satisfaction data:**

please be aware only one file is allowed per answer

[https://stonewallsubmit.fluidreview.com/resp/112607880/rwRkmECIWL/](https://stonewallsubmit.fluidreview.com/resp/112607880/rwRkmECIWL/)

**Describe who the analysis is seen by and action taken:**

The University breaks down the results of the staff at an institutional and faculty/professional service area. This is carried by HR Management Information colleagues. The information is shared with Deans and Directors/Heads of Professional Services. Information on the satisfaction of LGBT colleagues (as with other equality strands) is also analysed and shared (at a local level where the data allows and no individuals can be identified).

The information is also shared at Faculty and Service Away Days, team meetings and a set of University-wide and local actions are developed to address any issues. This forms part of general faculty/service management. Strategic actions are followed up at a University level.

**Monitoring: Part 3**

6.6 What proportion of employees have answered the monitoring question asked in 6.1?

**Tick one**

**GUIDANCE:** The proportion should not include those who prefer not to say and should be from an HR system, not an anonymous staff survey.

60-69%
Upload reports or data demonstrating the declaration rate:

please be aware only one file is allowed per answer

https://stonewallsubmit.fluidreview.com/resp/112607880/Uaa2UBukXA/

Provide a brief description of the report you have uploaded:

This report details the diversity characteristics of the staff in post as at 31 July 2018. It is an annual report that the University produces to comply with the requirements of the public sector equality duties as part of the Equality Act 2010. The report helps the University to understand the profile of the staff community and develop actions and interventions where there is under-representation. The information is based on HESA published data so it enables the University to benchmark the information to comparator institutions. It is widely shared and used by colleagues.

6.7. What proportion of employees have answered the monitoring question asked in 6.2?

Tick one

GUIDANCE: The proportion should not include those who prefer not to say and should be from an HR system, not an anonymous staff survey.

70-79%

Upload reports or data demonstrating the declaration rate:

please be aware only one file is allowed per answer

https://stonewallsubmit.fluidreview.com/resp/112607880/1KFhWZaBCm/

Provide a brief description of the report you have uploaded:

Same report as for 6.6

The following question is not scored.

6.8. Do you analyse differences in staff satisfaction levels between different LGBT identities?

No

Describe who the analysis is seen by and what action is taken.

Type here...
The following information provides data on all (academic, professional and managerial and support) staff in post at the University of Leeds as at 31 July 2018. The data is provided by the following protected characteristics: age; caring responsibility; disability; ethnicity; gender; religious belief and sexual orientation. The total staff headcount at 31 July 2018 was 8879.

The previous two years of data are provided for comparison.

*Data is rounded to the nearest whole percent and therefore may not always total 100%.*

### Age

<table>
<thead>
<tr>
<th>Age (years)</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>% change (2016-2018)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 20</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>-</td>
</tr>
<tr>
<td>20 - 29</td>
<td>15%</td>
<td>14%</td>
<td>14%</td>
<td>-1%</td>
</tr>
<tr>
<td>30 - 39</td>
<td>30%</td>
<td>30%</td>
<td>30%</td>
<td>-</td>
</tr>
<tr>
<td>40 - 49</td>
<td>25%</td>
<td>26%</td>
<td>26%</td>
<td>1%</td>
</tr>
<tr>
<td>50 - 59</td>
<td>22%</td>
<td>22%</td>
<td>21%</td>
<td>-1%</td>
</tr>
<tr>
<td>60 +</td>
<td>8%</td>
<td>8%</td>
<td>9%</td>
<td>1%</td>
</tr>
</tbody>
</table>
Commentary

The percentage of staff across the different age categories remains broadly similar across the 3 year period. Twenty-eight members of staff are under the age of 20, however, this does not show in the above chart or table due to the rounding of percentages to the nearest whole number.

Caring Responsibility¹

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>% change (2016-2018)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>23%</td>
<td>23%</td>
<td>24%</td>
<td>1%</td>
</tr>
<tr>
<td>No</td>
<td>41%</td>
<td>43%</td>
<td>45%</td>
<td>4%</td>
</tr>
<tr>
<td>Prefer not to answer</td>
<td>15%</td>
<td>12%</td>
<td>10%</td>
<td>-5%</td>
</tr>
<tr>
<td>Unknown</td>
<td>21%</td>
<td>21%</td>
<td>21%</td>
<td>-</td>
</tr>
</tbody>
</table>

Commentary

The percentage of staff declaring they have a caring responsibility has increased by 1% over the three year period. There has also been a 4% increase in staff declaring that they do not have any caring responsibilities. The level of non-disclosure for staff across the three year period has decreased by 5%, dropping from 36% in 2016 to 31% in 2018.

¹ Defined as: caring for either one or more children, one or more disabled children, or somebody else
Disability

All Staff with Disabilities (%)

- Disabled  - Non disabled  - Prefer not to answer  - Unknown

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>% change (2016-2018)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disabled</td>
<td>4%</td>
<td>4%</td>
<td>4%</td>
<td>-</td>
</tr>
<tr>
<td>Non-disabled</td>
<td>77%</td>
<td>78%</td>
<td>79%</td>
<td>2%</td>
</tr>
<tr>
<td>Prefer not to</td>
<td>16%</td>
<td>13%</td>
<td>11%</td>
<td>-5%</td>
</tr>
<tr>
<td>answer</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unknown</td>
<td>3%</td>
<td>6%</td>
<td>7%</td>
<td>4%</td>
</tr>
</tbody>
</table>

Commentary

The percentage of staff declaring they have a disability has remained the same over the period. There has been a 2% increase in the percentage of staff who have declared themselves as non-disabled and a 1% decrease in non-disclosure.

---

2 Disability is defined under the Equality Act 2010 as a physical or mental impairment that has a substantial and long-term negative effect on a person’s ability to carry out normal daily activities.
Ethnicity

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>% change (2016-2018)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BME(^3)</td>
<td>10%</td>
<td>10%</td>
<td>10%</td>
<td>-</td>
</tr>
<tr>
<td>White</td>
<td>70%</td>
<td>71%</td>
<td>73%</td>
<td>3%</td>
</tr>
<tr>
<td>Prefer not to answer</td>
<td>15%</td>
<td>12%</td>
<td>10%</td>
<td>-5%</td>
</tr>
<tr>
<td>Unknown</td>
<td>5%</td>
<td>7%</td>
<td>7%</td>
<td>2%</td>
</tr>
</tbody>
</table>

Commentary

The percentage of BME staff has remained static over the three year period. There has been a 3% increase in the percentage of staff declaring that they are white. The percentage of staff whose ethnicity has not been disclosed has decreased by 3% in this period falling from 20% in 2016 to 17% in 2018.

\(^3\) BME – Black and minority ethnic
Gender

![Pie chart showing gender distribution](image)

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>% change (2016-2018)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>54%</td>
<td>55%</td>
<td>55%</td>
<td>1%</td>
</tr>
<tr>
<td>Male</td>
<td>46%</td>
<td>45%</td>
<td>45%</td>
<td>-1%</td>
</tr>
</tbody>
</table>

**Commentary**

There has been a 1% increase in female staff over the three year period and a corresponding 1% decrease in the percentage of male staff.

Religion or Belief

![Bar chart showing religion distribution](image)

**Commentary**

This year, 36% of staff identified no religion. The next highest were Buddhists, Christians, and Hindus, all at 24%. The lowest were Sikhs, Jews, Muslims, and people who prefer not to answer.
<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>% change (2016-2018)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Buddhist</td>
<td>1%</td>
<td>0%</td>
<td>1%</td>
<td>-</td>
</tr>
<tr>
<td>Christian</td>
<td>25%</td>
<td>24%</td>
<td>24%</td>
<td>-1%</td>
</tr>
<tr>
<td>Hindu</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>-</td>
</tr>
<tr>
<td>Jewish</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>-</td>
</tr>
<tr>
<td>Muslim</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
<td>-</td>
</tr>
<tr>
<td>Sikh</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>-</td>
</tr>
<tr>
<td>None</td>
<td>31%</td>
<td>33%</td>
<td>36%</td>
<td>5%</td>
</tr>
<tr>
<td>Other religion</td>
<td>1%</td>
<td>2%</td>
<td>2%</td>
<td>1%</td>
</tr>
<tr>
<td>Prefer not to answer</td>
<td>18%</td>
<td>16%</td>
<td>14%</td>
<td>-4%</td>
</tr>
<tr>
<td>Unknown</td>
<td>21%</td>
<td>21%</td>
<td>21%</td>
<td>-</td>
</tr>
</tbody>
</table>

**Commentary**

There has been a 5% increase in the number of staff declaring they have no religion over the three year period. There has also been a 1% increase in staff declaring their religion as Other religion, and a 1% decrease in those declaring their religion as Christian. There were 36 staff who declared they were Sikh, however, this is not shown in the above chart or table due to rounding of data to the nearest whole percentage. The level of non-disclosure has improved over the three year period, decreasing by 4% from 39% in 2016 to 35% in 2018.

**Sexual Orientation**

![All Staff by Sexual Orientation (%)](chart.png)
<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>% change (2016-2018)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bisexual</td>
<td>1%</td>
<td>1%</td>
<td>2%</td>
<td>1%</td>
</tr>
<tr>
<td>Gay man</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>-</td>
</tr>
<tr>
<td>Gay woman/lesbian</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>-</td>
</tr>
<tr>
<td>Heterosexual/straight</td>
<td>58%</td>
<td>60%</td>
<td>62%</td>
<td>4%</td>
</tr>
<tr>
<td>Other</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>-</td>
</tr>
<tr>
<td>Prefer not to answer</td>
<td>18%</td>
<td>16%</td>
<td>14%</td>
<td>-4%</td>
</tr>
<tr>
<td>Unknown</td>
<td>21%</td>
<td>21%</td>
<td>21%</td>
<td>-</td>
</tr>
</tbody>
</table>

**Commentary**

There has been a 4% increase in the percentage of staff declaring they are heterosexual/straight over the three year period. There has been a 1% increase in the percentage of staff declaring that they are bisexual. There were 33 staff who declared their sexual orientation as ‘other’, however, this is not shown in the above chart or table due to the rounding of data to the nearest whole percentage. The level of non-disclosure has improved over the three year period, decreasing by 4% from 39% in 2016 to 35% in 2018.
University of Leeds - all staff in post by protected characteristic – 31 July 2018

The following information provides data on all (academic, professional and managerial and support) staff in post at the University of Leeds as at 31 July 2018. The data is provided by the following protected characteristics: age; caring responsibility; disability; ethnicity; gender; religious belief and sexual orientation. The total staff headcount at 31 July 2018 was 8879.

The previous two years of data are provided for comparison.

*Data is rounded to the nearest whole percent and therefore may not always total 100%.*

### Age

![All Staff by Age (%)](chart)

<table>
<thead>
<tr>
<th>Age (years)</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>% change (2016-2018)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 20</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>-</td>
</tr>
<tr>
<td>20 - 29</td>
<td>15%</td>
<td>14%</td>
<td>14%</td>
<td>-1%</td>
</tr>
<tr>
<td>30 - 39</td>
<td>30%</td>
<td>30%</td>
<td>30%</td>
<td>-</td>
</tr>
<tr>
<td>40 - 49</td>
<td>25%</td>
<td>26%</td>
<td>26%</td>
<td>1%</td>
</tr>
<tr>
<td>50 - 59</td>
<td>22%</td>
<td>22%</td>
<td>21%</td>
<td>-1%</td>
</tr>
<tr>
<td>60 +</td>
<td>8%</td>
<td>8%</td>
<td>9%</td>
<td>1%</td>
</tr>
</tbody>
</table>
Commentary

The percentage of staff across the different age categories remains broadly similar across the 3 year period. Twenty-eight members of staff are under the age of 20, however, this does not show in the above chart or table due to the rounding of percentages to the nearest whole number.

Caring Responsibility¹

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>% change (2016-2018)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>23%</td>
<td>23%</td>
<td>24%</td>
<td>1%</td>
</tr>
<tr>
<td>No</td>
<td>41%</td>
<td>43%</td>
<td>45%</td>
<td>4%</td>
</tr>
<tr>
<td>Prefer not to answer</td>
<td>15%</td>
<td>12%</td>
<td>10%</td>
<td>-5%</td>
</tr>
<tr>
<td>Unknown</td>
<td>21%</td>
<td>21%</td>
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<td>-</td>
</tr>
</tbody>
</table>

Commentary

The percentage of staff declaring they have a caring responsibility has increased by 1% over the three year period. There has also been a 4% increase in staff declaring that they do not have any caring responsibilities. The level of non-disclosure for staff across the three year period has decreased by 5%, dropping from 36% in 2016 to 31% in 2018.

¹ Defined as: caring for either one or more children, one or more disabled children, or somebody else
Disability

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>% change (2016-2018)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disabled</td>
<td>4%</td>
<td>4%</td>
<td>4%</td>
<td>-</td>
</tr>
<tr>
<td>Non-disabled</td>
<td>77%</td>
<td>78%</td>
<td>79%</td>
<td>2%</td>
</tr>
<tr>
<td>Prefer not to answer</td>
<td>16%</td>
<td>13%</td>
<td>11%</td>
<td>-5%</td>
</tr>
<tr>
<td>Unknown</td>
<td>3%</td>
<td>6%</td>
<td>7%</td>
<td>4%</td>
</tr>
</tbody>
</table>

Commentary

The percentage of staff declaring they have a disability has remained the same over the period. There has been a 2% increase in the percentage of staff who have declared themselves as non-disabled and a 1% decrease in non-disclosure.

---

2 Disability is defined under the Equality Act 2010 as a physical or mental impairment that has a substantial and long-term negative effect on a person’s ability to carry out normal daily activities.
Ethnicity

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>% change (2016-2018)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BME(^3)</td>
<td>10%</td>
<td>10%</td>
<td>10%</td>
<td>-</td>
</tr>
<tr>
<td>White</td>
<td>70%</td>
<td>71%</td>
<td>73%</td>
<td>3%</td>
</tr>
<tr>
<td>Prefer not to answer</td>
<td>15%</td>
<td>12%</td>
<td>10%</td>
<td>-5%</td>
</tr>
<tr>
<td>Unknown</td>
<td>5%</td>
<td>7%</td>
<td>7%</td>
<td>2%</td>
</tr>
</tbody>
</table>

Commentary

The percentage of BME staff has remained static over the three year period. There has been a 3% increase in the percentage of staff declaring that they are white. The percentage of staff whose ethnicity has not been disclosed has decreased by 3% in this period falling from 20% in 2016 to 17% in 2018.

\(^3\) BME – Black and minority ethnic
Gender

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>% change (2016-2018)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>54%</td>
<td>55%</td>
<td>55%</td>
<td>1%</td>
</tr>
<tr>
<td>Male</td>
<td>46%</td>
<td>45%</td>
<td>45%</td>
<td>-1%</td>
</tr>
</tbody>
</table>

Commentary

There has been a 1% increase in female staff over the three year period and a corresponding 1% decrease in the percentage of male staff.

Religion or Belief

![All Staff by Religion or Belief (%)](image)

- Buddhist: 1%
- Christian: 24%
- Hindu: 1%
- Jewish: 1%
- Muslim: 2%
- Sikh: 0%
- None: 36%
- Other religion: 2%
- Prefer not to answer: 14%
- Unknown: 21%
<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>% change (2016-2018)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Buddhist</td>
<td>1%</td>
<td>0%</td>
<td>1%</td>
<td>-</td>
</tr>
<tr>
<td>Christian</td>
<td>25%</td>
<td>24%</td>
<td>24%</td>
<td>-1%</td>
</tr>
<tr>
<td>Hindu</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>-</td>
</tr>
<tr>
<td>Jewish</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>-</td>
</tr>
<tr>
<td>Muslim</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
<td>-</td>
</tr>
<tr>
<td>Sikh</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>-</td>
</tr>
<tr>
<td>None</td>
<td>31%</td>
<td>33%</td>
<td>36%</td>
<td>5%</td>
</tr>
<tr>
<td>Other religion</td>
<td>1%</td>
<td>2%</td>
<td>2%</td>
<td>1%</td>
</tr>
<tr>
<td>Prefer not to answer</td>
<td>18%</td>
<td>16%</td>
<td>14%</td>
<td>-4%</td>
</tr>
<tr>
<td>Unknown</td>
<td>21%</td>
<td>21%</td>
<td>21%</td>
<td>-</td>
</tr>
</tbody>
</table>

**Commentary**

There has been a 5% increase in the number of staff declaring they have no religion over the three year period. There has also been a 1% increase in staff declaring their religion as Other religion, and a 1% decrease in those declaring their religion as Christian. There were 36 staff who declared they were Sikh, however, this is not shown in the above chart or table due to rounding of data to the nearest whole percentage. The level of non-disclosure has improved over the three year period, decreasing by 4% from 39% in 2016 to 35% in 2018.

**Sexual Orientation**

![All Staff by Sexual Orientation (%)](chart.png)
<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>% change (2016-2018)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bisexual</td>
<td>1%</td>
<td>1%</td>
<td>2%</td>
<td>1%</td>
</tr>
<tr>
<td>Gay man</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>-</td>
</tr>
<tr>
<td>Gay woman/lesbian</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>-</td>
</tr>
<tr>
<td>Heterosexual/straight</td>
<td>58%</td>
<td>60%</td>
<td>62%</td>
<td>4%</td>
</tr>
<tr>
<td>Other</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>-</td>
</tr>
<tr>
<td>Prefer not to answer</td>
<td>18%</td>
<td>16%</td>
<td>14%</td>
<td>-4%</td>
</tr>
<tr>
<td>Unknown</td>
<td>21%</td>
<td>21%</td>
<td>21%</td>
<td>-</td>
</tr>
</tbody>
</table>

**Commentary**

There has been a 4% increase in the percentage of staff declaring they are heterosexual/straight over the three year period. There has been a 1% increase in the percentage of staff declaring that they are bisexual. There were 33 staff who declared their sexual orientation as ‘other’, however, this is not shown in the above chart or table due to the rounding of data to the nearest whole percentage. The level of non-disclosure has improved over the three year period, decreasing by 4% from 39% in 2016 to 35% in 2018.
Procurement: Part 1

Section 7: Procurement

This section comprises of 4 questions and examines how the organisation affects change in its supply chain. The questions scrutinise the steps taken to ensure LGBT inclusive suppliers are procured and held to account. This section is worth 9% of your total score.

Below each question you can see guidance on content and evidence. At any point, you may save and exit the form using the buttons at the bottom of the page.

7.1 Does the organisation train or give guidance to the person/team responsible for procurement around diversity and inclusion outcomes, inclusive of LGBT equality?

GUIDANCE: Examples can include information booklets, programmes or training, but must explicitly mention LGBT equality in relation to procuring services.

Yes

<table>
<thead>
<tr>
<th>Describe the role or team responsible for procurement:</th>
<th>Purchasing Office</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the diversity and inclusion training or guidance they receive:</td>
<td>The University’s Purchasing Office also receives training through the online equality and inclusion and through the Head of Equality and Inclusion. Issues on LGBT inclusivity are covered and the commitment of suppliers.</td>
</tr>
</tbody>
</table>

7.2 Before awarding a contract, does the organisation scrutinise the following in the tender process?

Tick all that apply

GUIDANCE: Although it would be best practice, these criteria do not need to be deciding factors when awarding contracts. They should however still be scrutinised and appropriate action taken if the contract is awarded.

A. Whether the potential supplier has a policy which explicitly bans discrimination/bullying and harassment based on sexual orientation or gender identity
A. Describe how the organisation scrutinises the potential suppliers' policies:

The tender documents that go out with every tender above £25k include a specific question about “Equality & Diversity” which is:

“The University is strongly committed to Equality and Inclusion. The University has legal requirements under equality law and in particular the Equality Act (2010). Bidders must confirm that they will fully respect the University’s equality and inclusion policies and equality law and that they will not do anything to cause the University to be in breach of its commitments. Bidders must confirm that they will fully co-operate with any equality initiatives and policies of the University, shown at: https://equality.leeds.ac.uk/equality-inclusion-framework/policies/

Bidders must confirm that they will co-operate with equality initiatives and policies of the University.

The tenders are managed by procurement professionals (Category Team Managers) who will deal with any issues arising from this question in any bidders’ tender submission.

**Procurement: Part 2**

**7.3 Once a contract is awarded, how does the organisation hold the supplier to account?**

**Tick all that apply**

**GUIDANCE:** The slot in supplier monitoring meetings does not have to be specifically for LGBT related issues, but should be inclusive of them.

A. Include a broad diversity and inclusion slot in contract monitoring meetings inclusive of LGBT issues

B. Monitor and analyse LGBT related feedback on supplier
Describe the options selected below:

<table>
<thead>
<tr>
<th>A. Describe how D&amp;I outcomes are included within contract monitoring meetings:</th>
<th>The University does not scrutinise the tender process, however, the University would investigate any unsatisfactory issues that came to light and take appropriate action where required.</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Describe how the organisation monitors and analyses feedback around suppliers from LGBT people:</td>
<td>The University hold suppliers to account by regularly reviewing their mission, values, and reputation to ensure they align with University values. If some unsatisfactory issues arose, the University would investigate and take appropriate action where required. The University would treat this no differently to any other breach of contract and would work with the supplier to resolve the issue.</td>
</tr>
</tbody>
</table>

7.4 In the past year, how has the organisation engaged or collaborated with its suppliers? Tick all that apply.

**Tick all that apply**

**GUIDANCE:** Joint LGBT diversity and inclusion training can also include sharing training with your suppliers.

E. None of the above
Community Engagement: Part 1

Section 8: Community Engagement

This section comprises of 4 questions and examines the outreach activity of the organisation. The questions scrutinise how the organisation demonstrates its commitment to the wider community and the positive impact it has. This section is worth 10% of your total score.

Below each question you can see guidance on content and evidence. At any point, you may save and exit the form using the buttons at the bottom of the page.

8.1 In the past year, has the organisation utilised its social media accounts and online presence to demonstrate its commitment to LGBT equality?

GUIDANCE: The social media accounts here should be the ones with the widest reach. This question examines how you demonstrate to the largest possible audience that your organisation is committed to LGBT equality.

Please upload evidence of two separate social media posts. The two social media posts uploaded (for example tweets), should be across a year and not concentrated on one event. The evidence can be an LGBT employee network group being re-posted by an account with bigger reach.

Yes

Describe the activity:
The University makes use of Twitter and Instagram accounts and the EPU website to demonstrate its commitment to LGBT equality. The uploaded tweet was posted on the University’s corporate Twitter account - which has 90k+ followers - to celebrate Leeds Pride 2019. In it, you can see the Building Equality banner and digger with University staff walking alongside ensuring there is a clear path ahead.

The University’s Instagram account also regularly features LGBT related images, for example, the Parkinson Building lit up in rainbow colours to celebrate Valentine’s day (see attached) received 4k+ like
https://www.instagram.com/p/Bt4HI9nqh6/
Upload a screenshot of social media activity:
https://stonewallssubmit.fluidreview.com/resp/112665633/XBqLZPfPC4/

Upload a screenshot of social media activity:
https://stonewallssubmit.fluidreview.com/resp/112665633/tNFgdhKCLz/

Provide the date of the activity: 14/02/2019

Provide the date of the activity: 04/08/2019

8.2 Which of the following outreach activities has the organisation taken part in the last year? Tick all that apply.

Tick all that apply

GUIDANCE: Sponsored or supported can include in-kind gifts and donations, for example providing a meeting room for a group, and doesn't have to be directly financial (i.e. giving money). The support of a campaign to tackle homophobia, biphobia and transphobia needs to be externally facing and not an internal awareness raising event.

B. Sponsored or supported trans community group/s

C. Sponsored or supported LGB community event/s

E. Supported campaign/s to tackle hate crime or homophobic, biphobic and transphobic bullying
Describe each option selected. Please include specific dates or time periods.

<table>
<thead>
<tr>
<th>Option</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>B. Sponsored or supported trans community group/s</strong></td>
<td>The LGBT+ Staff Network supported TransLeeds as their charity of the year (chosen by its members). TransLeeds was shortlisted for the University-wide Staff Festival charity event.</td>
</tr>
<tr>
<td><strong>C. Sponsored or supported LGB community event/s</strong></td>
<td>The LGBT+ Staff Network has supported and contributed to various LGBT community events in and around Leeds, including partnering with the Building Equality Network to march in Leeds Pride 2019. University staff served as wheel marshals protecting Pride attendees from the Rainbow digger’s wheels.</td>
</tr>
<tr>
<td><strong>E. Supported campaign/s to tackle hate crime or homophobic, biphobic and transphobic bullying</strong></td>
<td>The LGBT+ Staff Network participated in and provided speakers for the IDAHOBIT event. The Staff Network also signposted staff to the University’s mechanisms for reporting LGBT hate crime or bullying. The mechanisms are described in detail on the Secretariat website at: <a href="https://www.leeds.ac.uk/secretariat/reporting_HC_SA_OH.html">https://www.leeds.ac.uk/secretariat/reporting_HC_SA_OH.html</a>.</td>
</tr>
</tbody>
</table>

**Community Engagement: Part 2**

**8.3 In the past year, have you collaborated with other organisations in your region or sector on an initiative to promote LGBT equality in the wider community?**

**GUIDANCE:** The initiative can be a one-off or on-going project.

Yes
Complete the following. Please include specific dates or time periods.

<table>
<thead>
<tr>
<th>Name the organisation/s you collaborated with:</th>
<th>Leeds Queer Film Festival</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the collaboration or initiative:</td>
<td>The LGBT+ Staff Network is working with Leeds Queer Film Festival (LQFF) 23-26 April 2020 to arrange a premier of ‘America in Transition’. The film is produced and directed by Andre Perez and is part documentary web series and part community engagement project discussing social justice for trans people from marginalised communities.</td>
</tr>
<tr>
<td>Describe the impact of the collaboration or initiative:</td>
<td>The event planning is currently taking place and the impact of the event will be known when the film has been screened in April 2020.</td>
</tr>
</tbody>
</table>

8.4 Has your organisation done any further work in the past year to promote LGBT equality in the wider community?

GUIDANCE: Activity here should be additional to anything already mentioned in the submission. Please include specific dates or time periods.

Describe the activity and impact:

The LGBT+ Staff Network actively participated in the planning committee for Leeds Trans Pride. The University regularly attends Leeds PRIDE. This year, the Faculty of Engineering, in conjunction with the LGBT Staff Network and the Building Equality Network, marched in the Leeds PRIDE parade along with a digger draped in the rainbow flag colours.

The University had t-shirts and stickers designed which were used during 2019 Leeds PRIDE. Feedback from the event suggests that the event was very successful.
8.5 In the past year, has the organisation utilised its social media accounts to demonstrate its commitment to bi and trans equality?

GUIDANCE: The social media accounts here should be the ones with the widest reach. This question examines how you demonstrate to the largest possible audience that your organisation is committed to LGBT equality. The evidence can be an LGBT employee network group being re-posted by an account with bigger reach.

Bi equality

Trans equality

A. Upload a screenshot of social media activity:

https://stonewallsubmit.fluidreview.com/resp/112665633/1A9uqr1InIT/

B. Upload a screenshot of social media activity:

(No response)

Provide the date of the activity: 31/03/2019

Provide the date of the activity: (No response)
Routing question Section 9

Section 9: Clients, Customers and Service Users

This section comprises of between 3-5 questions and examines how the organisation engages with clients, customers, services users or partners. This section is worth 8.5% of your total score.

In order to begin this section, choose which sector best describes the organisation below.

Please choose the option that best describes your organisation:

A. Public or third sector with service users

Clients, Customers and Service Users: PS SU P1

Public or third sector with service users

9A.1 In the past 3 years, has the organisation examined the service user journey to ensure there are no barriers to access for LGBT people?

GUIDANCE: This should be a formal mapping process of the touch points of the service user and the service.
Describe the process by which you examined the service user journey. Please include specific dates or time periods.

The University examined the service user journey of students through a project run by the Leeds University Union’s (LUU) Equality and Diversity (E&D) Officer assessing the inclusivity of student union activities. In particular, the E&D officer focussed on the types of events held by societies and their general meeting structures to see if they were being inclusive of students from different backgrounds. EPU advised elements of the work and LUU produced conclusions and actions to improve society inclusivity. The process included equality analyses supported by survey feedback from students.

Describe the outcome and impact. Please include specific dates or time periods.

The outcome and impact of this process was that societies realised that they had much more work to do to increase their inclusivity. The LUU established liberation co-ordinators to work with the Union in this regard. LGBT inclusivity work in the Union is ongoing and supported by a number of media campaigns throughout the year such as in the Gryphon weekly student newspaper. The Union has also taken strides in supporting queer trans, intersex people of colour by organising QTIPOC self-care workshops and hosting a Black and QTIPOC panel during Black History Month 2019.

9A.2 Does the organisation collect LGBT monitoring information for service users to allow for the following analysis? Tick all that apply.

Tick all that apply

GUIDANCE: You should demonstrate how you collect the data and how it is analysed.

A. Assess whether LGBT people are accessing your services
### Describe the options selected:

| A. Assess whether LGBT people are accessing your services: | Our two specialist student support services do not currently collect LGBT monitoring information or communicate directly with that group of students. However, we are committed to developing this in the future.  

Student Counselling & Wellbeing (SCW) are currently reviewing their approach, and have set up a working group to look at potentially under-represented groups amongst the student body, and how to ensure the our service is fully accessible and offering the most appropriate support for all.  

The University has Equality and Inclusion leads across the clinical staff team in the following areas: LGBTQ, BAME, International, Neurodiversity, and Gender/masculinity.  

As part of this work the University is considering introducing a question on our Self-Referral Form about sexual identity. |

|  |  |

---

### Clients, Customers and Service Users: PS SU P2

#### 9A.3 Has the organisation consulted with LGBT service users in the past 3 years to tailor the services to their needs?

**No**

**GUIDANCE:** The consultation should have involved all LGBT identities.
9A.4 What percentage of frontline employees have been trained on reducing bias and discrimination towards LGBT service users?

Select the completion rate for the training

GUIDANCE: The training should reach as many frontline employees as possible. Training content should explicitly mention examples of discrimination and bias towards LGBT service users. Content should also include the steps frontline employees can take in eliminating this discrimination and bias. Examples of content you could upload are case studies, e-learning screenshots or powerpoint presentations.

B. 51 - 75 per cent

Describe how you estimate completion rates:

The completion figures are actual figures captured on the University's training recording system, SAP.

Describe the format of the training and the content you have uploaded:

Online equality and inclusion mandatory training module, which takes 30 minutes to complete.

Upload training content:

please be aware only one file is allowed per answer

(No response)

Upload training content:

please be aware only one file is allowed per answer

(No response)

9A.5 In the past year, has the organisation communicated or promoted its services as being explicitly LGBT inclusive?

GUIDANCE: The communication can be digital or physical.

Yes
Describe the reach of the communication. Please include specific dates or time periods.

The University has communicated its LGBT inclusivity in the opening statement on the SCW website. The first text a student reads is: “We're here to support you at times of any emotional, psychological or mental health difficulties. The University welcome students of any age, class, ethnicity, faith, belief, culture, disability, sexual orientation and gender identity.”

Upload an example communication:

please be aware only one file is allowed per answer

https://stonewallsubmit.fluidreview.com RESP/112674510/b4ZxpSRDd1/
Section 10

Section 10: Additional work

This section is your opportunity to tell us about any additional work the organisation has carried out over the past year. This section is worth 1% of your total score.

10.1 Has the organisation done any further work in the past year to improve the working environment for LGBT staff?

GUIDANCE: The activity detailed here should not have been mentioned anywhere else in the submission. The activity should relate to the UK, rather than global operations; please see the Global Equality Index to showcase global work.

Yes
Describe the activity and impact. Please include specific dates or time periods.

1) Over the past year the University has made great progress in training our staff community to support colleagues who are transitioning. Staff have commented that our guidance for supporting trans staff and students is clear, informative and most of all useful. Staff data is managed confidentially and HR are working to improve online staff records to provide more options for gender identity. The EPU is involved at each stage of the decision process for any policies or procedures involving transitioning staff. In one instance, the Head of Equality and Inclusion closely supported a senior management colleague during their transition.

2) The EPU has led discussions between colleagues in student support, HR and the admissions office to streamline the name change process and ensure is its simple and straightforward as possible. A process is now in place for staff and students whereby initial requests trigger updating of appropriate University systems, which is all monitored by EPU. As a result we have seen increasing numbers of transitioning students and staff willing to engage with the University via EPU, the LGBT staff network and campus-wide events.

3) The University has developed new E&I governance proposals for implementation in 2019-20. This will provide LGBT colleagues a voice through their co-chairs who will have representation on the E&I Delivery Group. This group is a university-wide group of representatives who will deliver the University’s E&I strategy and pay attention to advancing LGBT equality and intersectionality.

**Staff Feedback Survey**

**Has your organisation circulated the Staff Feedback Survey?**

The Staff Feedback Survey is worth 10% of points in the Workplace Equality Index.

The survey can be found at [www.stonewall.org.uk/index-survey-2020](http://www.stonewall.org.uk/index-survey-2020) and closes on Friday 1 November.

Your colleagues will need your organisation’s 4-digit code in order to access the survey. If you do not have this code, contact memberships@stonewall.org.uk.

**Optional Awards**
Individual awards

The following awards will be given to outstanding individuals, network groups and organisations who have contributed significantly to LGBT equality, both within their workplace and the wider community.

The nominations are longlisted by the Membership Programmes team and then shortlisted and awarded by an internal Stonewall panel.

Award winners are profiled in Stonewall’s Top 100 Employers publication.

You can still be named as an award winner if your organisation does not reach the Top 100 list.

For individual awards, please ensure you have the person’s permission to share their details before completing and submitting the nominations.

Role Models of the Year

If you would like to nominate an individual(s) for one or more of the role model awards, please select from the below options and tell us about the great work they’ve done over the past year.

Guidance: You should tell us how the individuals have contributed significantly to LGBT equality in both your workplace and the wider community.

Please note that we use the below terms as umbrella terms for many different identities (See the Stonewall glossary).

You should ensure the nominated individual is comfortable being identified with the specific term selected. For example, if someone is pansexual, making sure they’re comfortable receiving the award and being profiled as Bi Role Model of the Year.

We will work with them to explore their identity fully within their profile in the Top 100 Employers publication.

No Responses Selected
Ally of the Year

If you would like to nominate an individual for the ally award, please tell us about the great work they’ve done over the past year.

**Guidance:** You should tell us how the individual has contributed significantly to LGBT equality in both your workplace and the wider community.

Please note this category can also include allies within the LGBT community. For example, a lesbian women who has shown fantastic allyship to the trans community.

(No response)

Senior Champion of the Year

If you would like to nominate an individual for the senior champion award, please tell us about the great work they’ve done over the past year.

**Guidance:** You should tell us how the individual has contributed significantly to LGBT equality in both your workplace and the wider community.

Please note the senior champion does not need to identify as LGBT.

(No response)

Employee Network Group of the Year

If you would like to nominate your organisation’s network group, please tell us about the great work it’s carried out over the past year.

**Guidance:** You should tell us how the network group has contributed significantly to LGBT equality in both your workplace and the wider community.

Please note you may reference work which has already been documented in the LGBT Employee Network Group section.

(No response)
Bi-Inclusive Workplace of the Year

If you would like to nominate your workplace for the Bi-Inclusive Workplace of the Year award, please tell us about the great work you've done over the past year.

**Guidance:** This is an opportunity to demonstrate that your organisation is leading the way as a bi-inclusive workplace.

**Please note you may reference work which has already been documented.**

(No response)