



Checklist for students affirming their gender

Support for self

I have...

- booked in with a [Student Support Advisor](#) (or chosen another primary support person at UNSW) to discuss my gender affirmation
- considered speaking with an ally@UNSW to provide gender affirmation support - contact a member of the [ally@UNSW Network](#)
- met with or spoken to my HDR Supervisor/PG Coordinator to discuss my needs and any impact on studies (if applicable)
- considered contacting other professional and support services (internal and external to UNSW) and checking resources for guidance and support e.g. [Access, Equity and Inclusion Team](#), [UNSW Mental Health Connect](#), [TransHub](#).

Gender affirmation planning (formal and informal)

I have...

- discussed my situation with a [Student Support Advisor](#), [Support Person](#) or [Access, Equity and Inclusion](#) (Division of EDI)
- decided to make / to not make a formal gender affirmation plan

Preparing for discussions with a Support Person

I have... considered that my teachers and /or supervisor may not be familiar with gender affirmation

- spoken with a [Student Support Advisor](#), [Support Person](#) or [Access, Equity and Inclusion](#) about what resources/support could be given to them before or at my first meeting

I have... considered the need to change my records

- identified which external records I would like changed
- identified which UNSW records I would like to change AND the evidence required
 - student record (SiMs)
 - student ID card

- name/contact details on University webpages
- research projects
- e-learning platforms such as Moodle
- submitted the needed requests and supporting evidence for name, title, gender change

I have... considered taking leaves of absence

- considered what leaves of absence I might need ([Program Leave](#))
- identified any educational adjustments required e.g. exam/assessment deadlines or extensions
- considered [special consideration](#)

I have... considered *what* I want to communicate about my gender affirmation with other students / classmates

- chosen name, title, pronouns
- gender affirmation date
- questions they can ask and not ask
- resources I can give them to learn more

I have... considered *how* I want to communicate my gender affirmation with other students / classmates

- decided on a communication approach
 - from myself (bottom-up) or from your academic supervisor (top-down)
 - one-on-one conversations or email
 - tone – casual, matter of fact or formal
- decided what to include in the communications e.g. name, title, pronouns (see [Email Communication Templates](#))

Discussions / planning communications

I have...

- discussed the following with my Student Support Advisor / Supervisor / Support Person
 - gender affirmation awareness for teachers / tutors / supervisor / classmates / others
 - gender affirmation awareness for my classmates ([contact Access, Equity and Inclusion](#)).
 - gender affirmation communications dates
 - communications plan to relevant teachers and classmates
 - timeframes for changing University records
 - leaves of absence and any educational adjustments
 - plans for returning to university
 - ongoing support people, services, self-care
- decided on a timeframe for the above