

## Welcome to the Trans Inclusion Module!

The words “trans inclusion” may make you feel many different things. You may be excited to learn more and develop your knowledge or feel that you don’t know about this topic and fear causing offence.

This module will provide you with a better understanding of trans equality. You will also be able to use this knowledge to act and be a better ally to trans people.

The module should take approximately 25 minutes to complete. You do not need prior knowledge of trans equality or inclusion to complete the module.

Please complete the following sections as they appear below. You can access the content on each section below by selecting the ‘View’ button.

We recommend that you use a desktop PC, laptop, or tablet to complete this training so that all areas of the Trans Inclusion Module display as intended.

Header pictures in this module originate from [The Gender Spectrum Collection](#).

### Section 1 – Welcome.

In this section, you will find out what the module is for, what it will teach you, and how to use it.

### What does this module cover?

In line with the University's goal, students and staff must all contribute to creating a respectful and inclusive community for everyone.

This online training module has been designed by Faculty of Medicine and Health, Equality, Diversity and Inclusion team in partnership with LGBT+ staff and students.

We wish to especially credit the invaluable collaborations that made it possible to create it:

LGBT + Student Medics  
Medical Students

Representative Council  
LGBT+ Staff Network

The module is available for everyone at the University of Leeds. It will provide you with a better understanding of trans equality.

You will also be able to use this knowledge to act and be a better ally to trans people.

In this module, you will learn about topics related to trans equality, including key terminology, pronouns, gender-inclusive language, the legal context, and some real-world statistics.

The module builds on feedback from students and staff at the University. This feedback includes what they would like their peers to know that would make them feel more welcomed and supported.

### How to use this module?

This module has different sections that cover different content.

### Pre-Training Questions

Please complete the following questions before completing the Trans Inclusion Module.

1. Rate your knowledge of pronouns:
  - a. Excellent
  - b. Good
  - c. Moderate
  - d. Poor
  - e. Very poor
2. How confident do you feel in using gender inclusive language rather than gendered language (e.g. ladies and gentlemen)?
  - a. Extremely confident
  - b. Very confident
  - c. Somewhat confident
  - d. Little confident
  - e. Not confident at all

3. How would you rate your confidence in your ability to support trans people?
  - a. Excellent
  - b. Good
  - c. Moderate
  - d. Poor
  - e. Very poor
4. How would you rate your current knowledge of the different gender identities (e.g. transgender, non-binary, agender)?
  - a. Excellent
  - b. Good
  - c. Moderate
  - d. Poor
  - e. Very poor
5. Rate your knowledge of the Equality Act 2010, Public Sector Equality Duty:
  - a. Excellent
  - b. Good
  - c. Moderate
  - d. Poor
  - e. Very poor

## Section 2 – Terminology.

Here you will find key terms used throughout this module and elsewhere which are relevant to trans identities and inclusion.

To learn about trans inclusion, you will need to be familiar with key terms related to social, legal, and medical context for trans people.

You may come across the following terms throughout the module:

- Agender. A person who is agender does not identify with any gender.
- Assigned Sex at Birth. Refers to the sex people are given at birth, including male and female. This is usually assigned based on genital appearance, chromosomes, and hormones.

- Cisgender. When a person's gender identity is consistent with the sex they were assigned at birth. For example, a cisgender woman refers to when a person is assigned female at birth and identifies as a woman.
- Deadnaming. Deadnaming occurs when you refer to someone by the name they used before they transitioned. Doing this is invalidating to the person affected and may even 'out' the person. The definition of outing is available further down the menu. To avoid deadnaming, it is important to respect and use the name people want you to use. When discussing a trans person's name with another person, use an active voice. For example, say "that person's name is Rohan" rather than "that person goes by Rohan" or "that person prefers to be called Rohan". You can see other examples of good practice in [Gay and Lesbian Alliance Against Defamation \(GLAAD\)'s Media Reference Guide](#).
- Gender Expression. Refers to how a person chooses to outwardly express their gender. This could be through clothing, demeanour, and mannerisms. Gender expression is usually culturally determined and interpreted through gender norms.
- Gender Identity. A person's internal sense of their own gender. This includes man, woman, non-binary.
- LGBT+. Lesbian, Gay, Bi, Trans, and more. It is important to note that lesbian, gay, bi, and trans people are not a homogeneous group. Where possible, especially in research or data, be specific and distinguish between the sub-groups.
- Misgender. Using words or pronouns to describe a person that reflects how they identified before transitioning. For example, this includes referring to a woman as "he" or using the word "guy" to describe this person. When you are uncertain how a person identifies, you can use their name to refer to them until you know their pronouns. You can also use they/them/their pronouns. However, if a person requests that you use gendered language or gendered pronouns, respect the wishes of the person.
- Neo Pronouns. A category of pronouns that are used instead of more common pronouns. Some examples of neo-pronouns are xe/xem/xyr (pronounced zee/zem/zeer), and ze/hir/hirs (pronounced zee/heer/heers).

- Non-binary. An umbrella term for people whose gender identity does not sit entirely, or comfortably, within the gender binary of man or woman.
- Out. Coming 'out' refers to when an LGBT+ person first tells someone about their orientation and/or gender identity. Being 'outed' refers to when an LGBT+ person's sexual orientation or gender identity is disclosed without the person's consent. Please note that people may not be 'out' in all situations and environments. For instance, some people may be open about their sexuality in their personal life, but do not disclose this at work. LGBT+ people do not have to 'come out' to be valid in who they are.
- Sexual Orientation. Refers to a person's sexual attraction to another person. This can include sexual orientations of heterosexual, homosexual, pansexual, asexual. It is important to note that sexual orientation is different from gender. Also, trans people can identify with any sexual orientation or lack thereof.
- Trans. Short for transgender, an umbrella term for people whose gender identity differs from their assigned sex at birth. Trans people may, or may not, seek medical transition.
- Transition. Transitioning refers to the steps that trans people may take to affirm their gender. There are many ways that people may transition. For example, some trans people may socially transition such as dressing in a new style, participating in different activities, and changing their pronouns and/or name. For some trans people, transitioning may involve medical interventions such as hormone therapy or surgeries. However, not all trans people want, or are able, to have these medical interventions. Trans people may also legally transition, such as updating their name or gender mark on identification documents or at work. It is important to note that there is no "right" way to transition. For instance, some people may socially transition and not medically, while some people may socially, medically, and legally transition. Each person's transition will be different. It is inappropriate to ask people about whether they intent to, or have, transitioned.

[Stonewalls Glossary](#) of Terms may be helpful if you would like to find out more.

## Terminology Quiz

Question 1 - What do you understand by non-binary? (Please identify one correct answer).

1. When a person's gender identity is consistent with the sex they were assigned at birth
2. A term explaining how the person identified before transitioning
3. A term for a person whose gender identity does not sit entirely, or comfortably, within the gender binary of man or woman
4. A term for person who does not identify with any gender

Question 2 - Which term fits this following description: "Refers to the person you're attracted to, including heterosexual, homosexual, pansexual, asexual." (Please identify one correct answer).

1. Sexual Orientation
2. Non-binary
3. Misgender
4. Agender

## Section 3 - Why is this training relevant to me?

In this section, you will read about some statistics which outline the experience of trans people at university or in the workplace, as well as why everyone is responsible for creating inclusive and safe spaces for trans people.

Why is this important?

Trans people are not new. Trans identities have been recognised by different cultures and societies around the world. This includes Native American, Indian, and Mexican history that recognises third or more genders.

More recently, there has been a growth in the visibility of trans and non-binary people. It is important to note this does not mean there is an increase in the

number of trans and non-binary people. Rather, it is because there is a higher number of trans and non-binary people that are open about their gender.

The world is still a dangerous place for trans people, but some things have made it safer. For instance, an increase in celebrities being open about their gender. Social media platforms, such as LinkedIn and Instagram, have provided users with the ability to display their pronouns. Many organisations now have specific policies or guidance to provide tailored support for trans people.

There is also an increase of trans people from younger generations that are open about their gender. This means that there is also a higher likelihood that the people joining our university community will be openly trans. Thus, we must establish an inclusive workplace and learning culture to ensure trans people are free from harassment, discrimination, or prejudice. Doing so also makes it safer for trans and non-binary people to be open about their gender.

### [Why is this relevant to me and my work?](#)

Content Warning: Statistics of Transphobia.

We all have a part to play in creating inclusive spaces and cultures for the betterment of trans people. Select the arrow below to view statistics about trans people's experience at university and in the workplace:

1. 1 in 7 trans university students have considered dropping out, or have dropped out, of university because of experiencing harassment or discrimination from students and staff. (Stonewall, 2018)
2. 50% of trans or non-binary people have hidden, or disguised, the fact that they are trans at work because they were afraid of discrimination (Stonewall, 2018)
3. 3 in 10 trans people have experienced transphobia at work, and almost 27% of respondents have experienced transphobia from a work colleague (Galop, 2020)
4. Only 1 in 5 trans students feel completely safe on UK campuses (NUS, 2014)

## Why is this training relevant to me? Quiz

Question 1 - Why has there been a growth in the visibility of trans people? (Please identify the three correct answers).

1. Public attitudes are changing and there is more awareness of trans people's rights
2. More trans people feel able to talk about their identity openly
3. There are more trans people now than before
4. Internet platforms make it easier for trans people to access communities, resources, and education to be able to explore and describe their gender identity

### Section 3 – The Law.

Here you will learn about the legal frameworks that protects the individual rights of trans people, as well as the standards that the university community are held to.

#### The Equality Act (2010)

[The Equality Act \(2010\)](#) says that people must not be discriminated against, harassed, or victimised because of a protected characteristic. There are nine protected characteristics defined in the Act, and gender reassignment is one of these. The Act defines gender reassignment as the intention to, the start of, or completion of a person's process of gender transition. You can be at any stage of your transition and do not need to undergo any specific treatment and/or surgery to be protected.

The Act also protects people who are discriminated against because they are perceived to be trans (whether or not they are trans), and people who experience discrimination because of their association with a trans person.

While 'gender reassignment' is the term used and defined in law, some see this term as outdated. The preferred alternative term is 'trans', which is the term



we will use throughout this module. We use 'gender reassignment' here to be consistent with the law.

## Public Sector Equality Duty

Under the [Public Sector Equality Duty](#), all public bodies, including Universities, are required to consider all individuals when carrying out their day-to-day work. This means that, for example, as employees of the University, you must have due regard to the need to:

- Eliminate discrimination
- Advance equality of opportunity
- Foster good relations between different people when carrying out their activities

By completing this module, you will be working towards all three requirements. You will also know how to spot discrimination such as misgendering and deadnaming.

## Gender Recognition Act (2004)

The Gender Recognition Act (2004) allows trans people to legally change their gender by acquiring a Gender Recognition Certificate (GRC). A GRC is not required to change your name or gender marker on many documents, including passports. However, GRCs are currently required when changing your gender marker on your birth certificate or with the Department for Work and Pensions (DWP). It is unlawful to demand evidence of a GRC. It is important to note that many trans people do not have a GRC and there is not currently a non-binary gender marker option.

Gendered Intelligence provides [guidance](#) that may be helpful on how trans people can change their gender marker.

## General Data Protection Regulations (2018)

General Data Protection Regulations (GDPR) govern the way in which organisations use, process, and store personal data. Under GDPR, trans identity and medical transition constitute 'Special Category' data. Therefore, information relating to a person's trans status cannot be recorded, or passed to another person, unless conditions under Article 9 of the GDPR for processing special category data are met.

Information Commissioner's Office gives more information in the [guidance on their website](#) about this special category data.

## The Law Quiz

Question 1: Which of the below options do you need a Gender Recognition Certificate in order to change your gender marker? (Please identify the two correct answers).

1. Driving License
2. Passport
3. Department for Work and Pensions
4. UK Birth Certificate

## Pronouns Section

In this section, you will understand what pronouns are and why it is important to use the pronouns someone asks you to use.

## What are pronouns?

We all use pronouns in place of nouns when we communicate (eg, I, you, it, we). We may also use gender pronouns to refer to people (eg, she/her, he/him, they/them, xe/xim).

Some people may use a combination of pronouns, such as he/they. This means that this person is comfortable for people to refer to them using both he/him/his and they/them/their pronouns.

Most people have pronouns that they feel comfortable with other people using to refer to them.

We should all address and refer to others using the pronouns that are correct for them. Using a person's pronouns is a form of respect and validation.

## Using pronouns in everyday conversation

Let's think about how we may already use pronouns in our everyday conversations.

Please select the following cards to flip them over:

- "When the summer holidays ended, she went back to school."
- "A person left their phone at that table, could you keep it behind the till in case they come back to collect it?"
- "Have you visited Lorenzo's new bakery? He said that it's doing really well so far."

Everyone has pronouns that they like to be referred to, including gendered pronouns such as she/her/hers, and gender-neutral pronouns, such as they/them/theirs. In some cases, some people may prefer to be referred to by a combination of pronouns, such as he/they, which means that they use both he/him/his and they/them/their pronouns.

It is also important to note that pronouns have been used for decades. In addition, "they" can be a singular pronoun, as shown in Shakespeare's *The Comedy of Errors* "There's not a man I meet but doth salute me. As if I were their well-acquainted friend".

Some people may use neopronouns such as xe/xir or ze/zih. Neopronouns refer to sets of pronouns that were developed in the 19th century and are

intended to be used without the context of gender.

## How do I know what pronouns someone uses?

It is not always possible to infer a person's pronouns from how they present. This includes how someone may appear, or by the name they use. By assuming what pronouns someone uses, people can, for example, misgender people with gender-neutral names such as Alex or Sam.

If you do not know what pronouns someone uses, all you need to do is ask! The process of doing this is similar to how you would share your name. If you feel comfortable, you can say what your pronouns are before asking others for their pronouns.

If the other person does not feel comfortable disclosing their pronouns, that is ok. This is because sharing pronouns is a personal choice. A good principle is to use someone's name until you know what pronouns they use. You can also use they/them/their pronouns until you know the pronouns a person uses.

However, if you know a person doesn't use they/them/their pronouns then don't use these pronouns to refer to this person. Also, people may use different pronouns in different situations. This could be for a number of reasons, including that they may not be 'out' with everyone. A useful way to remember is if a person requests that you use specific pronouns, you should respect the wishes of that person. If the person asks you to use specific pronouns around different people eg "he/him/his" pronouns in one setting, and "they/them/their" in another, respect this and ask how they may want you to correct others for using the incorrect pronouns (if they want you to correct others at all!).

## Reflection task:

Imagine yourself in the following scenario as you reflect on what we have learned thus far:

You are a new employee called Alex who has recently joined the University. You are a cisgender woman called Alex who uses she/her/hers pronouns, and

people refer to you as "him". You may also be a cisgender man called Alex, who uses he/him/his pronouns, and people refer to you as "her".

**How would this make you feel? What would you do to correct people?**

**How would you expect people to respond and change their behaviour?**

### How do I share my pronouns?

If you are cisgender, sharing your pronouns shows solidarity with trans peers as it provides reassurance that you try not to make assumptions about what pronouns people use. If you have managerial responsibilities or chair meetings, you can make a real difference by sharing your pronouns. This is because you will be helping to create more respectful and inclusive spaces by normalising pronoun disclosure. However, as stated previously, sharing pronouns is a personal choice. There are many reasons why some people may not share their pronouns, such as if they are in the process of transitioning and they are not sure what pronouns they use. Therefore, if people do not want to share their pronouns, we should respect their decision.

While using the right pronouns is of particular significance to the LGBT+ community, it is also true that everyone uses pronouns. Therefore, it is important that we use the correct pronouns for everyone to show people that we respect and accept them as they are.

If you feel comfortable doing so, below are some ways that you can share the pronouns you use:

1. Your email signature, eg "My pronouns are she/her"; "I use she/her pronouns".
2. Introductions in, for example, meetings: "My name is Joe Bloggs, my pronouns are he/they, and I work in the Student Education team".
3. Alongside your name in meeting minutes, team structure charts, and name lists.
4. When introducing yourself to others, eg, "I'm Felicity and I use she/her pronouns".

## Pronouns Quiz

Question 1: What are some of the ways you could share your pronouns?  
(Please identify the three correct answers).

1. During meetings introductions.
2. In written / spoken communication
3. In name lists
4. Demanding people share their pronouns with you

## Gender Inclusive Language Section

This page will teach you about how the way we may use language can have an impact on others, as well as some common examples of how gendered language shows certain biases we may, or may not, be aware of.

### An overview of gendered language

Gendered language can reinforce certain stereotypes, narratives, and biases, which are often untrue.

Some examples include:

1. "Good evening, ladies and gentlemen".
  - a. This statement excludes those whose gender identity is outside of the binary. By doing this, it reinforces the narrative that gender is binary.
  - b. Instead, consider using "Good Evening, everyone" or "Good Evening, folks".
2. "We need more manpower to complete this task".
  - a. This perpetuates the stereotype that men are stronger and more important.
  - b. Instead, consider using "We need more help to complete this task" or "We need others to help us with this task"
3. "I don't think I know that Professor, I'll set up a meeting with him"

- a. According to this stereotype, men are more likely to hold senior positions. This assumption makes it harder for certain genders from reaching more senior positions.
- b. Instead, consider using a gender-neutral alternative such as: “I don’t think I know that Professor, I’ll make sure to introduce myself to them”. You can also use: “I don’t think I know that Professor, I’ll make an effort to get to know them next time”.

## How does language have such a big impact?

The gender binary is the belief that there are only two genders; man and woman. However, gender isn't binary.

Gendering things unnecessarily reinforces sexist views that different genders should do different things. Most of the time, you can use a gender-neutral alternative. For instance, you can use "firefighter" instead of "fireman". The expectations associated with different genders can also influence people's lives. This can include people's career choices, clothes, the toys people give to you as a child, and hobbies.

Using gendered language can also exclude people who fall outside of the binary, such as non-binary and agender people.

Unknowingly, the language we use may be reinforcing certain stereotypes within society. This is why it is important that we challenge the language we use.

## Gender Inclusive Language Quiz

Choose all gender-neutral alternatives that are good to use in social interactions and communication. (Please identify the three correct answers)

1. Chair
2. Mankind
3. Firefighter
4. Folks

## Section: Can I be a good ally?

Here you will learn about allyship and some steps you can take to be an ally to trans people.

### What does it mean to be an “ally”?

When you advocate for the end of discrimination alongside a marginalised group, people may consider you an ally. Being an ally is an active process that requires people to stand up against injustice targeted at disadvantaged or underrepresented people.

Anyone can be an ally. Allyship works best when there is strength in numbers. Our University community must commit to achieving meaningful and lasting change if we are to create a more inclusive environment.

Take a moment to think about the following question in relation to the above information:

If not you, then who?

### What steps can I take to be an ally to trans people?

There are several ways you can be an ally to your trans colleagues and peers, such as:

- Respect people’s gender identity and expression.
- Do not tell people about another person’s gender identity or deadname unless given permission by that person to share. This is because you can't be sure that this won't 'out' the person and put them in danger. Keep documents with a person's previous name or gender confidential, as this is a legal requirement.
- Refer to people in line with how they want other people to address them. Use the name, and pronouns, people ask you to. Do not ask what people’s deadname is, and do not use it. Doing so is rude and disrespectful.



- Encourage people to share pronouns in meetings if they feel comfortable to. You can do this when chairing meetings or recruitment panels. For example, consider starting the meeting by saying: “Let's go around the room. Could everyone please say their name, their role, and their pronouns if they feel comfortable to”.
- Offer up your pronouns if you feel comfortable to! This will help others to do the same. For example, “My name is Joe Bloggs, my pronouns are he/him, and I work in the Faculty of Medicine and Health”.
- Be an ally in all environments, not only the spaces where you think you should. If you feel comfortable doing so, you can share your pronouns with external partners or third party individuals. This will show our University's equality, diversity, and inclusion values.
- Include your pronouns alongside your name where possible (but only if you feel comfortable to do so). You can do this in your email signature, on name badges, meeting minutes, team structure charts, and lists.
- Use gender-neutral language. We shouldn't gender things unnecessarily. For instance, you can use the term “Police Officer” instead of using “Policeman”.
- Until you know someone’s pronouns, you can use their name to refer to them. You can also use they/them/their pronouns, but remember that if a person requests you to use certain pronouns, you should do this.
- Show your support. There are many ways to demonstrate solidarity, such as wearing a rainbow lanyard, placing a rainbow flag in your office, etc. You can also use a pronouns pin badge, which can be a way to share your pronouns.

## What happens if I ‘get it wrong’?

Allyship is a continual and active learning process, so there may be times when we get it wrong. When missteps do happen, it is important we are open to listening, learning, and changing our behaviour. This is so we do not make the same misstep again. We must respond with respect, dignity, and kindness.

One example could be when you use the wrong pronouns to refer to somebody when you first meet them. If you do use the wrong pronouns, make sure to listen to how the person wants others to refer to them, apologise, correct yourself, and move on. Make sure to use the correct pronouns next

time. This is because people will perceive repeated misgendering as harmful, even if this was not the intention.

On the other hand, when other people make missteps, we may want to encourage them to change their behaviour. To do so, we need to understand the difference between 'calling people out', and 'calling people in'. If you call someone out, you let them know their comment was hurtful in a public space where others can hear. If you call someone in, you speak with them in private about why their comment was hurtful to yourself or others. Both approaches may work in different scenarios and there may be many variables that influence which approach to take. What is most important is to ask the person(s) affected how best you can help, if at all. Also, if you are raising the misstep with someone, it is important to focus on the behaviour, rather than the person.

One of the biggest obstacles in advancing equality is apprehension. Many variables can cause this, but mainly, it is the fear of making a mistake or appearing ignorant that causes the anxiety. We all need to confront this fear and lean into our vulnerability to further our learning.

To facilitate the above, people need the space to develop their knowledge in psychologically safe conditions. We need to encourage everyone to share their experience. By having a collective understanding we can empower curiosity through self-learning. Note that these safe spaces do not mean non-critical spaces. We must critically challenge our own, and others, thinking to better the experience of all people.

## Summary.

In this section, you will reflect on what you have learnt throughout the module.

## What have we covered?

In this training module, you have learned about a variety of topics related to trans inclusion.

These include:

1. Key terminology
2. Pronouns
3. Gender-inclusive language
4. How to be a good ally
5. What to do if you get it wrong
6. Why this training is relevant to everyone
7. What steps you can take to contribute to make our University community more inclusive

### Post-Training Questions

1. Rate your knowledge of pronouns:
  - a. Excellent
  - b. Good
  - c. Moderate
  - d. Poor
  - e. Very poor
2. How confident do you feel in using gender inclusive language rather than gendered language (e.g. ladies and gentlemen)?
  - a. Extremely confident
  - b. Very confident
  - c. Somewhat confident
  - d. Little confident
  - e. Not confident at all
3. How would you rate your confidence in your ability to support trans people?
  - a. Excellent
  - b. Good
  - c. Moderate
  - d. Poor
  - e. Very poor
4. How would you rate your current knowledge of the different gender identities (e.g. transgender, non-binary, agender)?

- a. Excellent
- b. Good
- c. Moderate
- d. Poor
- e. Very poor

5. Rate your knowledge of the Equality Act 2010, Public Sector Equality Duty:

- a. Excellent
- b. Good
- c. Moderate
- d. Poor
- e. Very poor

### [Additional Resources Section.](#)

On this page there are links to other resources or organisations that you may find helpful.

Resources at the University of Leeds.

Pearn Kandola

Please take a look at Pearn Kandola's ["Education and Celebration: How to take pride in your LGBT+ Employees" webinar series](#) for more information on the topics discussed in this module. You can find out more about pronouns in their "Gender Pronouns: More than just email footers" webinar, and more about allyship in their "Allyship: Beyond Pride" webinar.

Please note: if you are a member of staff or a student at University of Leeds, you can directly access some of the Pearn Kandola webinars at the university [OD&PL website](#).

University of Leeds LGBT+ Staff Network

Open to all LGBT+ staff and PhD students and works to ensure that their views and concerns are represented at the University. You can join the [LGBT+ Staff Network](#) by emailing [LGBT@leeds.ac.uk](mailto:LGBT@leeds.ac.uk)

## Leeds University Union's LGBT Society

A group for LGBT+ students at the University of Leeds that provide a community, support, and activities for its members. You can [join the LUU LGBT Society](#) for the support and more information.

## University Support

The [Dignity and Mutual Respect Policy](#) at the University of Leeds outlines that “every member of staff has the right to work in a supportive environment, free from harassment, bullying and victimisation. Similarly, every student at the University has the right to study and be taught in an environment that is supportive and free from such behaviours.”.

For staff, if you feel that you are being harassed, bullied, or victimised, or witness such behaviour, you can talk to your line-manager and/or your [Faculty/Service HR team](#) about this.

For students, you can report harassment through the University's [online reporting system](#). There is also [a number of other services](#) to support you. Additionally, if you are a student within the Faculty of Medicine and Health, you can contact the [Freedom to Speak Up Guardians](#), Robina Mir and Farhana Mulla, should you experience or witness harassment and would like to explore what option is right for you.

## [Information about other relevant organisations external to the University](#)

### TransLeeds

TransLeeds is a support and advocacy groups for trans people in Leeds. This group runs events and provide practical support.

There is more information [on the TransLeeds website](#).

## Stonewall

Charity which supports, and advocates for, lesbian, gay, bi, trans, queer, questioning, and ace (LGBTQ+) people.

There is more information [on Stonewall's website](#).

## Gendered Intelligence

Charity that provides education on gender identity, as well as support and advice for trans people.

There is more information [on Gendered Intelligence's website](#).

## Mermaids UK

Supports trans, non-binary, and gender-diverse people up to 20 years old to explore their gender, as well as the people involved in their care to sensitively navigate the challenges potentially faced.

There is more information on [the Mermaids website](#).

Thank you for completing the module.