



Handbook

LGBTHC2 – VTCT (Skillsfirst) Level 2 Certificate in LGBT
Inclusivity in a Health and Social Care Environment
(RQF)

603/5552/9

Version 3.0

About Skillsfirst

VTCT is a market-leading Awarding, Assessment and End-point Assessment (EPA) Organisation offering vocational and technical qualifications in a range of 'services to people' sectors.

The VTCT group of companies are comprised of three innovative awarding brands: VTCT, ITEC and Skillsfirst. Together they have over 2,500 approved centres in over 40 countries across the world.

The qualifications suite offered by VTCT (Skillsfirst) spans a range of sectors including Childcare, Business Services, Health & Social Care, Recruitment and Social Media.

For more information visit us at www.vtct.org.uk and www.skillsfirst.co.uk, contact our dedicated Customer Support Team via email at customersupport@vtct.org.uk and customerservices@skillsfirst.co.uk or call 0121 270 5100

All material in this publication is copyright of VTCT © Vocational Training Charitable Trust, 2023.

Contents

About Skillsfirst	2
Contents	3
1 Qualification at a glance.....	4
2 Qualification information.....	5
2.1 Qualification aim and design	5
2.2 Progression opportunities.....	5
3 Qualification structure	6
4 Centre requirements.....	7
4.1 Resources	7
4.2 Occupational expertise of those who deliver, provide expert witness, assess performance, moderate/verify assessments.....	7
4.3 Deliverers, assessors and internal moderators/verifiers	7
4.4 Continuous professional development (CPD).....	7
4.5 Total Qualification Time (TQT)	7
5 Assessment	8
5.1 Summary of assessment methods	8
5.2 Suggested delivery strategy	8
5.3 Characteristics of assessment guidance	8
5.4 Types of evidence	8
5.5 Professional discussion	8
5.6 Simulation and witness testimony.....	9
5.6.1 Simulation	9
5.6.2 Witness testimony	9
5.7 Recognition of prior learning (RPL)	9

1 Qualification at a glance

Qualification title	VTCT (Skillsfirst) Level 2 Certificate in LGBT Inclusivity in a Health and Social Care Environment (RQF)
Qualification number	603/5552/9
Product code	LGBTHC2
Age range	There are age limits attached to learners undertaking this qualification as this qualification is not approved for learners under the age of 16.
Total Qualification Time (TQT)	242
Guided Learning (GL) hours	200
Assessment	To be awarded this qualification, learners must successfully achieve the following assessments: <ul style="list-style-type: none">• Portfolio of evidence
Entry requirements	There are no formal entry requirements for learners undertaking this qualification; however, centres must ensure that learners have the potential and opportunity to gain evidence for the qualification in the work place.
Support materials	Support materials can be found on the website (if applicable)

2 Qualification information

2.1 Qualification aim and design

This qualification has been developed for learners who need to be more aware of how to comfortably interact with and support lesbian, gay, bisexual and trans (LGBT) people in a health and social care environment.

It has been designed to make learners aware of the LGBT history and culture and the impact of language, stereotyping and assumptions relating to LGBT people. It also explores the barriers to care for LGBT people and how cultural beliefs, religion, faith and values can impact on LGBT people. It also looks at the collection of LGBT personal data and information and considers how to promote mental well-being for LGBT people. The qualification also covers specialist areas of care which relate to a LGBT person with learning difficulties, dementia or requiring end of life care.

The range of units contained in this qualification will enable the learner to gain an understanding of the history and culture of the LGBT movement, some of the barriers to receiving care, as well as the importance of using appropriate language, not stereotyping nor making assumptions about LGBT people. It also enables the learner to know the need for LGBT personal data and information to be collected, the need for positive partnership working for LGBT people receiving care and how to promote and support mental well-being for LGBT people. The learner will also gain an understanding in how cultural and religious beliefs impact on LGBT people receiving care and how stigma and discrimination negatively impacts the mental health of LGBT people.

The specialist units contained in this qualification will enable the learner to gain an understanding of how to provide support to LGBT people with a learning disability, how dementia impacts on LGBT people and how to respond sensitively to the wishes of an LGBT person at end of life. This qualification could also prove invaluable toward the learner's personal and career development.

2.2 Progression opportunities

On completion of the Skillsfirst Level 2 Certificate in LGBT Inclusivity in a Health and Social Care Environment (RQF), it might be possible to progress into further learning, employment or onto Skillsfirst vocationally-based qualifications, such as the:

- VTCT (Skillsfirst) Level 2 Certificate in LGBT Inclusivity in the Workplace (RQF)
- VTCT (Skillsfirst) Level 2 Award in Awareness of Dementia (RQF)
- VTCT (Skillsfirst) Level 2 Diploma in Care (RQF)

or similar vocationally-based qualifications.

3 Qualification structure

To be awarded the VTCT (Skillsfirst) Level 2 Certificate in LGBT Inclusivity in a Health and Social Care Environment (RQF) learners must achieve all mandatory units

The minimum TQT required to achieve this qualification is **242**.

Product code	Unit title	Level	GLH	Unit reference number
Mandatory units (Group M):				
LGBT1	Lesbian, gay, bisexual and trans history and culture	2	24	M/617/8631
LGBT2	Language, stereotyping and assumptions relating to lesbian, gay, bisexual and trans people	2	28	T/617/8632
LGBT5	Barriers to care for LGBT people	2	25	Y/617/9580
LGBT6	Collecting LGBT personal data and information	2	31	D/617/9581
LGBT7	Cultural beliefs, religion, faith and values and their impact on LGBT people	2	21	H/617/9582
LGBT8	Promote mental well-being for LGBT people	2	25	K/617/9583
LGBT9	Support LGBT people with learning disabilities	2	30	M/617/9584
LGBT10	Living with dementia as an LGBT person	2	24	T/617/9585
LGBT11	Support a LGBT person at end of life	2	24	A/617/9586

4 Centre requirements

4.1 Resources

Centres must possess the physical resources needed to support the delivery of the programme and the assessment of knowledge and skills, which should therefore be of industry standard. Where specific resources are required these have been indicated in individual units.

4.2 Occupational expertise of those who deliver, provide expert witness, assess performance, moderate/verify assessments

This handbook provides details of the assessment strategy, which centres will need to apply in order to assess and quality assure the Skillsfirst Level 2 Certificate in LGBT Inclusivity in a Health and Social Care Environment (RQF) and includes the:

- occupational expertise of those who deliver, assess and moderate/verify assessments
- continuous professional development
- summary of assessment methods

4.3 Deliverers, assessors and internal moderators/verifiers

Deliverers, assessors and internal verifiers (IVs) are appointed by the recognised centre and approved by Skillsfirst Awards through the external verifier (EV). The centre must demonstrate that they have deliverers/assessors/IVs with current Care and LGBT knowledge and understanding and can provide evidence of inclusive practice. In addition to this, the centre will need to provide evidence that deliverers/assessors have completed a learning/delivery programme.

While the Training, Assessment and Quality Assurance (TAQA) units and the assessor/verifier (A/V) units are valued as qualifications for centre staff, they are not currently a requirement for these qualifications. However, staff should hold, or be working towards, teaching/training qualifications and have sufficient experience and/or qualifications for competent delivery and assessment of the unit.

Centre staff may undertake more than one role, e.g. tutor and assessor or internal verifier, but must never internally verify their own assessments.

4.4 Continuous professional development (CPD)

Centres are responsible for ensuring that assessors and IVs plan and maintain their CPD. Centres are also expected to support their assessors and IVs in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and verification, and that it takes account of any national or legislative developments. Centres may have generic criteria and personnel specifications in addition to the above.

4.5 Total Qualification Time (TQT)

Each qualification has a Total Qualification Time (TQT) value based on the total number of hours learning required to achieve it. The TQT value reflects the number of supervised learning hours required to achieve the knowledge and assessment requirements, plus the length of time a learner would need to take to achieve the skills and capabilities to be deemed competent. All RQF qualifications are subject to an evaluation process to determine their fitness-for-purpose.

5 Assessment

5.1 Summary of assessment methods

For the VTCT (Skillsfirst) Level 2 Certificate in LGBT Inclusivity in a Health and Social Care Environment (RQF), learners will be required to provide a portfolio of evidence which meets all the assessment criteria within all of the units.

5.2 Suggested delivery strategy

Deliverers should familiarise themselves with the structure, content and assessment requirements of the units within the qualification before designing a learning programme. It is suggested that centres design learning programmes that

- best meets the needs and capabilities of their learners and
- satisfies the learning outcomes and assessment criteria of the unit

Delivery of the programme could be either classroom-based or e-learning, or a blended approach.

5.3 Characteristics of assessment guidance

The learner may produce evidence from a range of examples (as outlined below) which should be recorded in some form. A record of evidence will confirm to the assessor their confidence in the learner's breadth and depth of knowledge and understanding in being able to competently meet the functional requirements of all the units. The assessor will need to be assured that the learner can meet all the learning outcomes of a unit and pass all the assessment criteria of a unit.

An assessor may request additional evidence if they are not satisfied with the evidence presented by the learner. If this occurs, it may need to be agreed in partnership with the learner and the assessor.

5.4 Types of evidence

Evidence is not required in any pre-set format and may be of many types and from diverse sources. Examples of types of evidence might include:

- learner statement
- notes
- review and tutorial records
- report
- diary
- worksheet
- audio/video recorded
- discussion/presentation/interview
- assessor observation
- witness statement
- product
- workbook/e-assessment

Please note that centres are not restricted to the types of evidence listed above.

5.5 Professional discussion

Professional discussion is encouraged as a supplementary form of evidence to confirm a learner's competence. Such discussions should not be based on a prescribed list of questions, but be a structured discussion which enables the assessor to gather relevant evidence to ensure the learner has a firm understanding of the standard being assessed.

5.6 Simulation and witness testimony

Simulation or witness testimony is warranted where the centre can demonstrate that performance evidence has been impossible to obtain.

5.6.1 Simulation

Simulation can only be used to assess learners where the opportunity to assess naturally occurring evidence is unlikely or not possible. All units within this qualification can be solely achieved by simulation.

5.6.2 Witness testimony

Skillsfirst recognises the use of occupationally competent witness testimony and expert witness testimony as appropriate methods for assessors to collect evidence on a learner's performance.

Witness testimonies can also be obtained from people who are not occupationally competent and do not have a knowledge of the national occupational standards.

5.7 Recognition of prior learning (RPL)

RPL is a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a component of a qualification through knowledge, understanding or skills that they already possess and do not need to develop through a course of learning. Should any opportunities for RPL be identified, it is important that a complete process of recognising prior experience and learning is undertaken, by ensuring that:

- it covers relevant or appropriate experience for previous activities, as well as accredited learning and qualifications
- it is incorporated into the assessment planning, with details of how this will take place
- mapping of prior learning to the national occupational standards to identify gaps is documented and auditable
- assessment methods or processes for recognising prior experience and learning, are documented and made available to the external verifier
- the audit trail covers the whole process and methodology of RPL
- the authenticity and currency of presented evidence is established by the assessor

This evidence will need to be referenced clearly on recording documentation and will need to be appropriately authenticated and validated, perhaps by an employer or expert witness.

Assessment must be valid and reliable to ensure the integrity of the award. The evidence gathered must meet the standards of the qualification or component and the assessment process must be subject to the same quality assurance procedures as any other assessment process.

In summary, evidence submitted to the RPL process must:

- be authentic and prove conclusively that RPL is based on the learner's own work;
- meet the requirements of the current the skills and knowledge requirements and be appropriate to the content of the component or qualification being considered for RPL;
- be sufficient to conclusively prove consistency of learner performance in meeting the skills and knowledge requirements

6 Units

Unit Handbook

LGBT1 – Lesbian, gay, bisexual and trans history and culture

Unit reference number: M/617/8631

Level: 2

Guided Learning (GL) hours: 24

Unit aim

The aim of this unit is to develop learners' knowledge and understanding of the lesbian, gay, bisexual and trans movement, its history and the significance of related legislation.

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Introduction to the lesbian, gay, bisexual and trans (LGBT) movement

LO2 Understand the history of the lesbian, gay, bisexual and trans (LGBT) movement

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Legislation must include:

- The Sexual Offences Act 1967
- Age of Consent Act 1998
- Employment Equality (Sexual Orientation) Regulations 2003
- Civil Partnership Act 2004
- The Gender Recognition Act 2004
- The Marriage (Same Sex Couples) Act 2013

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Introduction to the lesbian, gay, bisexual and trans (LGBT) movement	1.1 Describe the aims of the LGBT movement
	1.2 Define the term: <ul style="list-style-type: none"> • lesbian • gay • bisexual • transgender
	1.3 Explain the implications of Section 28 of the Local Government Act 1988 and its subsequent repeal in 2003 to the LGBT community
	1.4 Explain why Gay Pride was established
	1.5 Describe the work of: <ul style="list-style-type: none"> • the Homosexual Law Reform Society • the Beaumont Society • Stonewall <p style="text-align: center;">to promote and support the LGBT community</p>

Learning Outcome	Assessment Criteria
LO2 Understand the history of the lesbian, gay, bisexual and trans (LGBT) movement	2.1 Describe the significance of the Wolfenden Committee report to the LGBT movement
	2.2 Explain the role of legislation in securing the rights of the LGBT community

LGBT1 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

LGBT2 – Language, stereotyping and assumptions relating to lesbian, gay, bisexual and trans people

Unit reference number: T/617/8632

Level: 2

Guided Learning (GL) hours: 28

Unit aim

The aim of this unit is to develop learners' knowledge and understanding of the impact of language, stereotyping and assumptions relating to lesbian, gay, bisexual and trans people.

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Understand the impact of language relating to lesbian, gay, bisexual and trans (LGBT) people

LO2 Understand the impact of stereotyping and assumptions relating to lesbian, gay, bisexual and trans people

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

None

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the impact of language relating to lesbian, gay, bisexual and trans (LGBT) people	1.1 Explain the difference between sexual orientation and gender identity
	1.2 Describe the correct terminology to be used when discussing LGBT people
	1.3 Explain the impact of using pejorative or outdated terms to describe LGBT people

Learning Outcome	Assessment Criteria
LO2 Understand the impact of stereotyping and assumptions relating to lesbian, gay, bisexual and trans people	2.1 Provide examples of assumptions that are made about people who identify as: <ul style="list-style-type: none"> • lesbian, • gay • bisexual • transgender • heterosexual/straight
	2.2 Explain the impact of perpetuating stereotyping about LGBT people
	2.3 Explain the impact of making assumptions that everyone is heterosexual
	2.4 Describe the experience of 'coming out' as a LGBT person
	2.5 Describe the implications in the workplace for 'coming out' as a LGBT person

LGBT2 Document History

Version	Issue Date	Changes	Role
1.0	03/02/2023	Rebrand	Regulation Officer

Unit Handbook

LGBT5 – Barriers to care for LGBT people

Unit reference number: Y/617/9580

Level: 2

Guided Learning (GL) hours: 25

Unit aim

The aim of this unit is to develop learners' knowledge and understanding of the attitudes towards LGBT people requiring a care service and the need for inclusive environments within care for members of the LGBT community.

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Understand the attitudes towards LGBT people requiring a care service

LO2 Understand the need for inclusive environments within care for LGBT people

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Inclusive environments should reflect person-centred care and create a surrounding in which LGBT people feel comfortable. This would include appropriate methods of communication, terminologies and phrases, as well as non-discriminatory facilities such as gender-neutral toilets.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the attitudes towards LGBT people requiring a care service	1.1 Identify the different negative attitudes towards LGBT people requiring a care service
	1.2 Describe the range of attitudes of other service users' and visitors' towards LGBT people receiving a care service
	1.3 Explain how to acknowledge, respect, and affirm someone's LGBT identity and their feeling of self-worth in a care setting
	1.4 Describe heterosexual assumptions about providing care services for LGBT people

Learning Outcome	Assessment Criteria
LO2 Understand the need for inclusive environments within care for LGBT people	2.1 Explain The Equality Act 2010 in relation to: <ul style="list-style-type: none"> • direct discrimination of LGBT people receiving a care service • indirect discrimination of LGBT people receiving a care service • harassment of LGBT people receiving a care service • victimisation of LGBT people receiving a care service
	2.2 explain how to promote inclusive environments for LGBT people

LGBT5 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

Unit Handbook

LGBT6 – Collection of personal data and information from LGBT people

Unit reference number: D/617/9581

Level: 2

Guided Learning (GL) hours: 31

Unit aim

The aim of this unit is to develop learners' knowledge and understanding of the need for LGBT personal data and information to be collected and the legislation covering the personal data and information of LGBT service users.

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Understand the need for LGBT personal data and information to be collected

LO2 Understand the legislation covering LGBT service users personal data and information

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

None

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the need for LGBT personal data and information to be collected	1.1 Explain how collecting personal data and information can be used to improve a care service for LGBT people
	1.2 Explain the importance of treating LGBT service users personal data and information sensitively and confidentially
	1.3 Identify those who could have access to LGBT service users personal data and information
	1.4 Describe the reasons for limiting access to LGBT service users personal data and information

Learning Outcome	Assessment Criteria
LO2 Understand the legislation covering LGBT service users personal data and information	2.1 Explain the storage and retrieval of personal data and information under the General Data Protection Regulations (GDPR)
	2.2 Explain the purpose of a Gender Recognition Certificate (GRC)

LGBT6 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

Unit Handbook

LGBT7 – Cultural beliefs, religion, faith and values and their impact on LGBT people

Unit reference number: H/617/9582

Level: 2

Guided Learning (GL) hours: 21

Unit aim

The aim of this unit is to provide learners with an introduction to cultural and religious beliefs and their impact on LGBT people receiving care and to develop learners' knowledge and understanding of the need for positive partnership working for LGBT people receiving care.

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Introduction to cultural and religious beliefs and their impact on LGBT people receiving care

LO2 Understand the need for positive partnership working for LGBT people receiving care

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Positive partnership working is ensuring that the individual's care needs are fully met by bringing together staff and organisations, so that they can benefit from pooled expertise and resources, including specialist expertise in dementia and/or learning difficulties.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Introduction to cultural and religious beliefs and their impact on LGBT people receiving care	1.1 Describe the cultural beliefs that can impact on LGBT people receiving care
	1.2 Describe the religious beliefs that can impact on LGBT people receiving care
	1.3 Explain how other services users' and visitors cultural beliefs, religion, faith and values might impact on LGBT people receiving a care service

Learning Outcome	Assessment Criteria
LO2 Understand the need for positive partnership working for LGBT people receiving care	2.1 Explain the importance of positive partnership working for LGBT people receiving care
	2.2 Describe how to promote positive partnership working for LGBT people receiving care

LGBT7 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

Unit Handbook

LGBT8 – Promote mental well-being for LGBT people

Unit reference number: K/617/9583

Level: 2

Guided Learning (GL) hours: 25

Unit aim

The aim of this unit is to develop learners' knowledge and understanding of the principles of mental well-being, how to promote and support mental well-being for LGBT people and how stigma and discrimination negatively impacts on their mental health.

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Understand the principles of mental well-being

LO2 Understand how stigma and discrimination negatively impacts the mental health of LGBT people

LO3 Understand how to promote and support mental well-being for LGBT people

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

None

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the principles of mental well-being	1.1 Describe what is meant by mental well-being
	1.2 Explain the importance of having a good mental well-being

Learning Outcome	Assessment Criteria
LO2 Understand how stigma and discrimination negatively impacts the mental health of LGBT people	2.1 Describe how: <ul style="list-style-type: none"> • homelessness • substance misuse • homophobia can have a negative impact on the mental health of LGBT people
	2.2 Explain how stigma and discrimination increases the risks to: <ul style="list-style-type: none"> • older people • children and young people • people at risk from the LGBT community
	2.3 Explain why LGBT people are at more risk of developing: <ul style="list-style-type: none"> • suicidal behaviour • self-harm strategies • depression • anxiety compared to the rest of the population

Learning Outcome	Assessment Criteria
LO3 Understand how to promote and support mental well-being for LGBT people	3.1 Describe how to create a positive care environment for LGBT people
	3.2 Explain ways to promote and support mental well-being for LGBT people

LGBT8 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

Unit Handbook

LGBT9 – Support LGBT people with learning disabilities

Unit reference number: M/617/9584

Level: 2

Guided Learning (GL) hours: 30

Unit aim

The aim of this unit is to develop learners' knowledge and understanding of the need for support for LGBT people with a learning disability and how to provide this support.

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Understand the need for support for LGBT people with a learning disability

LO2 Understand how to provide support to LGBT people with a learning disability

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

None

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the need for support for LGBT people with a learning disability	1.1 Describe the importance of providing support for LGBT people with a learning disability
	1.2 Explain the reasons for a lack of support for LGBT people with a learning disability
	1.3 Describe the importance of person centred planning for LGBT people with a learning disability

Learning Outcome	Assessment Criteria
LO2 Understand how to provide support to LGBT people with a learning disability	2.1 Describe how to support an LGBT person with a learning disability to make informed choices and personal relationships of their choice
	2.2 Describe how to meet: <ul style="list-style-type: none"> • multiple needs • choices • protected characteristics of an LGBT person with a learning disability

LGBT9 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

Unit Handbook

LGBT10 – Living with dementia as an LGBT person

Unit reference number: T/617/9585

Level: 2

Guided Learning (GL) hours: 24

Unit aim

The aim of this unit is to provide the learners with an introduction to dementia and to develop the learners' knowledge and understanding of how dementia impacts on LGBT people.

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Introduction to dementia

LO2 Understand how dementia impacts on LGBT people

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Sexual orientation is a term used to refer to a person's emotional, romantic and sexual attraction to individuals of a particular gender (male or female). Sexual orientation is usually divided into three categories:

Heterosexual - attracted to individuals of the opposite sex

Bisexual - attracted to members of either sex

Homosexual - attracted to individuals of one's own sex

Gender identity is the personal sense of one's own gender. Gender identity can correlate with a person's assigned sex at birth or can differ from it. Gender expression typically reflects a person's gender identity, but this is not always the case.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Introduction to dementia	1.1 Describe what is meant by the term 'dementia'
	1.2 Explain why dementia should be viewed as a disability
	1.3 Describe the causes of dementia
	1.4 Describe the signs and symptoms of dementia

Learning Outcome	Assessment Criteria
LO2 Understand how dementia impacts on LGBT people	2.1 Explain the impact that memory problems could have for an LGBT person trying to recognise their sexual orientation or gender identity
	2.2 Explain the impact of mistaken disclosure of sexual orientation or gender identity could have on the LGBT person and others
	2.3 Describe the impact of memory loss and regression to earlier life for an LGBT person
	2.4 Explain the difference between 'family of choice' and 'biological family'

LGBT10 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

Unit Handbook

LGBT11 – Support a LBGT person at end of life

Unit reference number: A/617/9586

Level: 2

Guided Learning (GL) hours: 24

Unit aim

The aim of this unit is to provide learners with the knowledge and understanding of how to respond sensitively to the wishes of an LGBT person at end of life and how to support their end of life care.

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Understand how to respond sensitively to the wishes of a LGBT person at end of life

LO2 Understand how to support a LGBT person's end of life care

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

None

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand how to respond sensitively to the wishes of an LGBT person at end of life	1.1 Explain the term 'next of kin' in relation to an LGBT person at the end of life
	1.2 Describe how: <ul style="list-style-type: none"> • social isolation • partners • family • friends • support services
	1.3 Describe the impact of religion and faith on a LGBT person's end of life care

Learning Outcome	Assessment Criteria
LO2 Understand how to support a LGBT person's end of life care	2.1 Describe the importance of advance care planning for an LGBT person
	2.2 Explain the purpose of a lasting powers of attorney (LPA) to support a LGBT person's end of life care

LGBT11 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

LGBTHC2 Document History

Version	Issue Date	Changes	Role
v3.0	31/01/2023	Formatting and re-branding. No content amendment.	Data Administrator