

# Promoting Inclusive Care: Utilising the LGBTQ+ Learning Framework for Enhanced Social Care



**(LGBTQ+)  
Care in Later Life**

A learning framework for knowledge, skills,  
values for working affirmatively with  
LGBTQ+ people in later life

Davyd Strahan-Hughes & Natasha Bartley

# (LGBTQ+) Care in Later Life

A learning framework for knowledge, skills, values for working affirmatively with LGBTQ+ people in later life

## Forewords



Pauline Smith

I am Pauline. I am a 74 year-old trans woman who was involved in the project. It is important to me that this framework was co-produced with the LGBTQ+ community. I heard about this opportunity through Pride in Ageing at the LGBT Foundation and saw it as an opportunity to make my voice heard.

Dr Adi Cooper OBE

I am very pleased to see the publication of this learning framework for knowledge, skills, values for working affirmatively with Lesbian, Gay, Bisexual, Trans, Queer and Questioning+ (LGBTQ+) people in later life.

## Forewords



Chief Executive  
Dr Paul Martin OBE  
LGBT Foundation

LGBT Foundation welcomes the commission of this framework by Skills for Care, as well as being part of an innovative partnership to make it happen which combined University of Strathclyde's excellence in teaching and research around social care with LGBT Foundation's expertise in working with LGBTQ+ communities across England.

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## **(LGBTQ+) Care in Later Life**

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# (LGBTQ+) Care in Later Life

# Why?



## Background

There's a growing and cumulative body of evidence illuminating the experiences of lesbian, gay, bisexual, trans and non-binary and queer and questioning (LGBTQ+) people in later life.

## Background

There's a lot to learn from LGBTQ+ people about their ageing experiences, their activism, and resilience and support networks.<sup>10</sup> Working with people in later life in the areas of diversity, rights and justice requires everyone to listen to their experiences of social care and to educate oneself and others on how to tackle the different forms of discrimination that LGBTQ+ people face in addition to ageism that affects people.

**I have had bad experiences with social services and carers, in respect that I was cautioned not to mention I am gay, in case a carer did not approve.**

- Harry, 74, London

# Who are LGBTQ+ people?

## What terminology?

Terminology around race, ethnicity and sexuality evolves continuously. It is important that you learn about preferred terminology used in your organisation and with the individuals you support. It is also important to remain actively conscious of changes.

The best advice when working in a person-centered way is to **ask** the person which terms, they prefer...

**Lesbian** - Refers to a woman who is emotionally and/or physically attracted to other women.

**Gay** - Refers to someone who is emotionally and/or physically attracted to people of the same gender.

Some women prefer to refer to themselves as a gay woman rather than lesbian, although the word gay is most commonly used in reference to men.

<https://sexualhealthdg.co.uk/lgbt-terminology.php>







# Who are LGBTQ+ people?

**Transgender** - An umbrella term for those whose gender identity or expression differs in some way from the gender assigned to them at birth and conflicts with the 'norms' expected by the society they live in. Included in the overall transgender umbrella are transsexual people, non-binary gender identities and cross-dressing people.

**Transsexual** - When a person's gender identity is different from the gender they were assigned at birth based on their biological sex. Transsexual people may have medical treatment, such as hormone treatment or surgery to bring their physical appearance more into line with their gender.

**Non-binary** - Non-binary people are those who don't feel male or female. They may feel like both or like something in between. They may have a gender that changes over time or they may not relate to gender at all.

**Bisexual** - A person who is emotionally and/or physically attracted to people of more than one gender or regardless of gender.

**Heterosexual/Straight** - Used to describe people who are emotionally and/or physically attracted to people of the 'opposite' gender.

**Cisgender** - Individuals who have a match between the gender they were assigned at birth, their bodies and their personal identity. In other words those who are not, or do not identify as transgender.

<https://sexualhealthdg.co.uk/lgbt-terminology.php>

# How the framework was developed

This framework was developed during March-July 2022, guided by an advisory group comprising representatives from key stakeholders.

## Phase One

We conducted a literature review to identify the key and most relevant research evidence on the experiences of LGBTQ+ people in later life. The full review can be seen in Appendix 1. This provided a baseline for identifying the understanding, knowledge, skills, values and insights needed by the social care workforce to work effectively with gender and sexually diverse communities. The review focused on the UK context and international sources were included where there were gaps or transferable examples of best practice. We then conducted a scoping exercise to identify any open learning resources on LGBTQ+ ageing. Some of these resources have been embedded in the framework but a full list of resources can be seen in Appendices 2 and 3.

From these two desktop activities, we developed a key list of 'subjects' aligned with four 'domains' and these provide a scaffold for the learning framework. Four advisory group members provided initial input and guidance on this initial structure at the end of phase one.

## Phase Two

LGBT Foundation (a national charity delivering advice, support and information services to lesbian, gay, bisexual and trans (LGBT) communities in England) facilitated three in-depth workshops with a diverse range of older LGBTQ+ people with lived experience. Discussion focused on their understanding of each subject area and why it was important. Participants shared key messages from their lived experience for the social care workforce, particularly about knowledge and values; their priorities for training and education and how learning opportunities should be designed and implemented; what they're looking for in terms of outcomes from those providing them and their peers with support and care.

## Phase Three

The framework content and structure were redrafted to include detail and guidance from the workshops. The proposed learning framework and selected appendices were shared with members of the advisory group.

## Phase Four

Advisory group members feedback was captured in writing and opportunities for discussion following which the framework was revised and finalised.





# Scope of the framework

The framework will be applicable to:

- social care employers
- social care employees
- trainers and educators
- people who draw on care and support and carers
- service commissioners
- regulators of social care
- voluntary, private and independent care providers sector
- policy makers working in governmental, private and voluntary sector provision.
- LGBTQ+ communities
- Independent advocates including Independent Mental Capacity Advocates
- the Higher Education sector in developing and benchmarking curriculum and assessment in the pre-qualifying professional education of those planning to enter the social care workforce
- the general public.



## Tiers of core knowledge and skills

The framework aims to describe core knowledge and skills, which are common and transferable across different types of service provision. Specialist or organisation specific skills and knowledge are outside the scope of the framework and we have signposted learners to a range of supplementary guides in the appendices. Learning outcomes may be locally determined to meet education and training needs in specific settings for example according to local context or policy. Whilst the subjects in the framework will be directly applicable to supporting LGBTQ+ people in later life and their carer's, some of it will be applicable to LGBTQ+ people across the lifecourse from other generations and to older people more widely, including those with intersecting needs with more diverse backgrounds. References to relevant national legislation, guidance and other frameworks are cross-referenced to help with these areas.

**Skills for Care refer to three tiers in the social care workforce:**

**Tier 1**

**Tier 2**

**Tier 3**

# How to use the framework

The framework is presented under four key areas or domains comprising nineteen subject areas.

**How the framework can support you?**

**Who is this framework for?**



# Training and assessment

The framework does not prescribe any particular training or teaching method. Research has shown<sup>19</sup> however that to have a positive impact on transfer of learning into practice and to provide a more sustainable approach, educators should:

- diversify the content of learning interventions to make them interesting, stimulating and relevant to practice
- approach LGBTQ+ education from an interdisciplinary perspective
- involve LGBTQ+ people in the design, delivery and evaluation of learning.

## Mapping the Domains and Subjects to the Tiers of the Workforce

Domains and Subjects	Tier 1	Tier 2	Tier 3
<b>DOMAIN A: LGBTQ+ Awareness and Affirming Practice</b>			
AD1: Awareness of LGBTQ+, history and culture	✓	✓	✓
AS2: Language, terminology and communication	✓	✓	✓
AS3: Legal framework, human rights and ethics	✓	✓	✓
<b>DOMAIN B: Health and Wellbeing in Later Life</b>			
BS4: LGBTQ+ inequalities in later life		✓	✓
BS5: Family, kinship, communities and networks	✓	✓	✓
BS6: Challenging discrimination, oppression and violence	✓	✓	✓
BS7: Participation, user involvement and co-production		✓	✓
<b>DOMAIN C: Personalised Care and Support</b>			
CS8: Intersectionality in LGBTQ+ ageing	✓	✓	✓
CS9: Support and care for LGBTQ+ individuals with dementia	✓	✓	✓
CS10: LGBTQ+ carers	✓	✓	✓
CS11: Sexuality and Intimacy in Later Life	✓	✓	✓
CS12: Trans and Non-Binary affirming care	✓	✓	✓
CS13: HIV and LGBTQ+ ageing	✓	✓	✓
CS14: Safeguarding LGBTQ+ adults in later life	✓	✓	✓
CS15: End of life care		✓	✓
<b>DOMAIN D: Leadership, Education &amp; Service Development</b>			
DS16: Providing inclusive and affirmative care environments		✓	✓
DS17: Improving services and practice based on research evidence and evaluation		✓	✓
DS18: Leadership and transforming services for LGBTQ+ individuals and communities			✓
DS19: Creating inclusive learning environments			✓





# A

- Subject 1:  
Awareness of LGBTQ+, history and culture
- Subject 2:  
Language, terminology and communication
- Subject 3:  
Legal framework, human rights and ethics

## LGBTQ+ Awareness and Affirming Practice



### Subject 1:

#### Awareness of LGBTQ+ history and culture

“Because lesbians are a stigmatized minority group, lesbian ex-lovers are united to one another by a bond of sisterhood. As lovers, they have fought for acceptance and understanding from their nuclear families, their children, their colleagues, and their neighbours. Having grown up in a homophobic environment, they have shared a battle against internalized homophobia as well. ... lesbian ex-lovers remained connected by an overriding common cause—that of combating negative stereotypes of themselves, their relationship, and their lifestyle.” (Frieda)<sup>23</sup>

#### Key messages from research

Understanding the history of LGBTQ+ individuals and communities is essential to appreciating the context as to why they face challenges in accessing and engaging with care services. Older LGBTQ+ people's journey may have taken them through a history in which there were significant legal landmarks. These landmarks may possibly have impacted on their whole life course. They may have been involved with institutions such as health, the police, the judiciary that have criminalised their sexuality and pathologised their sexual and gender identities. It's not surprising that these may have a lasting legacy and for some, will have caused considerable trauma.

Experiences will be different for the diverse groups under the LGBTQ+ umbrella. Older LGBTQ+ people (born before the 1950s) have had a unique experience different from the baby-boomers,<sup>24</sup> or the younger LGBTQ+ population, in that they have lived much of their lives in a social and political context where their human rights were not protected by legislation. Their experiences may include criminalisation of consensual same-sex relationships, being stigmatised during the AIDS crisis in the 1980s, their families being devalued, being subject to interventions that treat sexual and gender identities as 'mental disorders'; losing children, partners, family and jobs as a result of coming out, or being 'outed' as LGBTQ+ resulting in discrimination and violence, to mention just a few. This legacy of harm and hurt can discourage people from mixing with their peer groups outside of the adaptations they have made to feel safe involving carefully managed networks and social support.

Some older members of the LGBT communities have lived much of their lives in heterosexist and homophobic societies and have developed skills to deal with crises that reinforce their ability to deal with future stressors. This may include staying in the closet or returning to the closet in later life to avoid visibility.<sup>25</sup> Trans people who may have delayed affirming their gender through 'transition' until later life are still subjected to many more injustices that fail to gain hardly any mainstream support. While there is better support for trans people more generally, trans and non-binary (TNB) people still face high levels of discrimination and their rights appear to be under constant scrutiny or up for debate.

Suggested target audience

**Tier 1, 2 and 3**

Key learning outcomes

The worker, practitioner or leader will:

- a) Understand and describe the role of history and experiences over the lifecourse for LGBTQ+ people in later life and recognise and articulate why it is important in building trust and relationships and what they are most concerned about when they present to services.

**Tier 3**

- a) Actively design, promote, provide and support activities and events in social care that recognise and includes LGBTQ+ history and culture alongside those activities and events celebrated by the cisgender and heterosexual population.
- b) Demonstrate how the profile, issues and concerns of LGBTQ+ people in later life is relevant within forums that include staff, people you support and the public. Use vehicles such as newsletters, staff meetings, supervision and staff development to keep these issues alive and current.
- c) Take a nuanced approach to understanding the different histories and backgrounds of individuals and communities within the LGBTQ+ umbrella.
- d) Recognise and describe the role of trauma informed approaches to supporting LGBTQ+ people in later life and refer to these in supervision and staff development.

References to relevant guidance, legislation and or national standards

**Government Equalities Office (2018) LGBT Action Plan**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/721367/GEO-LGBT-Action-Plan.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721367/GEO-LGBT-Action-Plan.pdf)

**Sources of further guidance**

**LGBTQ Histories**

Source: A Short History of LGBT Rights in the UK - The British Library (bl.uk). British Library

**LGBTQIA+ Studies: A Resource Guide**

Source: <https://guides.loc.gov/lgbtq-studies>

**History of LGBTQ+ rights in the UK**

Source: <https://www.beh-mht.nhs.uk/news/history-of-lgbtq-rights-in-the-uk/1750>

**Suggested learning materials**

**50 years of PRIDE**

Source: Archive on 4 - Fifty Years of Pride - BBC Sounds

**Conversation between Jeffrey Weeks and Liz Barker for Pride Month**

Source: Conversation between Jeffrey Weeks and Liz Barker for Pride Month - YouTube

**Interview for UK Black Pride with Jeffrey**

Source: Opening Doors - Interview for UK Black Pride with Jeffrey - YouTube / Opening Doors - Interview for UK Black Pride with Bryan - YouTube

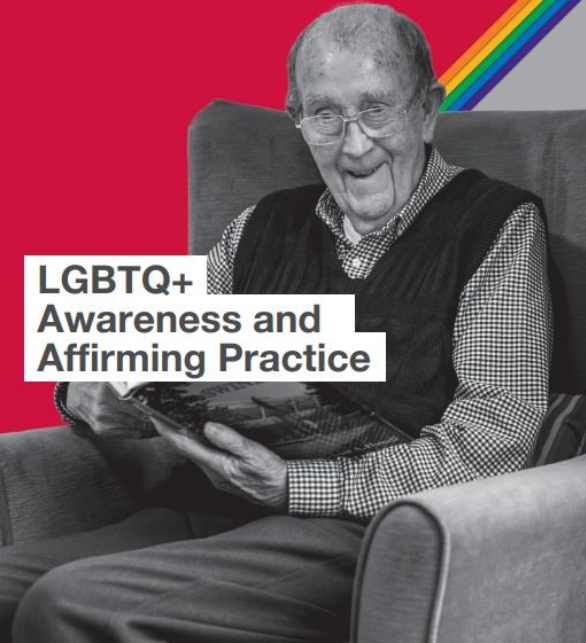
**Why Bisexual people feel excluded from work, life and love**

Source: <https://www.ginabattye.com/why-bisexual-people-feel-excluded-from-work-life-and-love/>



# A

- Subject 1: Awareness of LGBTQ+, history and culture
- Subject 2: Language, terminology and communication
- Subject 3: Legal framework, human rights and ethics



## LGBTQ+ Awareness and Affirming Practice

# B

- Subject 4: LGBTQ+ inequalities in later life
- Subject 5: Family, kinship, communities and networks
- Subject 6: Challenging discrimination, oppression and violence
- Subject 7: Participation, user involvement and co-production



## Health and Wellbeing in Later Life

# C

- Subject 8: Intersectionality in LGBTQ+ ageing
- Subject 9: Support and care for LGBTQ+ individuals with dementia
- Subject 10: LGBTQ+ carers
- Subject 11: Sexuality and Intimacy in Later Life
- Subject 12: Trans and Non-Binary affirming care
- Subject 13: HIV and LGBTQ+ ageing
- Subject 14: Safeguarding LGBTQ+ adults in Later Life
- Subject 15: End of life care



## Personalised Care and Support

# D

- Subject 16: Providing inclusive and affirmative care environments
- Subject 17: Improving services and practice based on research evidence and evaluation
- Subject 18: Leadership and transforming services for LGBTQ+ individuals and communities
- Subject 19: Creating inclusive learning environments



## Leadership, Education and Service Development

# INCLUDED IN THE FRAMEWORK

# RESOURCES

“Because lesbians are a stigmatized minority group, lesbian ex-lovers are united to one another by a bond of sisterhood. As lovers, they have fought for acceptance and understanding from their nuclear families, their children, their colleagues, and their neighbours. Having grown up in a homophobic environment, they have shared a battle against internalized homophobia as well. ... lesbian ex-lovers remained connected by an overriding common cause—that of combating negative stereotypes of themselves, their relationship, and their lifestyle.” (Frieda)<sup>23</sup>

## References to relevant guidance, legislation and or national standards

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[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/721367/GEO-LGBT-Action-Plan.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721367/GEO-LGBT-Action-Plan.pdf)

## Key messages from research

### Suggested target audience

**Tier 1, 2 and 3**

### Key learning outcomes

The worker, practitioner or leader will:

- Understand and describe the role of history and experiences over the lifecourse for LGBTQ+ people in later life and recognise and articulate why it is important in building trust and relationships and what they are most concerned about when they present to services.

### Sources of further guidance

#### LGBTQ Histories

Source: A Short History of LGBT Rights in the UK - The British Library (bl.uk). British Library

#### LGBTQIA+ Studies: A Resource Guide

Source: <https://guides.loc.gov/lgbtq-studies>

#### History of LGBTQ+ rights in the UK

Source: <https://www.beh-mht.nhs.uk/news/history-of-lgbtq-rights-in-the-uk/1750>

### Suggested learning materials

#### 50 years of PRIDE

Source: Archive on 4 - Fifty Years of Pride - BBC Sounds

#### Conversation between Jeffrey Weeks and Liz Barker for Pride Month

Source: Conversation between Jeffrey Weeks and Liz Barker for Pride Month - YouTube

#### Interview for UK Black Pride with Jeffrey

Source: Opening Doors - Interview for UK Black Pride with Jeffrey - YouTube / Opening

Doors - Interview for UK Black Pride with Bryan - YouTube

#### Why Bisexual people feel excluded from work, life and love

Source: <https://www.ginabattye.com/why-bisexual-people-feel-excluded-from-work-life-and-love/>

## Appendix 1

### Lesbian, Gay, Bisexual, Trans + (LGBT+) Care in Later Life: A short review of the research and evidence to improve inclusive and affirmative practice

#### 1. Introduction

There is a substa

#### 2. Who are the LGBT+ ageing population?

There is a lack of large-scale quantitative dat

#### 3. The legal framework and LGBTQ+ human rights

There has been greater recognition, equality and protection through the UK developing le

#### 4. An overview of why LGBT+ older people face barriers to accessing care and support

#### 5. The value of education and training on LGBT+ ageing

#### 6. Unique history of LGBTQ+ people in later life

#### 7. Positive and negative aspects of the LGBT+ ageing experience

ple req  
tal incl

#### 8. Participation and co-production with LGBT+ older people

There is a growing movement among LGBTQ+ ageing research partnership with LGBTQ+ community members. People are mor given their stake in using services in later life if this is properly su creativity, commitment and resources to facilitate this. For exarr of LGBT+ people with dementia themselves seem almost entirel and suggested that the use of photovoice was found to be the n engaging people with dementia in research.

#### 9. Summary

This short review of some of the most relevant research evidence conveys a range of complex to be considered when interacting with LGBTQ+ people in later life. These require the engage everyone involved in the social care workforce, who may be in contact with service users and be involved in assessment and providing direct services and particularly those responsible the challenge of engaging with the community to ensure that appropriate affirming and in quality services are developed, commissioned and evaluated. We suggest four domain subjects essential to educating, training and developing the workforce to meet the ch LGBTQ+ ageing individuals and communities.

INCLUDED IN APPENDIX

RESOURCES

Appendix 2

Audio visual open learning resources

The resources below are mostly freely available. Many have been co-produced and were made for exchanging knowledge and evidence with the public from research findings.<sup>1</sup>

online



# INCLUDED IN APPENDIX

# RESOURCES

## Appendix 3

List of guides and reports on LGBTQ+ ageing and care  
The resources below are freely downloadable and can be used to provide more detailed information on the topics in the framework or as supplementary learning materials.

Marie Curie



Switchboard  
Connecting you to LGBTQ support



scie



Care Quality Commission

Stonewall



ageUK

Royal College of Nursing

LGBT

Alzheimer Europe



GOV.UK

foundation

hpa



# INCLUDED IN APPENDIX

# RESOURCES

## Appendix 4

### List of relevant community based organisations

#### UK community organisations

**Name: LGBT Foundation**

**Description:** Established in 1975, LGBT Foundation exists to support the needs of the diverse range of people who identify as lesbian, gay, bisexual and trans. LGBT Foundation are a nationally significant charity firmly rooted in local communities of Greater Manchester and provide a wide range of evidence-based and cost effective services. In all of our work, we support LGBT people to increase their skills, knowledge and self-confidence to improve and maintain their health and wellbeing. Its programme PRIDE IN AGEING works in partnership with others to build strong, cohesive and influential LGBT communities.

**Name: Rainbow Noir**

**Description:** Rainbow Noir is a social and peer support group for lesbian, gay, bisexual, trans, queer and intersex (LGBTQI) people of colour (POC) in Manchester. The group have a physical space, an online group space and also advocate for LGBTQI POC in and around Manchester.

**Name: Opening Doors**

**Description:** Opening Doors is the only dedicated national charity connecting LGBTQI+ people over 50 with activities, events, support and information. We also provide accredited training to professionals, conduct research and create policy. We work across the UK but retain a focus in London.

**Name: Switchboard**

**Description:** Switchboard is a charity that has been listening to, supporting and connecting lesbian, gay, bisexual, trans and queer communities since 1975. Originally a helpline, it has grown to deliver lots of additional services by and for LGBTQI people in Sussex. Switchboard provides support for those aged 50+ with a number of regular social activities, meet ups and trips. They also provide information and host workshops about services for older people and make connections for people within the community and to other services.

**Name: LGBT Health and Wellbeing**

**Description:** Established in 2003, LGBT Health and Wellbeing works to improve the health, wellbeing and equality of lesbian, gay, bisexual, and transgender (LGBT) people in Scotland.

**Name: Scottish Trans**

**Description:** The Scottish trans alliance work to improve gender identity and gender reassignment equality, rights and inclusion in Scotland, inclusive of non-binary people. It strives for everyone in Scotland to be safe and valued whatever their gender identity and gender reassignment status and to have full freedom in their gender expression.

**Name: Alternative Care Services**

**Description:** Care services tailored to work with LGBT+ service users.

**Name: LGBT Consortium**

**Description:** A national specialist infrastructure and membership organisation that works to build the resource, sustainability and resilience of LGBT+ groups, organisations and projects so that they can deliver direct services and campaign for individual rights.

**Name: House of Rainbow**

**Description:** Provides support for those who have endured discrimination and abuse not only from their families and cultural contexts but also from their religious institutions. Provides support and encouragement, especially to Lesbian, Gay, Bisexual, Transgender, Intersex, and Queer (LGBTIQ+) people of colour, that it's OK to be LGBTIQ+ and be a person of faith. Through one to one support, group gatherings and training workshops, they help people to heal and celebrate. They're also here to support and encourage to families and allies.

**Name: PURPLE Rain collective**

**Description:** A collective for queer, trans and intersex people from minority ethnic backgrounds in the UK to organise and mobilise and a space of community-building, resistance and liberation. A space where BAME LGBTQI identifying people & QTIBPOC, are choosing to come together and be there for one another in ways that prioritise care, safety and wellbeing.

**Name: UK Black Pride**

**Description:** Europe's largest celebration for African, Asian, Middle Eastern, Latin American and Caribbean-heritage LGBTQI+ people.

**Name: Stonewall Housing Older People's Network**

**Description:** Older LGBTQI+ people housing network provides a national platform for shared dialogue about housing issues faced by older LGBTQI+ people. It comprises regional groups in London, Brighton, Birmingham and Manchester. Aims include: enabling older LGBTQI+ people, and housing, care and support providers to share their positive and negative experiences of current housing, care and support services; creating a space to shape policy and national standards of providers of services to improve the housing, care and support services offered to older LGBTQI+ people.

**Name: TransWiki**

**Description:** a comprehensive directory of the groups campaigning for, supporting or assisting trans and gender non-conforming individuals, including those who are non-binary and non-gender, as well as their families across the UK.

**Name: TransUnite**

**Description:** TransUnite can connect you to an established network of trans support in your area.

**Name: Dementia United**

**Description:** Dementia United is the Greater Manchester programme for dementia online LGBT+ support group which is a safe place for people with dementia to themselves.

**Name: Dementia Engagement and Empowerment Project (DEEP)**

**Description:** a network of peer support groups around the UK that provide opportunities for people living with dementia to support each other. They run an online LGBT+ group with a diagnosis of dementia - DEEP (dementiavoices.org.uk)



# INCLUDED IN APPENDIX

# RESOURCES

## Appendix 5

### Best practice principles on developing LGBT cultural competence in health and social care education



**Acknowledge the importance of including LGBT issues within the curriculum**  
Health and social care practitioners need to be aware of the importance of including LGBT issues in their practice. Educators need to be able to set out the value that older LGBT people and the factors that increase their vulnerability to negative experiences in health care.

**Integrate LGBT issues into the curriculum across all subject/multidisciplinary and assessment strategies where possible**  
While good practice involves the inclusion of LGBT issues in all subject/multidisciplinary and assessment strategies, it is important to ensure that LGBT issues are not only included in the curriculum but also in the assessment strategies. This can be achieved by ensuring that the curriculum is designed to be inclusive of LGBT issues and that the assessment strategies are designed to assess the knowledge and skills of LGBT people.

**Address the needs of all LGBT identities within the curriculum**  
Educators need to recognize that LGBT identities do not fit into a single box. The curriculum should be designed to be inclusive of all LGBT identities and to address the needs of all LGBT people.

**Use evidence on LGBT issues from reputable sources**  
When developing the curriculum, educators should use evidence from reputable sources. This includes academic journals, books, and reports from organizations such as the Equality and Human Rights Commission.

**Develop curriculum content in collaboration with LGBT communities**  
Educators need to collaborate with and involve older LGBT adults in the design, planning and delivery of education for many reasons. This includes increasing the visibility and empowerment of older LGBT adults, building trust between the community and the people they support, facilitating experiential knowledge to be shared, and ensuring that education is appropriate and responsive to the community.

**Be mindful that education on LGBT issues extends beyond the classroom into practice environments**  
Many health and social care programmes include practice-based elements. These learning environments also need to be inclusive and respectful of diversity. Staff working in practice need to be aware of the needs of older LGBT people and be able to signpost and role model the LGBT affirmative practices that students learn in the classroom.

**Create an inclusive learning environment from the beginning**  
From the outset, educators need to create an inclusive learning environment that respects diversity within the group, including gender diversity. Educators might commence by introducing themselves and stating their preferred name and pronoun. This could then be followed by inviting students to express their preferred name and pronoun. Educators need to ensure that they may unconsciously reinforce binary views of gender in the learning space, by making statements about all men or all women, or by breaking groups into male and female groups. Teaching resources and assessment strategies also need to be propped towards gender equality so they do not perpetuate and reinforce heteronormativity or binary approaches.

**Create an environment where everyone feels encouraged and supported to express views**  
Including LGBT issues in teaching could be considered a controversial subject as it has the potential to generate opposing views and heated debate among those from different cultural backgrounds. While educators need to be aware of this, they should also be encouraged to support students, as well as the staff, to express their views. This can be achieved by creating a safe and supportive environment where everyone feels encouraged and supported to express their views. This can be achieved by creating a safe and supportive environment where everyone feels encouraged and supported to express their views.

**Support learners to understand the source and impact of their own prejudices**  
Health and social care learners are microcosms of wider society, thus they may have been socialized to hold heteronormative and homophobic attitudes. Educators need to help students to understand the source and impact of their own prejudices. This can be achieved by creating a safe and supportive environment where everyone feels encouraged and supported to express their views.

**Address stereotypes and problematic assumptions in a prompt and supportive manner**  
While it's important to encourage open expression of different perspectives and views, educators need to be aware of the potential for stereotypes and problematic assumptions to be reinforced. This can be achieved by creating a safe and supportive environment where everyone feels encouraged and supported to express their views.

**Be mindful of one's own views and how they might influence interactions with learners**  
Although educators may not always agree with the views expressed by learners, they need to be mindful of one's own views and how they might influence interactions with learners. This can be achieved by creating a safe and supportive environment where everyone feels encouraged and supported to express their views.

**Support learners to develop cognitive and emotional competence by using a variety of teaching strategies**  
Developing learners' cultural competence in LGBT issues needs to move beyond knowledge and teaching methods and increase learner's confidence and self-esteem. This can be achieved by using a variety of teaching strategies, including role play, case studies, and group discussion.

**Set and agree ground rules to manage self-disclosure and curiosity**  
While self-disclosure by educators and learners may create a sense of belonging within the group, educators need to be aware of the potential for self-disclosure to be used as a tool for discrimination or to create a hostile environment. This can be achieved by setting and agreeing ground rules to manage self-disclosure and curiosity.

**Respond to discomfort and distress in a sensitive and supportive manner**  
Grappling with new ideas or discussing issues that challenge people's views and prejudices will engender a certain degree of discomfort and this should be expected. However, educators need to be mindful that some learners may become upset, distressed or feel offended by the content of the discussion or comments by other learners. Should this occur, educators need to respond supportively and promptly. It may be appropriate to give the upset person time and space during the class session and to talk to them in private afterwards. Inevitably, it's important to remind the whole group of the ground rules set at the beginning of the discussion, depending on the needs of the learner, it may be helpful to provide them with information on support available within or outside the educator's organisation, such as student counselling, LGBT phone lines or LGBT groups.

**Evaluate teaching methods and approaches**  
As with all teaching, educators need to evaluate continually their teaching approaches and respond accordingly to ensure that they're meeting the needs of the students and that their teaching is reflective of older LGBT people's needs. Where possible, educators should endeavour to share best practices with others and contribute to the development of research evidence in the areas of teaching and learning on the needs of older LGBT people.

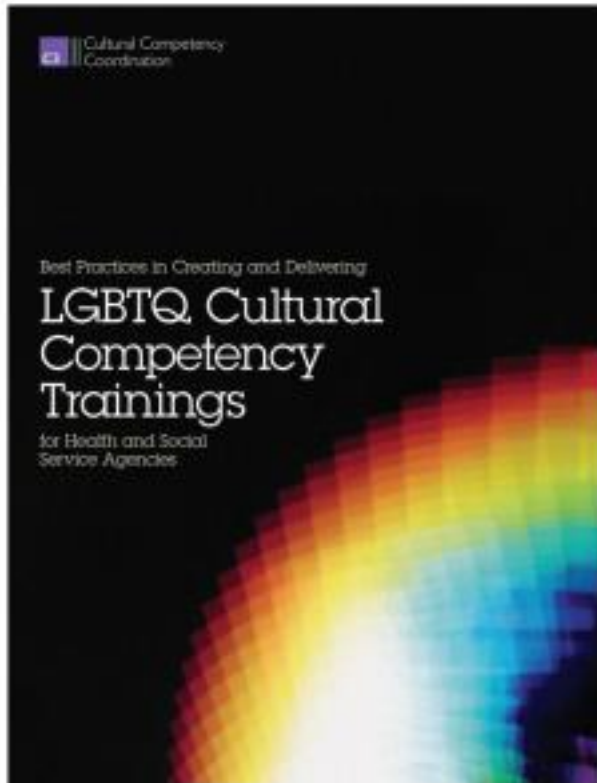


# INCLUDED IN APPENDIX

# RESOURCES

## Appendix 6

Open resources to support best practices in designing, delivering and evaluating training



It contains the following guidance on best practices:

- Defining cultural competency in LGBT training
- Preparing for training
- Training components and methods
- Training evaluation
- Resources and examples.

INCLUDED IN APPENDIX

RESOURCES

Appendix 6

Open resources to support best practices in designing, delivering and evaluating training

Open camera or QR reader and scan code to access this article and other resources online.



Developing Standards for Cultural Competency Training for Health Care Providers to Care for Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, and Asexual Persons: Consensus Recommendations from a National Panel

**Description:** Describes five anchoring recommendations from the literature: (1) know your audience; (2) develop and fine-tune the curriculum; (3) employ both adult and transformational learning theories; (4) choose multiple effective trainers; and (5) evaluate impact of training. These recommendations promote an ongoing process of individual and organizational improvement and a stance of humility rather than competence to be mastered.



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# Promoting Inclusive Care: Utilising the LGBTQ+ Learning Framework for Enhanced Social Care

# THANK YOU

**(LGBTQ+)  
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A learning framework for knowledge, skills, values for working affirmatively with LGBTQ+ people in later life

