

***IENE 9***

***Developing a Culturally Competent and  
Compassionate LGBT+ Curriculum in Health and  
Social Care Education***

**Project number: 2019-1-UK01-KA202-061955**

**COURSE HANDBOOK**

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## Table of content

Introduction .....	3
What is a MOOC.....	4
Learning perspectives of the course .....	4
Language policy.....	5
Course content.....	5
The platform: APTM.....	6
Activation .....	6
Onboarding .....	6
Logging into Aptem after onboarding .....	7
Your Learning Plan .....	7
Tasks.....	10
MOOC TIMETABLE .....	11

## Introduction

Welcome and thank you for joining this online course (MOOC).

Whether you are a health or social care professional or student, or you simply wish to improve your knowledge and skills on LGBTQ+ issues, you are in the right place!

The online course “Cultural Competent and compassionate LGBT+ inclusive health and social care” will help you to acquire relevant knowledge, professional skills, and key competences, including intercultural, social, and digital skills. The course also aims to improve your confidence in establishing positive communication, friendly environments, positive interactions and relationships with LGBT+ individuals. You will also have an opportunity to learn at intercultural level by connecting with the wider community across the globe and how LGBT+ issues may be similar or differ across the world.

The course has been developed as part of IENE 9 project “Developing a culturally competent and compassionate LGBT+ curriculum in health and social care education”. This is an Erasmus+ funded project collaboration with six other institutions, led by Middlesex University, in collaboration with Edunet Association (Romania); Cyprus University of Technology (Cyprus); University of Almeria (Spain); the University of Southern Denmark (Denmark); the University of Rome (Italy) and St Augustinus Fachkliniken (Germany).

The IENE9 LGBT+ project aims to enable learner/teacher/supervisors of theory and practice to enhance their knowledge and skills regarding LGBT+ issues by supporting the inclusion of LGBT+ issues within health and social care curricula.

To learn more about the project, please, visit our website [www.iene-lgbt.com](http://www.iene-lgbt.com). This project was developed with the support of the European Commission. Its content it reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained herein.

We hope that you enjoy your learning journey with our MOOC and should you have any questions please do not hesitate to contact us.

*Alfonso Pezzella*  
IENE 9 Project and MOOC Coordinator

## What is a MOOC

A MOOC (Massive Open Online Course) are free online courses available for anyone to enroll. MOOCs provide an affordable and flexible way to learn new skills, advance career and deliver quality educational experiences at scale.

The MOOC's philosophy is education that is in short bite-sized, accessible, and open for all. MOOC aims to provide bite-sized learning which can be shared across the MOOC's participants. Participants also bring their own knowledge, skills and experiences to provide a greater learning experience for all. In addition, MOOC are mostly asynchronous, which means that although they are a suggested schedule, participants are able to choose when and how to learn their chosen topics.

You can also watch this short video that explains the MOOC learning approach:  
<https://www.youtube.com/watch?v=vzoh4LdIPHU>.

## Learning perspectives of the course

The course has three basic learning approaches, namely collaborative learning, learning through reflection and learning by doing. This means that the course work, in which participants engage, will revolve around:

- Practical work that lets the participants explore online and gain first-hand knowledge of the potentials and challenges.
- Group activities that allow participants to learn from each other and create a learning environment that facilitates both informal and formal learning.
- Activities that encourage participants to reflect on their own learning experiences enabling them to set and pursue personal learning goals relevant to their specific situation.

## Your Learning Journey and Expectations

You are in control of your learning experience. We recommend that you follow week by week, day by day so that you can engage with the wider community on the online course. You will have the opportunity to collaborate with other participants, professionals, across the globe.

Although you can learn when and how you wish, there is an expectation from you to spend at least 1 hour per day each week Monday to Friday. ***There is no set time*** of when you should access the online course material, this is up to you. Please do engage with the wider community, posting on the Slack group and commenting on each other's posts and reflections.

**You must complete all learning activity and final assessment in order for you to receive a certificate of completion for this online course.**

## Communication strategy

In order to communicate with each other and to engage with other participants across the globe we will use Slack.

Slack is a messaging app that connects people across the globe by bringing them together to work as one unified team.

You will receive a unique link to join the IENE-LGBT Slack Group (<https://slack.com/intl/en-gb/>). You must create an account and you must engage with the activity. You will need to take screenshots as evidence to complete your assessments.

## Language policy

English will be used as primary language for all teaching and learning activities in order to secure a dynamic learning environment and facilitate collaboration and knowledge sharing across borders and institutions. This goes for teaching and learning activities and for technical support on the e-learning platform, in the webinars we will use, and any open, social media used.

However, we may have some language groups where participants can share their reflections in their language and ask for support in their own languages if needed. The languages that will be used are the partners' languages: Romania, Italian, Spanish, Greek, Danish and German. If needed individual support via e- mail might take place in the original language to facilitate communication on technical matters.

## Course content

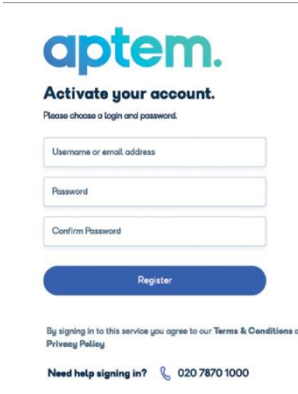
- MODULE 1: CULTURAL AWARENESS AND COMPASSION
  - Sexual orientation
  - Social stigmatization
  - Human rights and Social Justice
- MODULE 2 - CULTURAL KNOWLEDGE AND COMPASSION
  - Knowledge and understanding of key LGBT+ terminology
  - Sociocultural disparities / inequality
  - Identification of and addressing barriers and facilitators to meet LGBT+ service users'/learners' health and social care needs and learning needs
- MODULE 3: CULTURAL SENSITIVITY AND COMPASSION
  - Physical and Mental Well-being

- Tolerance - Strategies for Creating Inclusive Environments
- Compassionate and Safe Relationships in the Health Care System
- MODULE 4: CULTURAL COMPETENCE AND COMPASSION
  - Homophobic and Transphobic Discrimination
  - Assessment of Social/Health/Learning needs
  - Advocacy of LGBT+ people
- MODULE 5: THE SYNTHESIS

## The platform: APTEM

The platform that will be used for this online course is APTEM. APTEM is an online system that has been developed to support learners in completing apprenticeships and online short courses. APTEM can allow learners to:

- Track progress against the learning standards for their online short courses
- Upload evidence of learning and achievement
- Keep track of learning tasks, meetings and to do lists.



**aptem.**  
 Activate your account.  
 Please choose a login and password.

Username or email address

Password

Confirm Password

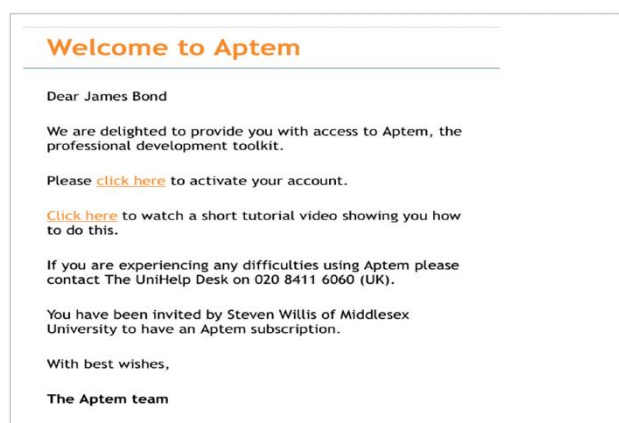
Register

By signing in to this service you agree to our [Terms & Conditions](#) and [Privacy Policy](#).

Need help signing in? ☎ 020 7870 1000

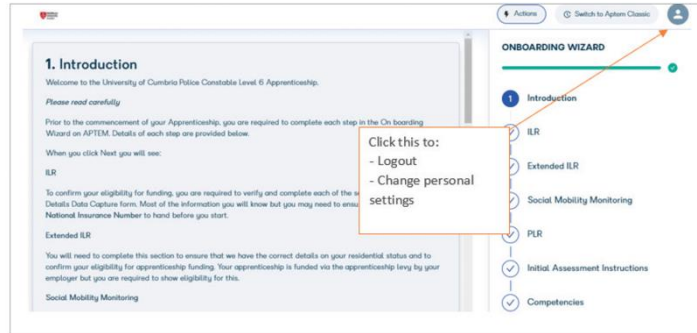
## Activation

You will receive an invitation email which is similar to the one on the right which has been customised for you. Please remember if you have any questions or issues related to Aptem you should contact us.



## Onboarding

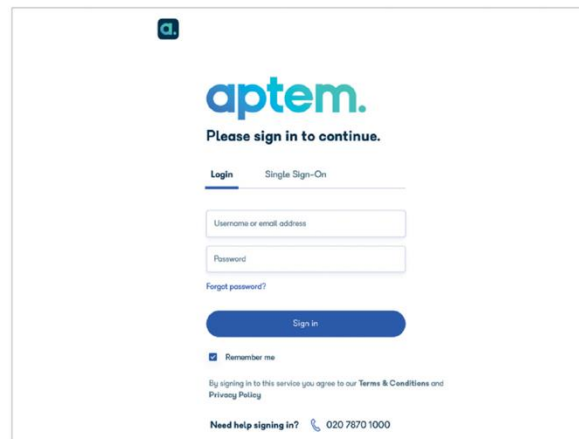
Before you start your learning journey on the MOOC, you are required to verify and complete each of the sections in the Learner Details Data Capture form.



Logging into Aptem after onboarding and enrolling/registering with your provider

Once you have enrolled/registered, you can login using your credentials.



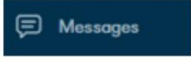
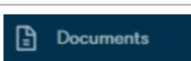

Go to APTEM – <https://mu.aptem.co.uk>



## Your Learning Plan

When you sign in to Aptem your Learning Plan will be displayed if you have completed all the Onboarding steps. Your Learning Plan contains all the activities that you need to complete. You can access other features by clicking on the relevant active tile. Learner account navigation tabs.

The following tiles may be enabled in your account. For reference these tiles are listed in alphabetical order. (Please note the order of the tiles can be rearranged – click on the ‘How to use Active Tiles’ above the row of tiles on the right-hand side).

Tile	Tile Name	Purpose
 Progress	Progress	This will show your up to date progress on meeting your KSBs and on your off-the-job-hours
 My Tasks	My Tasks	List of tasks viewable in a list format. Tasks can be created by you, by your tutor or automatically by a programme
 Messages	Messages	Receive system notifications regarding your Apprenticeship programme learning components and when they are due for completion.
 Documents	Documents	Documents such as compliance documents (ILR, Commitment Statement, etc.), course reports you have created within Aptem are displayed here. You can also upload documents here.
 Onboarding	Onboarding	Allows you to complete key tasks at the start of your programme, for example your ILR.

The Learning Plan tracks your progress against your programme and goals.


The Learning Plan page provides an overview of your programme. It can be used to:

- Monitor your progress against the programme and police criteria, for example the apprenticeship standards
- Submit evidence for approval against either learning activities and items
- Check the status of submitted evidence.

The Programme tab lists all the learning activities (for example courses, projects, review meetings) that are assigned to your programme. Each learning activity has been mapped against one or more criteria from your apprenticeship programme. Your progress for each activity is displayed.

Green represents completed work, and amber represents submitted work that has not yet been assessed, red represents the due date for this item has passed or evidence is required. You may click on the link below each progress bar to open that item in your learning plan (e.g. ‘Start course’, ‘Continue with your course’, ‘View task’).





**Learning Plan** Programme: Police Constable Level 6 U

Filters 0 of 0

**MAY 2020**

- Functional Skills – Maths FS Initial Assessment Not Started
- Independent Learning Time Log Weeks 1 & 2 Digital Learning **Completed** (Green indicates the component is completed and approved by the tutor)
- Functional Skills – English FS Initial Assessment Not Started

**JUNE 2020**

- IPS Further Evidence Qualification **Evidence Required** (Red indicates the component is overdue.)
- Tri-Partite Review Review **In Progress** (Blue indicates the task has been started but not completed)
- Operational Policing Exam Assignment (Task) **Evidence Submitted** (Orange indicates evidence has been submitted but not assessed.)

**Learning Plan** Programme: Police Constable Level 6 U

Filters 0 of 0

**NOVEMBER 2020**

- Introduction To Policing Essay Assignment (Task) Not Started
- Operational Policing 1 Assessment Assignment (Task) Not Started

**DECEMBER 2020**

**JANUARY 2021**

**FEBRUARY 2021**

**MARCH 2021**

**ASSIGNMENT (TASK)** Introduction To Policing Essay

COMPLETE WHEN: All evidence is accepted. COMPLETE BY: 01/11/2020

DUE DATE: 01/11/2020. DETAILS: Essay (1500 words) summative

STATUS: Not Started

+ Upload File + Add Note

Evidence Criteria

Status	Document and no.	Edit
No records available.		

View Task → Complete →

Click the title to expand the component and see further details. You can also upload evidence here for your tutor to approve.

## Submitting evidence for your Learning Plan

If you complete items of the Learning Plan within Aptem, the evidence will be automatically collected and tracked against your Learning Plan. You can also provide (upload) your own evidence for the items within your plan, if evidence upload is enabled.

To upload files or notes for each item of the Learning Plan:

- Click on the title of the component to open the item section on the Learning Plan page
- Click on the 'Upload file' or 'add note' buttons.



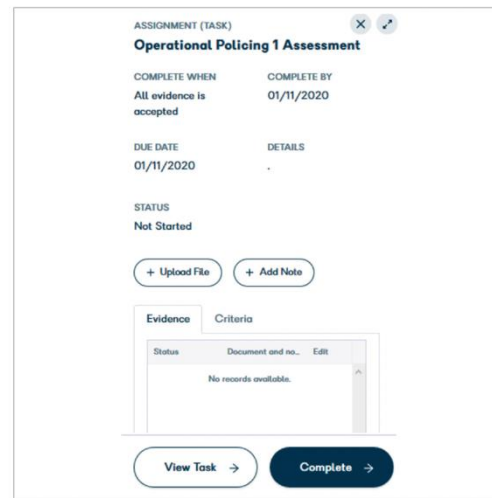
If uploading a file, then click on 'select file' and browse to the file on your computer and click on **Open**. The file name will be displayed in the screen.

Also complete the amount of time spent on the activity using 'hh:mm' format (hours and minutes).

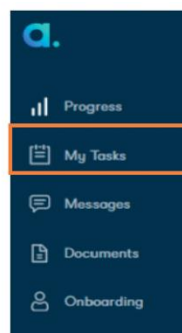
- Next click on **'Save'**. The file will be uploaded from your computer and stored with your learning plan. Once uploaded the approval status of the file will be shown as **'In progress'**, and the relevant progress bar shaded amber. When your evidence has been approved by your tutor the status will change to **'Accepted'**.

## Tasks

How to work with tasks listed within the Learning Plan Your programme may contain tasks or meetings such as quarterly progress review meetings. These will be displayed as items in your learning plan, and they can also be found in your 'Task' tile. You can upload evidence of completing these tasks in your learning plan, but ideally you also want these tasks to be set to complete. With tasks such as Assignment tasks, you can mark them completed yourself by clicking on the 'complete' button.



How to manage tasks through accessing the Tasks tile Your complete list of tasks can be viewed in the Task page. — Click on the 'My Tasks' tab in your navigation panel to view your tasks list.



— Your task list will be displayed. By default, this is displayed in an agenda list.



Clicking on an item in the list will display the details of that task. If needed you can mark the item as completed.

If the task that is completed is also part of the Learning Plan, then the task completion will be also visible in the Learning Plan.

## MOOC TIMETABLE

		Tasks		
<b>WEEK 1</b>	<b>Onboarding</b>	<ul style="list-style-type: none"> <li>• Pre-MOOC questionnaire</li> <li>• Introduce yourself</li> <li>• Gender and sexual identity</li> </ul>		
	<b>MODULE 1: CULTURAL AWARENESS AND COMPASSION</b>			
	<b>DAY 1</b> <i>8<sup>th</sup> Nov 21</i>	<ul style="list-style-type: none"> <li>• TOOL 1.1. Sexual orientation</li> </ul>		
	<b>DAY 2</b> <i>9<sup>th</sup> Nov 21</i>	<ul style="list-style-type: none"> <li>• TOOL 1.1. Sexual orientation task 1</li> <li>• TOOL 1.1. Sexual orientation task 2</li> </ul>		
	<b>DAY 3</b> <i>10<sup>th</sup> Nov 21</i>	<ul style="list-style-type: none"> <li>• TOOL 1.4. Social stigmatization</li> </ul>		
	<b>DAY 4</b> <i>11<sup>th</sup> Nov 21</i>	<ul style="list-style-type: none"> <li>• TOOL 2.2. Human rights and social justice task 1</li> <li>• TOOL 2.2. Human rights and social justice task 2</li> </ul>		
	<b>DAY 5</b> <i>12<sup>th</sup> Nov 21</i>	<ul style="list-style-type: none"> <li>• TOOL 2.2. Human rights and social justice task 3</li> </ul>		

		Tasks		
<b>WEEK 2</b>	<b>MODULE 2 - CULTURAL KNOWLEDGE AND COMPASSION</b>			
	<b>DAY 1</b> <i>15<sup>th</sup> Nov 21</i>	<ul style="list-style-type: none"> <li>• TOOL 2.1. Knowledge and understanding of key LGBT+ terminology: non-binary</li> </ul>		
	<b>DAY 2</b> <i>16<sup>th</sup> Nov 21</i>	<ul style="list-style-type: none"> <li>• TOOL 2.1. Heteronormative beliefs and assumptions</li> <li>• Live Webinar via zoom</li> </ul>		
	<b>DAY 3</b> <i>17<sup>th</sup> Nov 21</i>	<ul style="list-style-type: none"> <li>• Sociocultural disparities / inequality</li> <li>• TOOL 2.4. Why is it important to focus on hate crime and hate speech against LGBTI people?</li> </ul>		
	<b>DAY 4</b> <i>18<sup>th</sup> Nov 21</i>	<ul style="list-style-type: none"> <li>• TOOL 2.4. impact of inequality and discrimination towards LGBT+ people? Task 1</li> <li>• Awareness and self-reflection Task 2</li> </ul>		



	<p><b>DAY 5</b> 19<sup>th</sup> Nov 21</p>	<ul style="list-style-type: none"> <li>• Identification of and addressing barriers and facilitators to meet LGBT+ service users'/learners' health and social care needs and learning needs</li> <li>• TOOL 2.5. LGBT+ Health</li> </ul>	
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		Tasks	
<b>MODULE 3: CULTURAL SENSITIVITY AND COMPASSION</b>			
<b>WEEK 3</b>	<p><b>DAY 1</b> 22<sup>nd</sup> Nov 21</p>	<ul style="list-style-type: none"> <li>• TOOL 2.3. Physical and Mental Well-Being</li> <li>• Live Webinar via zoom</li> </ul>	
	<p><b>DAY 2</b> 23<sup>rd</sup> Nov 21</p>	<ul style="list-style-type: none"> <li>• TOOL 3.4. Tolerance (Part 1)</li> </ul>	
	<p><b>DAY 3</b> 24<sup>th</sup> Nov 21</p>	<ul style="list-style-type: none"> <li>• TOOL 3.4. Tolerance (Part 2)</li> </ul>	
	<p><b>DAY 4</b> 25<sup>th</sup> Nov 21</p>	<ul style="list-style-type: none"> <li>• TOOL 3.5. Compassionate and Safe Relationships in the Health Care System (Task 1)</li> </ul>	
	<p><b>DAY 5</b> 26<sup>th</sup> Nov 21</p>	<ul style="list-style-type: none"> <li>• TOOL 3.5. Compassionate and Safe Relationships in the Health Care System (Task 2)</li> </ul>	

		Tasks	
<b>MODULE 4: CULTURAL COMPETENCE AND COMPASSION</b>			
<b>WEEK 4</b>	<p><b>DAY 1</b> 29<sup>th</sup> Nov 21</p>	<ul style="list-style-type: none"> <li>• TOOL 4.1. Homophobic and transphobic discrimination</li> </ul>	
	<p><b>DAY 2</b> 30<sup>th</sup> Nov 21</p>	<ul style="list-style-type: none"> <li>• TOOL 4.2: Assessment of social/health/learning needs</li> </ul>	
	<p><b>DAY 3</b> 1<sup>st</sup> Dec 21</p>	<ul style="list-style-type: none"> <li>• TOOL 4.5: Advocacy of LGBT+ people (Task 1)</li> </ul>	
	<p><b>DAY 4</b> 2<sup>nd</sup> Dec 21</p>	<ul style="list-style-type: none"> <li>• TOOL 4.5: Advocacy of LGBT+ people (Task 2)</li> </ul>	



	<b>DAY 5</b> <i>3<sup>rd</sup> Dec 21</i>	<ul style="list-style-type: none"> <li>Assessment component</li> </ul>	

		Tasks	
		<b>Synthesis</b>	
<b>WEEK 5</b>	<b>DAY 1</b> <i>6<sup>th</sup> Dec 21</i>	<ul style="list-style-type: none"> <li>Let's recap!</li> </ul>	
	<b>DAY 2</b> <i>7<sup>th</sup> Dec 21</i>	<ul style="list-style-type: none"> <li>Final assessment: Case Study</li> </ul>	
	<b>DAY 3</b> <i>8<sup>th</sup> Dec 21</i>	<ul style="list-style-type: none"> <li>Submission of final assessment</li> </ul>	
	<b>DAY 4</b> <i>9<sup>th</sup> Dec 21</i>	<ul style="list-style-type: none"> <li>Reflections on your learning journey</li> </ul>	
	<b>DAY 5</b> <i>10<sup>th</sup> Dec 21</i>	<ul style="list-style-type: none"> <li>Post-MOOC questionnaire</li> </ul>	