



Accredited

**OCR LEVEL 2
CAMBRIDGE TECHNICAL
CERTIFICATE/DIPLOMA IN
HEALTH AND
SOCIAL CARE**

**CULTURAL DIVERSITY IN
HEALTH AND SOCIAL CARE**

F/600/6877

LEVEL 2 UNIT 6

GUIDED LEARNING HOURS: 60

UNIT CREDIT VALUE: 10

CULTURAL DIVERSITY IN HEALTH AND SOCIAL CARE

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LEVEL 2 UNIT 6

AIM OF THE UNIT

We live and work in a very diverse and multicultural society which makes it essential that the different backgrounds and lifestyles of individuals are recognised and respected by health and social care providers.

The aim of this unit is to provide learners with knowledge and understanding of the cultural diversity that exists in society today and the different religious and secular practices that individuals may follow. Learners will gain an appreciation of how culture, social class, legislation and other factors impact on equality of opportunity for people who use services.

PURPOSE OF THE UNIT

This unit will familiarise learners with the concepts of social, cultural and political diversity and the different beliefs and practices that individuals live by. Learners will explore the various belief systems and practices followed by different religious or secular groups. Learners will also have the opportunity to explore the ways in which a person's beliefs and expectations can affect the range of opportunities that they may have.

It is imperative that potential care providers have a clear insight into the value of cultural diversity and the relevant legislation, codes of practice and charters in order to provide informed and effective care services.

This unit consolidates issues of individual's needs by exploring them in depth, providing learners with the knowledge and understanding required to work effectively in health and social care sectors.

ASSESSMENT AND GRADING CRITERIA

Learning Outcome (LO)	Pass The assessment criteria are the pass requirements for this unit. The learner will:	Merit To achieve a merit the evidence must show that, in addition to the pass criteria, the learner is able to:	Distinction To achieve a distinction the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
	The learner can:		
1 Know diversity of individuals in society	P1 identify social, cultural and political factors that create diversity within society		
2 Understand beliefs and practices in different religious or secular groups	P2 explain the beliefs and practices of individuals from two contrasting religious or secular groups		
3 Understand factors that influence the equality of opportunity for individuals in society	P3 explain factors that may influence the equality of opportunity for individuals	M1 Describe ways that people are discriminated against and the possible effects of discrimination on an individual's health and wellbeing	D1 Analyse the role of health and social care workers in promoting non-discriminatory practice
4 Know the role of legislation, codes of practice and charters in promoting diversity	P4 outline one piece of relevant legislation and one code of practice or charter for a chosen health or social care environment that aims to promote diversity	M3 Describe the role of relevant legislation, codes of practice or charters in promoting diversity	D2 Describe the relevance of legislation, codes of practice or charters in different health or social care settings.

TEACHING CONTENT

The unit content describes what has to be taught to ensure that learners are able to access the highest grade.

Anything which follows an i.e. details what must be taught as part of that area of content.

Anything which follows an e.g. is illustrative, it should be noted that where e.g. is used, learners must know and be able to apply relevant examples to their work though these do not need to be the same ones specified in the unit content.

1 Know diversity of individuals in society

- *Social, cultural and political diversity*: this relates to individuals who live varied lives within society (e.g. differences in ethnicity, religious beliefs, gender, sexuality, social class, family structure, age and disability).

2 Understand beliefs and practices in different religious or secular groups

- *Range of religious or secular groups*: Many different faiths make up society's religious and secular population (e.g. Christians, Hindus, Buddhists, Jews, Muslims, Sikhs, Rastafarians, Humanists, Atheists and Jehovah's Witnesses)
- *Beliefs and practices*: this relates to the customs and traditions of religious and secular groups (e.g. food, dress, festivals, celebrations and holy days, forms of worship, views on health care and medicine).

3 Understand factors that influence the equality of opportunity for individuals in society

- It is possible that a person's beliefs and expectations as well as political approaches and policies may impact upon the equality of opportunity available to them.
- Social, cultural and political factors: (e.g. differences in ethnicity, religious beliefs, gender, sexuality, social class, family structure, age, disability and political ideology)
- Forms of inequality: discrimination, prejudice, stereotyping and labelling
- The effects of discrimination on an individual's health and wellbeing: discrimination may affect a person in the following ways; physically, intellectually, emotionally or socially
- Non-discriminatory practice: this relates to the responsibilities of the individual Health and Social care provider, working fairly with colleagues, anti-discriminatory

practice when working with people who use services, the roles and responsibilities of Care settings

- *Materials*: Equipment must be suitable and activities accessible for all services users. Displays, toys and books must represent people from a range of cultural and ethnic backgrounds. These materials must endorse positive images of race and gender that do not stereotype or label individuals
- *The role of the media*: various types of media can inform thinking and attitudes about ourselves and other members of society (e.g. books, poster and leaflets, newspapers and magazines, the television and internet).

4 Know the role of legislation, codes of practice and charters in promoting diversity

- *Roles and impact of the following conventions, legislation and regulations*: relevant and up-to-date sections of Equality Act 2010, European Convention on Human Rights and Fundamental Freedoms, Mental Health Act, The Convention on the Rights of the Child, The Children Act, Race Relations (Amendment) Act, Disability Discrimination Act, Human Rights Act, Data Protection Act, Nursing and Residential Care Homes Regulations
- *Codes of practice and charters*: relevant and up-to-date sections of General Social Care Council/Care Council for Wales/Northern Ireland Social Care Council codes of practice for social care workers and employers, charters, organisational policies, procedures and codes of practice
- *Responsibilities*: It is the responsibility of employers and employees to uphold and promote the rights of people who use services
- *Health and social care settings*: (e.g. child care, residential care, home help, case working).

DELIVERY GUIDANCE

This unit should be delivered entirely in the context of Health and/or Social care. Where specific legislation is indicated in the below, the centre should ensure that the learner is producing evidence which relates to the most up to date legislation, codes of practice or charters available. In some cases, this may be the successor to those outlined below.

LO1 – Learners must identify the social, cultural and political factors that create a diverse society. Small group discussion could be used in order to produce mind maps of differences and similarities between people. These could be fed back to the larger group using verbal or visual methods depending on the confidence of the learners. Short presentations can be delivered via the internet in order to generate discussion regarding the diversity of individuals in society. There are many interesting and thought provoking debates presented in the TED lectures, such as [videos.howstuffworks.com/ted-conferences/1772-wade-davis-talks-at-ted-about-cultural-diversity-video.htm](https://www.ted.com/talks/wade-davis_talks_about_cultural_diversity)

LO2 – By both researching and discussing personal beliefs and practices and the beliefs and practices of others, learners will have the opportunity to build a picture of the customs and traditions of individuals from different, and often contrasting, religious and secular groups. Visits to various places of worship as well as the experience of guest speakers, could also help learners to appreciate particular practices and beliefs. Learners should compile a list of questions to ask visiting speakers in order to gain the information that they require to meet the assessment criteria.

LO3 – Information collated for P1 AND P2 could be used as a basis for further research regarding factors that may have bearing upon individuals' equality of opportunity. These factors could be explored through the use of multi-media. Newspapers and magazine articles (such as the Guardian Social and Community Care magazine) can highlight some of the effects that social, cultural and political factors have had on personal choice and life chances. For example, the impact of benefit changes on lone parent families or vulnerable adults.

Learners may engage in group debate regarding the ways that individuals and religious and secular groups can be stereotyped in television story lines, advertisement and sensational headlines. Examples of media perceptions should be both current and familiar to the group of learners.

LO4 – Learners should be guided through the relevant information and codes of practice or charters that have been established to protect and promote diversity. Learners need not be overburdened with the conventions, legislation or regulations, as in-depth understanding is not required by this learning outcome. Learners do need to appreciate the key aspects of the relevant legal requirements. Current legislation that must be included in this study is the Equality Act 2010, which is informed by much of the previous legislation relating to the rights of individuals. Most legislation, charters etc are likely to have some relevance to almost all health and social care settings, however the learner should know where a particular piece of legislation, charter or code of practice has especially significant relevance to a particular setting.

SUGGESTED ASSESSMENT SCENARIOS AND TASK PLUS GUIDANCE ON ASSESSING THE SUGGESTED TASKS

P1 and P2 – Learners could create a poster or display that shows the diversity of individuals in society and the differences between people. This work could include an explanation of the beliefs and practices of individuals from more than one religious or secular group. The poster or display could be pictorial in depicting some of the main elements of the chosen religious or secular group.

P3 – Learners could produce a presentation explaining the various factors that may impact upon the equality of opportunity for individuals. The presentation should include a description of ways that people are discriminated against and some of the possible effects of discrimination on an individual's health or wellbeing.

P4 – Learners could produce a report outlining one piece of relevant legislation and one code of practice or charter for a chosen health, social care or early year's environment. M3 and D2 – The report should describe the role of the chosen legislation, code of practice or charter in promoting diversity and outline its effectiveness.

MAPPING WITHIN THE QUALIFICATION TO THE OTHER UNITS

Unit 2: Individual Rights in Health and Social Care

Unit 3: Individual Needs in Health and Social Care

Unit 10: Health and Social Care Services

LINKS TO NOS

Partial coverage of:

HSC21 Communicate with and complete records for individuals

- a – Work with individuals and others to identify the best forms of communication
- b – Listen and respond to individuals' questions and concerns
- c – Communicate with individuals

HSC23 Develop your knowledge and practice

- b – Use new and improved skills and knowledge in your work

HSC24 Ensure your own actions support the care, protection and well-being of individuals

- a – Relate to and support individuals in the way they choose
- b – Treat people with respect and dignity



CONTACT US

Staff at the OCR Customer Contact Centre are available to take your call between 8am and 5.30pm, Monday to Friday.

We're always happy to answer questions and give advice.

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