

## **HSC371 Support individuals to communicate using interpreting and translation services (Level 3)**

### **Elements of Competence**

- HSC371a** Arrange interpreting and translation services for individuals
- HSC371b** Communicate with others through interpreters
- HSC371c** Support those involved to evaluate the quality of the outcomes and the effectiveness of the service

### **About this unit**

For this unit you need to arrange for and assist translators and interpreters to help individuals to communicate their needs wishes and concerns.

### **Scope**

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

**Key people** include: family; friends; carers; others with whom the individual has a supportive relationship.

**Preferred language, method of communication methods** could include: the individual's preferred spoken language; the use of signs; symbols; pictures; writing; objects of reference; communication passports; repetitive behaviours; other non verbal forms of communication; human and technological aids to communication.

Your **knowledge and understanding** for this unit will relate to legal requirements and codes of practice applicable to the scope of your work and others with whom you work; the nature of the work you are undertaking; your role and level of responsibility within your organisation (e.g. whether you have responsibility to support the work of others); the individuals, key people<sup>1</sup> and others with whom you are required to work and the degree of autonomy you have for the management of your own work activities.

### **Values underpinning the whole of the unit**

The values underpinning this unit have been derived from the key purpose statement<sup>2</sup>, the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health and social care in the four UK countries. If you are working with children and young people they can be found in the principles of care unit HSC34. If you are working with adults they can be found in HSC35. To achieve this unit you must demonstrate that you have applied the principles of care outlined in either unit HSC34 or HSC35 in your practice and through your knowledge.

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<sup>1</sup> If you are working with children and young people the term "individuals" covers children and young people and "key people" covers parents, families, carers, friends and others with whom the child/young person has a supportive relationship

<sup>2</sup> The key purpose identified for those working in health and social care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

## Key Words and Concepts

This section provides explanations and definitions of the key words and concepts used in this unit. In occupational standards it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the standards, may be used in a very particular way. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

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| <b>Active support</b> | Support that encourages individuals to do as much for themselves as possible to maintain their independence and physical ability and encourages people with disabilities to maximise their own potential and independence   |
| <b>Individuals</b>    | The actual people requiring health and care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers the individual and their advocate or interpreter   |
| <b>Key people</b>     | Are those people who are key to an individual's health and social well-being. These are people in the individual's life who can make a difference to their health and well-being  |
| <b>Others</b>         | Are other people within and outside your organisation that are necessary for you to fulfil your job role  |
| <b>Rights</b>         | The rights that individuals have to: <ul style="list-style-type: none"><li>• be respected</li><li>• be treated equally and not be discriminated against</li><li>• be treated as an individual</li><li>• be treated in a dignified way</li><li>• privacy</li><li>• be protected from danger and harm</li><li>• be cared for in a way they choose</li><li>• access information about themselves</li><li>• communicate using their preferred methods of communication and language</li></ul> |

## **HSC371a** Arrange interpreting and translation services for individuals

### **Performance Criteria**

You need to show that,

1. you access documents to identify individuals' interpretation and translation needs
2. you support **individuals** and **key people** to identify the preferred language, method of communication and any translation services needed
3. you provide **active support** to enable individuals to identify any interpreting and translation requirements they have in terms of:
  - their preferred language
  - their culture
  - their preferred method of communication
4. you identify, access and agree, terms and conditions for the use of suitably qualified people to meet the communication needs of individuals
5. you provide information about the individuals' specific requirements to interpreters and translators
6. you work with translators, interpreters and individuals to identify and arrange:
  - any specific support they need from you and **others**
  - any preparation that is required
  - any specialist equipment that is needed
7. you ensure that translators, interpreters and individuals are clear about:
  - confidentiality agreements
  - the storage and security requirements for confidential information
  - legal and organisational requirements for the use of translation and interpretation service

## **HSC371b** Communicate with others through interpreters

### **Performance Criteria**

You need to show that,

1. you provide information about the purpose and the nature of the interaction to the interpreter
2. you agree with the interpreter:
  - their role
  - any interventions they should make
  - the level of detail required in the communication
3. you explain to the interpreter specific terms and concepts that individuals might not understand
4. you clarify with the interpreter communications from individuals that you are not able to understand
5. you work with individuals, and support interpreters to work in ways that:
  - ensure the individuals' rights and choices are promoted
  - respect the individuals' experiences, expertise and abilities

- allow sufficient time for individuals to communicate all of their thoughts, views, opinions and wishes
  - are inclusive and do not discriminate
6. you monitor the understanding of all involved and modify interactions to improve communication and understanding
  7. you summarise, and ensure that all involved agree what has been communicated and any actions to be taken

**HSC371c** Support those involved to evaluate the quality of the outcomes and the effectiveness of the service

### **Performance Criteria**

You need to show that,

1. you encourage all involved to take part in evaluating the effectiveness of the interpretation and translation services provided
2. you review with individuals and key people the contribution the interpreting and translating services have made to the individuals' lives and communications
3. you work with all involved to identify and agree any changes that would improve the interpretation and translation services
4. you support individuals, key people and others to identify the implications from any agreed changes
5. you inform appropriate people of agreed changes and implement those that are within the scope of your role and responsibility to do so
6. you record and report on evaluation processes and outcomes within confidentiality agreements and according to legal and organisational requirements

## **Knowledge Specification for the whole of this unit**

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent practice for the performance described in this unit.

When using this specification **it is important to read the knowledge requirements in relation to expectations and requirements of your job role.**

You need to show that you know, understand and can apply in practice:

### **Values**

1. legal and organisational requirements on equality, diversity, discrimination and **rights**:
  - relating to individuals' and key people's language and communication preferences
  - on equal treatment for language and communication
2. how to ensure that the individuals' rights and preferences regarding their preferred method of communication and language are adhered to
3. why the individuals' rights and preferences are particularly important when individuals are using translators and interpreters
4. how to provide active support to enable individuals and key people to communicate their needs, views and preferences using their preferred method and media of communication and language
5. methods and ways of communicating that:
  - support equality and diversity
  - are effective when dealing with and challenging discrimination when using translation and interpretation services are effective
6. how communication may alter because of individuals' personal beliefs and preferences
7. how cultural differences affect an individual's perception of 'normal' and 'abnormal', acceptable and unacceptable communication and how this affects the approaches you should adopt when working with individuals
8. the reasons why translators and interpreters need to understand the background and culture of the people for whom the translation / interpretation is being done

### **Legislation and organisational policy and procedures**

9. codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when commissioning and using translators and interpreters
10. current local, UK and European legislation and organisational requirements, procedures and practices for:
  - data protection, including recording, reporting, storage, security and sharing of information on the communication and language needs, views and preferences of individuals
  - health and safety generally and specially when setting up and using equipment to support interpreters and translators

- risk assessment and management for setting up and using interpretation and translation equipment
  - communicating with individuals through translators and interpreters, using their preferred communication method and language
  - working with others to provide integrated services
11. practice and service standards relevant to your work setting and when supporting individuals to use interpreters and translators

### **Theory and practice**

12. how and where to access information and support that can inform your practice when using and communicating through interpreters and translators
13. how to access, review and evaluate information, services, equipment and support about interpretation and translation services
14. government reports, inquiries and research relevant to working with individuals who need interpreters and translators
15. theories relevant to the individuals with whom you work, about:
- communication related to using and working with individuals who require interpreters and translators
  - motivation, and how to encourage individuals to communicate through interpreters and translators, including the use of positive reinforcement
  - particular mental and physical illnesses, conditions, disabilities, injuries and diseases and the affect these can have on the individuals' ability to communicate and to understand communication
  - how communication and language differences and difficulties can affect the identity, self-esteem and self-image of the individuals with whom you work
  - power, and how it can be used and abused when working with individuals who require interpreters and translators
16. factors that can affect the communication skills, abilities and development of the individuals and any resultant behaviour that may occur
17. conflicts and dilemmas created by difficulties in communication and language in your area of work
18. how to work in partnership with individuals, key people and those within and outside your organisation to enable individuals' communication and language needs to be met
19. the types of information interpreters/translators need to carry out interpretation/translation effectively
20. how to arrange the environment for translation and interpretations
21. the difference between simultaneous and consecutive interpreting and sight translation and when each may best be used
22. different types and forms of communication that might require translation and interpretation services
23. the role of interpreters and translators in interpreting and translating everything that is said or written, and when they may intervene
24. how to assist translators and interpreters
25. how to carry out, what indicators to use and what to record when evaluating and assessing interpreting and translation services

26. the impact of and problems of communicating across different language and communications forms