

H5SV 04 (SCDHSC0371) — Support Individuals to Communicate Using Interpreting and Translation Services

Overview

This standard identifies the requirements when you support communication with individuals using interpreters and translators. This includes arranging appropriate interpreting and translation services and supporting communication between individuals and others through interpreters. It also includes supporting those involved to evaluate the quality of the outcomes and the effectiveness of interpreting and translation services.

Additional Information

Scope/range related to Performance Criteria

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

NOTE: Where an individual finds it difficult or impossible to express their own preferences and make decisions about their life, achievement of this standard may require the involvement of advocates or others who are able to represent the views and best interests of the individual.

Where there are language differences within the work setting, achievement of this standard may require the involvement of interpreters or translation services.

Active participation is a way of working that regards individuals as active partners in their own care or support rather than passive recipients. Active participation recognises each individual's right to participate in the activities and relationships of everyday life as independently as possible.

To **communicate** may include using the individual's preferred spoken language, the use of signs, the use of symbols or pictures, writing, objects of reference, communication passports, other non-verbal forms of communication, human and technological aids to communication.

The **individual** is the adult, child or young person you support or care for in your work.

Key people are those who are important to an individual and who can make a difference to his or her wellbeing. Key people may include family, friends, carers and others with whom the individual has a supportive relationship.

Others are your colleagues and other professionals whose work contributes to the individual's wellbeing and who enable you to carry out your role.

Scope/range related to Knowledge and Understanding

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

All knowledge statements must be applied in the context of this standard.

Factors that may affect the health, wellbeing and development of individuals

may include: adverse circumstances or trauma before or during birth; autistic spectrum conditions; dementia; family circumstances; frailty; harm or abuse; injury; learning disability; medical conditions (chronic or acute); mental health; physical disability; physical ill health; poverty; profound or complex needs; sensory needs; social deprivation; substance misuse.

Values

Adherence to codes of practice or conduct where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people and adults. These include the rights:

- ◆ to be treated as an individual
- ◆ to be treated equally and not be discriminated against
- ◆ to be respected
- ◆ to have privacy
- ◆ to be treated in a dignified way
- ◆ to be protected from danger and harm
- ◆ to be supported and cared for in a way that meets their needs, takes account of their choices and also protects them
- ◆ to communicate using their preferred methods of communication and language
- ◆ to access information about themselves

Performance Criteria — What you do in your job

You must provide evidence to meet all the 25 Performance Criteria for this Unit. The Performance Criteria are grouped under headings to assist you with planning how best to meet these points.

Place the number of the piece of work where this Performance Criteria has been met in the evidence box after each criteria.

Arrange interpreting and translation services to meet the individual's requirements

	Performance Criteria	Evidence Number where this criteria has been met
1	Access documents that will help identify the individual's interpretation and translation requirements.	
2	Support the individual and key people to identify interpreting and translation requirements, taking account of the individual's preferred language, their culture and their preferred method of communication.	
3	Identify suitably qualified people to meet the communication, interpretation and translation requirements of the individual.	
4	Agree terms and conditions for the involvement of suitably qualified people to meet the communication, interpretation and translation requirements of the individual.	
5	Provide information about the individual's specific requirements to interpreters and translators.	
6	Work with translators, interpreters and the individual to identify any specific support they need from you and others , any preparation that is required and any specialist equipment that is needed.	

Arrange interpreting and translation services to meet the individual's requirements (cont)

	Performance Criteria	Evidence Number where this criteria has been met
7	Ensure any specialist equipment is ready and other preparations completed.	
8	Ensure that translators, interpreters and the individual are clear about legal and work setting requirements for the use of translation and interpretation services, including confidentiality agreements and the storage and security requirements for confidential information.	

Support communication through interpreters

9	Work in ways that promote active participation when supporting communication through an interpreter.	
10	Provide information about the purpose and the nature of the interaction to the interpreter.	
11	Agree with the interpreter their role, any interventions they should make and the level of detail required in the communication.	
12	Explain to the interpreter any specific terms and concepts that the individual may not understand.	
13	Clarify with the interpreter any communications from the individual that you are not able to understand.	
14	Support the interpreter to work in ways that promote the individual's rights and choices, respect their experiences, expertise and abilities and promote inclusion.	
15	Ensure the interpreter allows sufficient time for the individual to communicate fully their thoughts, views, opinions and wishes.	

Support communication through interpreters (cont)

	Performance Criteria	Evidence Number where this criteria has been met
16	Monitor the understanding of all involved and the effectiveness of the interpretation.	
17	Modify interactions to improve communication and understanding.	
18	Summarise communication at appropriate points to ensure that all involved agree what has been communicated and any actions to be taken.	

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

20	Encourage all involved to take part in evaluating the effectiveness of the interpretation and translation services provided.	
21	Review with the individual and key people the contribution that the interpreting and translation services have made to the individual's communication and wellbeing.	
22	Work with all involved to agree any changes that would improve the interpretation and translation services.	
22	Support individuals, key people and others to identify the implications from any agreed changes.	
23	Inform appropriate people of agreed changes.	
24	Implement changes that are within the scope of your role and responsibility.	
25	Complete records and reports on evaluation processes and outcomes, within confidentiality agreements and according to legal and work setting requirements.	

Knowledge and Understanding — Why and how you do what you do in your job

You must provide evidence of your knowledge and understanding to meet all the 49 knowledge points for this Unit. The knowledge points are grouped under headings to assist you with planning how best to meet them.

Place the number of the piece of work where each knowledge point has been met in the 'evidence number' box after each point.

Rights

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
1	Legal and work setting requirements on equality, diversity, discrimination and rights.	
2	Your role in promoting individuals' rights, choices, wellbeing and active participation.	
3	Your duty to report any acts or omissions that could infringe the rights of individuals.	
4	How to deal with and challenge discrimination.	
5	The rights that individuals have to make complaints and be supported to do so.	

Your practice

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
6	Legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard.	
7	Your own background, experiences and beliefs that may have an impact on your practice.	
8	Your own roles, responsibilities and accountabilities with their limits and boundaries.	
9	The roles, responsibilities and accountabilities of others with whom you work.	
10	How to access and work to procedures and agreed ways of working.	
11	The meaning of person-centred/child centred working and the importance of knowing and respecting each person as an individual.	
12	The prime importance of the interests and wellbeing of the individual.	
13	The individual's cultural and language context.	
14	How to build trust and rapport in a relationship.	
15	How your power and influence as a worker can impact on relationships.	
16	How to work in ways that promote active participation and maintain individuals' dignity, respect, personal beliefs and preferences.	
17	How to work in partnership with individuals, key people and others.	
18	How to manage ethical conflicts and dilemmas in your work.	
19	How to challenge poor practice.	

Your practice (cont)

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
20	How and when to seek support in situations beyond your experience and expertise	

Theory

21	The nature and impact of factors that may affect the health, wellbeing and development of individuals you care for or support.	
22	Theories underpinning our understanding of human development and factors that affect it.	

Personal and professional development

23	Principles of reflective practice and why it is important.	
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Communication

24	Factors that can affect communication and language skills and their development in children, young people adults.	
25	Methods to promote effective communication and enable individuals to communicate their needs, views and preferences.	

Health and Safety

26	Your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment.	
27	Practices for the prevention and control of infection in the context of this standard.	

Safe-guarding

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
28	The responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices.	
29	Indicators of potential harm or abuse.	
30	How and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties.	
31	What to do if you have reported concerns but no action is taken to address them.	

Handling information

32	Legal requirements, policies and procedures for the security and confidentiality of information.	
33	Legal and work setting requirements for recording information and producing reports.	
34	Principles of confidentiality and when to pass on otherwise confidential information.	

Knowledge specific to this NOS

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
35	Why the individual's rights and preferences are particularly important when they are using translators and interpreters.	
36	How cultural differences may affect an individual's perception of acceptable and unacceptable communication and how this affects the approaches you should adopt.	
37	Theories about communication in relation to individuals who require interpreters and translators.	
38	Theories about motivation and how to encourage individuals to communicate through interpreters and translators, including the use of positive reinforcement.	
39	How communication and language differences and difficulties can affect the identity, self-esteem and self-image of the individuals with whom you work.	
40	The reasons why translators and interpreters need to understand the background and culture of the people for whom the translation or interpretation is being done.	
41	How to access, review and evaluate information, services, equipment and support about interpretation and translation services.	
42	The types of information interpreters and translators need to carry out interpretation/ translation effectively.	
43	The impact of communicating across different language and communications forms and possible issues that may arise.	
44	How to arrange the environment for translation and interpretations.	

Knowledge specific to this NOS (cont)

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
45	The difference between simultaneous and consecutive interpreting and sight translation and when each may best be used	
46	Different types and forms of communication that might require translation and interpretation services.	
47	The role of interpreters and translators in interpreting and translating everything that is said or written, and when they may intervene.	
48	How to assist translators and interpreters.	
49	What indicators to use and what to record when evaluating and assessing interpreting and translation services.	

The candidate and assessor must only sign below when all Performance Criteria and knowledge points have been met.

Unit assessed as being complete

Candidate's name	
Candidate's signature	
Date submitted to Assessor as complete	

Assessor's name	
Assessor's signature	
Date assessed complete	

Internal Verification

To be completed in accordance with centre's internal verifier (IV) strategy.

Evidence for this Unit was sampled on the following date/s	Internal verifier's signature	Internal verifier's name

This Unit has been subject to an admin check in keeping with the centre's IV strategy.

Date of admin check	Internal verifier's signature	Internal verifier's name

Unit completion confirmed

Internal verifier's name	
Internal verifier's signature	
Date completed	