

DK7L 04 (HSC371/AB2) Support individuals to communicate using interpreting and translation services

Elements of competence

HSC371.1	Arrange interpreting and translation services for individuals
HSC371.2	Communicate with others through interpreters
HSC371.3	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 (eg whether you have responsibility to support the work of others); the individuals, key people¹ 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 statement², 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.

Evidence Requirements for the Unit

It is essential that you adhere to the Evidence Requirements for this Unit – please see details overleaf.

¹ 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

² 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”

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SPECIFIC EVIDENCE REQUIREMENTS FOR THIS UNIT
Simulation:
<ul style="list-style-type: none">• Simulation is NOT permitted for any part of this unit.
The following forms of evidence ARE mandatory:
<ul style="list-style-type: none">• Direct Observation: Your assessor or an expert witness must observe you in real work activities which provide a significant amount of the performance criteria for most of the elements in this unit. For example you may be observed interviewing a potential interpreter/translator and be able to show your assessor how you would ensure that they would be able to communicate effectively with the individual you are working with.• Reflective Account/professional discussion: These will be a description of your practice in particular situations. For example you could explain the process you would follow to identify an individual's communication needs, what their preferred method of communication is and how you involved them in assessing the required assistance. It is likely that evidence provided for this unit will also be relevant to the mandatory units.
Competence of performance and knowledge could also be demonstrated using a variety of evidence from the following:
<ul style="list-style-type: none">• Questioning/professional discussion: May be used to provide evidence of knowledge, legislation, policies and procedures which cannot be fully evidenced through direct observation or reflective accounts. In addition the assessor/expert witness may also ask questions to clarify aspects of your practice.• Expert Witness: A designated expert witness may provide direct observation of practice, questioning, professional discussion and feedback on reflective accounts.• Witness testimony: Can be a confirmation or authentication of the activities described in your evidence which your assessor has not seen. This could be provided by a work colleague or service user.• Products: These can be evaluation records and reports, diary evidence of day to day practice. You need not put confidential records in your portfolio, they can remain where they are normally stored and be checked by your assessor and internal verifier. If you do include them in your portfolio they should be anonymised to ensure confidentiality.
GENERAL GUIDANCE
<ul style="list-style-type: none">• Prior to commencing this unit you should agree and complete an assessment plan with your assessor which details the assessment methods you will be using, and the tasks you will be undertaking to demonstrate your competence.• Evidence must be provided for ALL of the performance criteria ALL of the knowledge and the parts of the scope that are relevant to your job role.• The evidence must reflect the policies and procedures of your workplace and be linked to current legislation, values and the principles of best practice within the Care Sector. This will include the National Service Standards for your areas of work and the individuals you care for.• All evidence must relate to your own work practice.

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KNOWLEDGE SPECIFICATION FOR 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 in 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 provide evidence for ALL knowledge points listed below. There are a variety of ways this can be achieved so it is essential that you read the ‘knowledge evidence’ section of the Assessment Guidance.

You need to show that you know, understand and can apply in practice:	Enter Evidence Numbers
Values	
1 Legal and organisational requirements on equality, diversity, discrimination and rights : (a) relating to individual’s and key people’s language and communication preferences (b) on equal treatment for language and communication	
2 How to ensure that the individual’s 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: (a) support equality and diversity (b) are effective when dealing with and challenging discrimination when using translation and interpretation services.	
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.	

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You need to show that you know, understand and can apply in practice:	Enter Evidence Numbers
<p>10 Current local, UK legislation and organisational requirements, procedures and practices for:</p> <ul style="list-style-type: none"> (a) data protection, including recording, reporting, storage, security and sharing of information on the communication and language needs, views and preferences of individuals (b) health and safety generally and specially when setting up and using equipment to support interpreters and translators (c) risk assessment and management for setting up and using interpretation and translation equipment (d) communicating with individuals through translators and interpreters, using their preferred communication method and language (e) working with others to provide integrated services 	
<p>11 Practice and service standards relevant to your work setting and when supporting individuals to use interpreters and translators.</p>	
Theory and practice	
<p>12 How and where to access information and support that can inform your practice when using and communicating through interpreters and translators.</p>	
<p>13 How to access, review and evaluate information, services, equipment and support about interpretation and translation services.</p>	
<p>14 Government reports, inquiries and research relevant to working with individuals who need interpreters and translators.</p>	
<p>15 Theories relevant to the individuals with whom you work, about:</p> <ul style="list-style-type: none"> (a) communication related to using and working with individuals who require interpreters and translators (b) motivation, and how to encourage individuals to communicate through interpreters and translators, including the use of positive reinforcement (c) particular mental and physical illnesses, conditions, disabilities, injuries and diseases and the effect these can have on the individual's ability to communicate and to understand communication (d) how communication and language differences and difficulties can affect the identity, self-esteem and self-image of the individuals with whom you work (e) power, and how it can be used and abused when working with individuals who require interpreters and translators 	
<p>16 Factors that can affect the communication skills, abilities and development of the individuals and any resultant behaviour that may occur.</p>	
<p>17 Conflicts and dilemmas created by difficulties in communication and language in your area of work.</p>	
<p>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.</p>	
<p>19 The types of information interpreters/translators need to carry out interpretation/translation effectively.</p>	
<p>20 How to arrange the environment for translation and interpretation.</p>	

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You need to show that you know, understand and can apply in practice:	Enter Evidence Numbers
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 and problems of communicating across different language and communications forms.	

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HSC371.1 Arrange interpreting and translation services for individuals

Performance criteria		DO	RA	EW	Q	P	WT
		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: (a) their preferred language (b) their culture (c) 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 individual's specific requirements to interpreters and translators.						
6	You work with translators, interpreters and individuals to identify and arrange: (a) any specific support they need from you and others (b) any preparation that is required (c) any specialist equipment that is needed						
7	You ensure that translators, interpreters and individuals are clear about: (a) confidentiality agreements (b) the storage and security requirements for confidential information (c) legal and organisational requirements for the use of translation and interpretation services						

HSC371.2 Communicate with others through interpreters

Performance criteria		DO	RA	EW	Q	P	WT
		1	You provide information about the purpose and the nature of the interaction to the interpreter.				

DO = Direct Observation
EW = Expert Witness

RA = Reflective Account
P = Product (Work)

Q = Questions
WT = Witness Testimony

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HSC371.2 Communicate with others through interpreters (cont)

Performance criteria		DO	RA	EW	Q	P	WT
		2	You agree with the interpreter: (a) their role (b) any interventions they should make (c) 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: (a) ensure the individual's rights and choices are promoted (b) respect the individual's experiences, expertise and abilities (c) allow sufficient time for individuals to communicate all of their thoughts, views, opinions and wishes (d) 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.						

HSC371.3 Support those involved to evaluate the quality of the outcomes and the effectiveness of the service

Performance criteria		DO	RA	EW	Q	P	WT
		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.						

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HSC371.3 Support those involved to evaluate the quality of the outcomes and the effectiveness of the service (cont)

Performance criteria		DO	RA	EW	Q	P	WT
		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.						

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To be completed by the Candidate

I SUBMIT THIS AS A COMPLETE UNIT

Candidate's name:

Candidate's signature:

Date:

To be completed by the Assessor

It is a shared responsibility of both the candidate and assessor to claim evidence, however, it is the responsibility of the assessor to ensure the accuracy/validity of each evidence claim and make the final decision.

I CERTIFY THAT SUFFICIENT EVIDENCE HAS BEEN PRODUCED TO MEET ALL THE ELEMENTS, PCS AND KNOWLEDGE OF THIS UNIT.

Assessor's name:

Assessor's signature:

Date:

Assessor/Internal Verifier Feedback

To be completed by the Internal Verifier if applicable

This section only needs to be completed if the Unit is sampled by the Internal Verifier

Internal Verifier's name:

Internal Verifier's signature:

Date: