

## SCDHSC0371

# Support individuals to communicate using interpreting and translation services



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### 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.

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### Performance criteria

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

*You must be able to:*

- P1 access documents that will help identify the **individual's** interpretation and translation requirements
- P2 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
- P3 identify suitably qualified people to meet the communication, interpretation and translation requirements of the individual
- P4 agree terms and conditions for the involvement of suitably qualified people to meet the communication, interpretation and translation requirements of the individual
- P5 provide information about the individual's specific requirements to interpreters and translators
- P6 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
- P7 ensure any specialist equipment is ready and other preparations completed
- P8 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

*You must be able to:*

- P9 work in ways that promote **active participation** when supporting communication through an interpreter
- P10 provide information about the purpose and the nature of the interaction to the interpreter
- P11 agree with the interpreter their role, any interventions they should make and the level of detail required in the communication
- P12 explain to the interpreter any specific terms and concepts that the individual may not understand
- P13 clarify with the interpreter any communications from the individual that you are not able to understand
- P14 support the interpreter to work in ways that promote the individual's rights and choices, respect their experiences, expertise and abilities and promote inclusion
- P15 ensure the interpreter allows sufficient time for the individual to

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- communicate** fully their thoughts, views, opinions and wishes
- P16 monitor the understanding of all involved and the effectiveness of the interpretation
- P17 modify interactions to improve communication and understanding
- P18 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**

*You must be able to:*

- P19 encourage all involved to take part in evaluating the effectiveness of the interpretation and translation services provided
- P20 review with the individual and key people the contribution that the interpreting and translation services have made to the individual's communication and wellbeing
- P21 work with all involved to agree any changes that would improve the interpretation and translation services
- P22 support individuals, key people and others to identify the implications from any agreed changes
- P23 inform appropriate people of agreed changes
- P24 implement changes that are within the scope of your role and responsibility
- P25 complete records and reports on evaluation processes and outcomes, within confidentiality agreements and according to legal and work setting requirements

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### Knowledge and understanding

*You need to know and understand:*

#### Rights

- K1 legal and work setting requirements on equality, diversity, discrimination and rights
- K2 your role in promoting individuals' rights, choices, wellbeing and active participation
- K3 your duty to report any acts or omissions that could infringe the rights of individuals
- K4 how to deal with and challenge discrimination
- K5 the rights that individuals have to make complaints and be supported to do so

#### Your practice

*You need to know and understand:*

- K6 legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard
- K7 your own background, experiences and beliefs that may have an impact on your practice
- K8 your own roles, responsibilities and accountabilities with their limits and boundaries
- K9 the roles, responsibilities and accountabilities of others with whom you work
- K10 how to access and work to procedures and agreed ways of working
- K11 the meaning of person-centred/child centred working and the importance of knowing and respecting each person as an individual
- K12 the prime importance of the interests and well-being of the individual
- K13 the individual's cultural and language context
- K14 how to build trust and rapport in a relationship
- K15 how your power and influence as a worker can impact on relationships
- K16 how to work in ways that promote active participation and maintain individuals' dignity, respect, personal beliefs and preferences
- K17 how to work in partnership with individuals, key people and others
- K18 how to manage ethical conflicts and dilemmas in your work
- K19 how to challenge poor practice
- K20 how and when to seek support in situations beyond your experience and expertise

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### Theory

*You need to know and understand:*

- K21 the nature and impact of **factors that may affect the health, wellbeing and development** of individuals you care for or support
- K22 theories underpinning our understanding of human development and factors that affect it

### Personal and professional development

*You need to know and understand:*

- K23 principles of reflective practice and why it is important

### Communication

*You need to know and understand:*

- K24 factors that can affect communication and language skills and their development in children, young people adults
- K25 methods to promote effective communication and enable individuals to communicate their needs, views and preferences

### Health and Safety

*You need to know and understand:*

- K26 your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment
- K27 practices for the prevention and control of infection in the context of this standard

### Safe-guarding

*You need to know and understand:*

- K28 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K29 indicators of potential harm or abuse
- K30 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K31 what to do if you have reported concerns but no action is taken to address them

### Handling information

*You need to know and understand:*

- K32 legal requirements, policies and procedures for the security and confidentiality of information
- K33 legal and work setting requirements for recording information and producing reports
- K34 principles of confidentiality and when to pass on otherwise confidential information

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#### Specific to this NOS

*You need to know and understand:*

- K35 why the individual's rights and preferences are particularly important when they are using translators and interpreters
- K36 how cultural differences may affect an individual's perception of acceptable and unacceptable communication and how this affects the approaches you should adopt
- K37 theories about communication in relation to individuals who require interpreters and translators
- K38 theories about motivation and how to encourage individuals to communicate through interpreters and translators, including the use of positive reinforcement
- K39 how communication and language differences and difficulties can affect the identity, self-esteem and self-image of the individuals with whom you work
- K40 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
- K41 how to access, review and evaluate information, services, equipment and support about interpretation and translation services
- K42 the types of information interpreters and translators need to carry out interpretation/translation effectively
- K43 the impact of communicating across different language and communications forms and possible issues that may arise
- K44 how to arrange the environment for translation and interpretations
- K45 the difference between simultaneous and consecutive interpreting and sight translation and when each may best be used
- K46 different types and forms of communication that might require translation and interpretation services
- K47 the role of interpreters and translators in interpreting and translating everything that is said or written, and when they may intervene
- K48 how to assist translators and interpreters
- K49 what indicators to use and what to record when evaluating and assessing interpreting and translation services

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#### 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 well-being. 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 well-being and who enable you to carry out your role

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### 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



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**Developed by** Skills for Care & Development

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**Relevant occupations** Health, Public Services and Care; Health and Social Care; Associate Professionals and Technical Occupations; Health and Social Services Officers; Health Associate Professionals; Personal Service Occupations; Personal Healthcare and Related Personal Services

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**Suite** Health and Social Care

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