# HLTPOP406C Utilise an interpreter

**Release: 1**

## HLTPOP406C Utilise an interpreter

## Modification History

Not Applicable

## Unit Descriptor

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|---|---|
| Descriptor | This unit describes using the services of an interpreter for a community event such as a meeting, discussion group, forum, community feedback, or information session |
| | It is particularly concerned with choosing the interpreting service appropriate to event and its participants, selecting and briefing an interpreter, and adequately designing and planning the event to incorporate to use of an interpreter |

## Application of the Unit

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| Application | This units applies to work in a public health context |

## Licensing/Regulatory Information

Not Applicable

## Pre-Requisites

Not Applicable

Community Services and Health Industry Skills Council

# Employability Skills Information

**Employability Skills**

This unit contains Employability Skills

# Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

# Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| 1. Determine the need for *interpreter services* | 1.1 Consult the participant group/community to determine their *language and interpreting needs* |
| | 1.2 Determine the type of interpreting service required |
| | 1.3 Determine the qualifications and experience required of an interpreter for the particular event |
| 2. Select an interpreter | 2.1 Consult and follow organisation policy and procedures for selecting and utilising an interpreter |
| | 2.2 Identify, contact and interview suitable individuals, either sole practitioners or interpreting company employees |
| | 2.3 Check and verify references of potential interpreters |
| | 2.4 Select an interpreter who has knowledge of and/or is comfortable with the subject matters of the event |
| | 2.5 Select an interpreter who can meet the language and interpreting needs of participants |

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| 3.  Brief an interpreter | 3.1    Arrange a meeting with the interpreter prior to the event at a mutually convenient time and place |
| | 3.2    Provide the interpreter with access to all materials relevant to the event |
| | 3.3    Provide the interpreter with an agenda, description and outline of the event |
| | 3.4    Brief the interpreter on the subject matter of the event, explain concepts and clarify terminology |
| | 3.5    Brief the interpreter on event, participant backgrounds and needs |
| 4.  Plan an event where an interpreter is used | 4.1    Sequence the event to allow for the interpreting process |
| | 4.2    Obtain, trial and install any specialised equipment needed by the interpreter prior to the event |
| | 4.3    Ensure scheduling throughout the event allows for the time taken to interpret |
| | 4.4    Ensure seating arrangements allow for the interpreter to clearly see the people to whom they speak and to see what they see |
| | 4.5    Allow time during and after the event to seek and respond to feedback from participants about the interpreting process |

# Required Skills and Knowledge

**REQUIRED SKILLS AND KNOWLEDGE**

This describes the essential skills and knowledge and their level required for this unit.

*Essential knowledge*:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and

**REQUIRED SKILLS AND KNOWLEDGE**

manage contingencies in the context of the identified work role

This includes knowledge of:

- Organisation policy and procedures regarding the use of interpreters
- The role of an interpreter

*Essential skills*:

It is critical that the candidate demonstrate the ability to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Demonstrate interviewing skills
- Plan and sequence an event to allow for the interpreting process
- Select an interpreter who can render an accurate and sensitive interpretation of the subject matter
- Select an interpreter whose services satisfy the needs of participants
- Undertake community consultation
- Undertake event planning
- Undertake liaison

# Evidence Guide

**EVIDENCE GUIDE**

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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| *Critical aspects for assessment and evidence required to demonstrate this competency unit*: | • The individual being assessed must provide evidence of specified essential knowledge as well as skills |

**EVIDENCE GUIDE**

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| *Access and equity considerations*: | • All workers in the health industry should be aware of access and equity issues in relation to their own area of work |
| | • All workers should develop their ability to work in a culturally diverse environment |
| | • In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people |
| | • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities |
| *Context of and specific resources for assessment*: | • This unit can be assessed both on and off the job |
| | • Must have access to: |
| | • interpreters or companies that supply interpreters |
| *Method of assessment*: | Assessment may include: |
| | • Demonstration and simulation |
| | • Interviewing and questioning |
| | • Case studies and scenarios |

# Range Statement

**RANGE STATEMENT**

The Range Statement relates to the unit of competency as a whole.   It allows for different work environments and situations that may affect performance.   Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

## RANGE STATEMENT

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| *Interpreter services can include*: | • Simultaneous or consecutive/sequential interpreting<br>• Use of specialised audio systems or pieces of equipment<br>• Professional interpreters - individuals holding formal qualifications<br>• Community communicators - individuals recognised by a community as capable and acceptable interpreters |
| *Materials relevant to an event can include*: | • Agendas<br>• Session plans<br>• Reference material such as articles, reports, statistics, organizational policies and procedures, brochures, information sheets<br>• Audio visual materials such as films, videos or DVDs, audiotapes<br>• Maps, diagrams, overheads<br>• Demonstrations, models, mockups<br>• Glossaries of terminology - previously translated |
| *Language and interpreting needs can include*: | • Recognised community languages<br>• Regional dialects<br>• Sensitivities to political and social issues of recent or historical origin |
| *Interview with a potential interpreter should determine if*: | • The interpreter expresses themselves well in both languages<br>• The interpreter can interpret samples of both languages in both directions<br>• The interpreter's pronunciation and accent can be understood quickly and clearly<br>• The interpreter is comfortable with the subject matter for interpretation, and with the participant community<br>• The interpreter is available to attend the event if needed |

# Unit Sector(s)

Not Applicable