

# Community Interpreting Centre Guidance

## Guidance for Centres on the Ascentis Certificate in Community Interpreting (Level 3)

### Who is this guidance for?

This guidance is intended for centres and staff who are intending to offer the Ascentis Certificate in Community Interpreting qualification Level 3. The guidance covers selection, delivery and assessment for staff who directly support teaching and learning. There is also advice about appropriate qualification routes. It should be read in conjunction with the Ascentis Specification in Community Interpreting at Level 3.

### Why choose an Ascentis community interpreting qualification?

Although there is no formal requirement for interpreters to be qualified, interpreting agencies should ask for a level 3 qualification as a minimum and a level 4 for more complex and demanding assignments. The Ascentis Levels 3 and 4 qualifications are matched to the National Occupational Standards for Interpreting and are included on the Regulated Qualifications Framework (RQF). The Regulated Qualifications Framework (RQF) is the national framework for creating and accrediting qualifications in England and Northern Ireland. The qualifications have become nationally recognised within the community interpreting sector.

The Ascentis level 1 'Understanding Community Interpreting' and level 2 'Preparing for the Community Interpreting Role' are preparatory qualifications and are not intended to be used to gain paid work.

### Introduction

There are many factors which need to be considered prior to and during the delivery of this Community Interpreting qualification. This document will identify some of them and make suggestions which centres might find useful. These should not be taken as prescriptive or unique solutions to the issues a centre might encounter.

### Thinking about offering the qualification

If centre research identifies that there is a market for a Community Interpreting qualification, then the centre should consider the necessary resources to deliver a course. These would include:

- Relevant staff to deliver the qualification. It is essential that the staff delivering this course have:
  - Some recent experience of interpreting between at least one Community Language and English
  - Knowledge of UK public services, and preferably experience of interpreting within these services
- Most centres would also prefer staff to have a teaching qualification

Many colleges run Initial Teacher Training courses, for example. Staff engaged to deliver Community Interpreting could be asked to acquire a Teacher Training qualification as a condition of employment. On the other hand, teaching staff without interpreting experience may find it harder to compensate. It would possibly prove challenging for staff to develop sufficient knowledge of public service interpreting to be able to teach the course credibly, and to fully support the learners in developing the skills they would require in the workplace.

Teaching staff can extend their Community Interpreting knowledge and understanding by undertaking the Community Interpreting Level 3 or 4 qualification prior to delivery. They may also wish to undertake shadowing activities within Interpreting Agencies and services. This could be on an informal or more formal basis.

However, there is no compensating for the value of having a qualification delivered by a specialist who can offer advice and suggestions drawn from experience.

### **Assessment of Bilingual Interpreting Assignments**

- Centres should consider the competency of their assessors and the range of languages which could be within a delivery group. Language assessors should be fully trained with knowledge of the level, criteria and qualification being offered. Language assessors need to be familiar with the terminology currently being used in public services and its appropriate translation into the Community Language.
- The assessments will require Internal Verification and there should be a robust process in place linked to the centre's policy. The Internal Verifier should hold a relevant qualification in verification, but does not necessarily need subject expertise in interpreting. The role of the verifier is to ensure that all processes and procedures have been carried out to a suitable and consistent standard.
- Awareness of linguistic minority communities means that a centre which already has links and a history with its surrounding communities will be able to broaden and expand these to the advantage of learners. This works both ways as the community will be able to support and enrich both the teaching and the learning. Centres will have a pool of local Community Language speakers from whom to recruit their learners. The trainee interpreters will then be able to volunteer within community organisations or, later, to gain work as paid interpreters supporting community members who wish to access public services.
- Centres need to develop clear pathways for learners whose skill level is below that required to successfully complete the course so that learners can develop their skills and access the training in the future. A list of local providers that can support learners in the development of their language, literacy and study skills would be useful.

### **Recruitment and selection of candidates**

Once a decision has been made to offer the qualification, the centre should plan its recruitment strategy and have a planned selection procedure.

Publicity material should be produced. It should outline clearly the learners suitable for the qualification and the minimum criteria necessary for acceptance on the course. This could be organised into core and desirable criteria and these could vary depending on local issues and resources. Factors which need to be considered include:

- Language levels - A Level 3/4 in English and the Community Language is a good starting point in terms of fluency and competence. The assumption is that learners will develop their skills to a higher level during the course. Many learners will have stronger skills in one language than the other, and many will show a difference between speaking and listening, and reading and writing skills. It is essential that centres develop appropriate tools to assess learners' language skills to ensure that these are at the required level to enable them to successfully complete the course, and to go on to gain employment within the Community Interpreting sector.
- Relevant interpreting experience which could be voluntary but should include some experience with people not personally connected to the interpreter. (Interpreting for friends and family only does not allow an interpreter to develop the skill of impartiality)
- An awareness of public services
- Knowledge of the language community
- Study skills
- Interpersonal skills
- Motivation

It is important to consider the feedback which is given to learners who are not accepted on to the course. There could be many reasons for this, such as lack of interpreting experience, poor interpersonal skills etc. However, if the learner is aware of the reason it may be possible for him/her to develop the skills required to be successful on another occasion.

Centres need to develop clear pathways to enable learners to develop the skills they require to be accepted onto the course. Partnerships need to be built up between local providers and community organisations that can provide opportunities for the learners to develop the skills required.

### Supportive learning routes for Learners

Skills Issue	Remedy
Low level of spoken English	Refer to ESOL classes
Low level of written English	Refer to ESOL or literacy classes
Low level of spoken Community Language	Refer to language classes for mother-tongue speakers, sometimes available through embassies, Adult and Community Learning Services or within local Voluntary Organisations.
Low level of written Community Language	Refer to language classes for mother-tongue speakers, sometimes available through embassies, Adult and Community Learning Services or within local Voluntary Organisations.
Lack of interpreting experience	Refer to local Voluntary Organisations where voluntary work that includes some interpreting may be available Encourage learners to support friends and family who require interpreting support. Encourage participation in Ascentis levels 1 or 2 Community Interpreting preparation qualifications.
Low level of interpersonal skills	Refer to courses such as Level I Employability or Personal Development. These are often available through Adult and Community Learning providers / FE Colleges.
Low level of study skills	Refer to courses such as Level I Employability or Personal Development. These are often available through Adult and Community Learning providers/ FE Colleges. Encourage participation in Ascentis levels 1 or 2 Community Interpreting preparation qualifications.
Lack of Public Service knowledge	Provide learners with relevant Local and National Government websites to enable them to become familiar with Public Services. There are also Adult and

Community Learning courses that include a focus on Public Service provision. Encourage participation in Ascentis levels 1 or 2 Community Interpreting preparation qualifications.

### Assessment of Interpreting Skills

The Level 3 qualification offers a wide range of assessment opportunities. Some assessments lend themselves to taking a written form but there are also opportunities to record role-play sessions visually. These are key to developing trainee interpreters' skills and awareness and providing a platform for them to demonstrate their level of competence. Recording role-plays also gives the opportunity to review and give meaningful feedback to learners. Feedback can be oral/written or a combination of both.

When setting scenarios, deliverers may wish to consider setting interpreting tasks that can be identified as Level 3, 4 or even below the level, especially initially. Simple interpreting scenarios below level 3 enable learners to practise their skills and develop an awareness of the stages of an interpreting interview. It is important that teaching staff are able to devise scenarios that fulfil the level 3 and level 4 assessment criteria as well to ensure that learners are accredited at the level of their competence.

Some centres will need to ensure that staff are able to do this and it may involve some staff development. Centres will need to have a bank of appropriate role-plays to enable all learners to have the opportunity to practise, and to demonstrate competence as an interpreter. For further guidance on conducting role play assessments, see Role Play Guidelines for tutors.

## **Assessments**

All learners need to be considered when planning assessments and feedback. Some issues to consider are:

- Do the learners understand what they are being asked to do?
- Would it be useful to provide guidelines for completing assessments outlining learning outcomes and assessment criteria?
- Some exemplar material may aid clarity for the learners

## **Support**

Centres need to ensure that all delivery staff have opportunities to develop skills in assessing, standardising and supporting learners. Learners also require support in developing skills such as portfolio building.

## **Code of Conduct**

In the course of their jobs, Community Interpreters are expected to adhere to various professional Codes of Conduct and practices or ethics, including:

1. Their employer's general Code of Professional Conduct and Practices
2. Their personal code of ethics and morals (religious/cultural beliefs)
3. The interpreter's code of Professional Conduct

Examples can be found at the links below:

[http://www.iti.org.uk/attachments/article/154/Code%20of%20professional%20conduct%2008%2009%202013\\_Final.pdf](http://www.iti.org.uk/attachments/article/154/Code%20of%20professional%20conduct%2008%2009%202013_Final.pdf)

<http://www.nrpsi.org.uk/for-clients-of-interpreters/code-of-professional-conduct.html>

<http://www.imiaweb.org/code/>

These will vary according to the situation and requirements of the role, but an example of Good Practice Guidelines is given in Appendix 1.

Interpreters may also be asked to sign a Confidentiality Agreement and an example is given for reference in Appendix 2.

## **Attendance**

Learners should be aware of the Code of Conduct for all interpreters; they should also be made aware of any compulsory attendance regulations which the centre may have. There are implications of potential knowledge or practice gaps that learners may have if they miss sessions.

This would also be indicative of a lack of commitment and professionalism. Learners should be taught the skills of time management, organisation and punctuality which are particularly important in this area of work.

## Progression

Centres should give consideration to advising learners about potential career paths following a successful outcome at Level 3. There are many routes they could take including:

- Higher level qualifications such as Ascentis Community Interpreting Level 4, the Diploma in Public Service Interpreting and Undergraduate qualifications in Interpreting and Translation. The hope is that successful completion of the Level 4- unit Two-way Interpreting would indicate an ability and readiness for further learning.
- Employment. Centres should ideally have built / be building up relationships in many different areas which will assist progression. These include:

Partners	Value
Agencies / training providers	To be aware of languages currently in demand. To provide progression opportunities for learners. To ensure that course information regarding local provision of Interpreting Services is correct.
Relevant IAG	To be aware of local quality requirements for interpreters such as minimum levels of qualification. To be aware of progression routes for interpreters and be able to signpost these to local providers offering these opportunities. To be aware of local opportunities for the learners to develop the skills that would enable them to access level 3 Community Interpreting.
Local knowledge	To be aware of local language communities, their level of English competence and their need for interpreting services. To be aware of services offered by local Voluntary Organisations to support the needs of the language communities. To be aware of any specific issues or needs that affect local language communities.
Recruitment events	To be aware of how interpreters can gain work such as attending ITI conferences and events. There is potential for centres to set up job fairs, inviting Interpreting Services/Agencies and learners who have gained their qualification. This liaison is valuable for learners who wish to progress into employment. Developing close working relationships with the local agencies can enrich all aspects of interpreting work.
Value of voluntary work	To be able to signpost learners to potential opportunities enabling them to develop their local knowledge and their interpreting skills
Working freelance and all that that involves	Business Link, local interpreter networks, business start-up courses, Chamber of Commerce may offer courses to assist freelance workers with legal requirements such as tax and with support with marketing and developing business plans.
Networks for interpreters	To enable trainee interpreters to recognise the complexities involved with working as a professional Community Interpreter. To enable interpreters to access further training opportunities.
CPD, short courses, conferences, journals, logs	To enable trainee interpreters to recognise the complexities involved with working as a professional Community Interpreter. To enable interpreters to access further training opportunities.

## Example Good Practice Guidelines for Interpreters

The interpreter must ensure he/she abides by the Code of Ethics as outlined in this section. The interpreter must:

**Be Punctual:** You should aim to arrive 10 minutes before the appointment time. If you are delayed or unable to attend you should inform all parties immediately.

**Respect Confidentiality:** See the confidentiality agreement. If the customer requests, it should be signed. Whether you sign it or not as an interpreter it is your moral and professional responsibility to respect this code of confidentiality. The interpreter must observe and maintain the principles of confidentiality at all times.

- Interpreters will not take personal advantage of any information obtained during the course of their work.
- Under normal circumstances no information will be passed by the interpreter to anyone outside of the interpreting session.
- Forms and other information sheets carried by the interpreter, which contain confidential information, must be kept in a safe place and transported securely. They must not be shown to anyone else except relevant Interpreting Service or Health and Social Services personnel involved in the appointment.
- No personal information should be faxed.

**Be Impartial:** The interpreter must NOT accept any form of payment or other reward for interpreting work other than the session fee. Declare possible conflicts of interest

**Maintain Professionalism:** The interpreter must be attentive and sensitive to the needs, wishes and individual background of the client at all times. The interpreter must be respectful and non-judgmental to the client. The interpreter must NOT discriminate directly or indirectly on grounds of class, gender, sexual orientation, ethnic origin, national origin, political or religious beliefs, disability, marital status, having dependents or not, or age. The interpreter must NOT delegate work they have accepted without the consent of the responsible officer. Interpreters are expected to present and conduct themselves in a professional manner. They should only undertake work that they are competent to accomplish in a satisfactory way.

Under no circumstances should an interpreter place themselves, or be placed, in a position of risk in the presence of a vulnerable adult or child. When interpreters are working with vulnerable adults or children, a member of staff should always accompany them. Should circumstances arise when there is a possibility an interpreter may be left alone with a vulnerable adult or child they should report this and seek direction from the officer in charge or withdraw.

### Interpreter's Rights:

The interpreter may refuse or terminate an assignment when:

- She or he feels they have been inadequately briefed
- She or he feels that the subject is beyond her or his capacity
- She or he is subject to unacceptable demands or behaviour from clients or Customers
- There is a serious incident of racial abuse or other discrimination

The interpreter should expect to

- Be treated and respected as a professional
- Be paid.
- Ask for the time to carry out their required duties before, during, and after the interview (excluding emergency situations)
- Receive aftercare support, particularly when cases are particularly distressing or difficult.

The interpreter should not be expected to

- Be a doctor, social or community worker, secretary etc.
- Be an 'expert' on medical or cultural issues.

**Before Accepting the Session:** The customer should provide the interpreter with the following information:

**Service Provider Details:** the name of the contact person setting up the appointment and their contact number. The name and role of the Customer who will be involved in the appointment.

**Client Details:** The name and gender of the client, their language and dialect, and their contact number (where appropriate)

**Appointment Logistics:** The date, day, time, estimated duration of appointment and the precise location of appointment.

**Appointment Content:** The interpreter will be given information on the general nature and context of the appointment.

**Pre Interview:** The interpreter will be told if the Customer has requested a pre interview.

**Additional Information:** The interpreter will also be advised, where known, if:

- A relative, carer, guardian or other person will be present
- The information is likely to be particularly serious or sensitive
- Terminology used is likely to be highly specialised or technical
- The appointment is to take place in a specialised environment

**Considerations before accepting the Session:** Before accepting offer of work the interpreter must consider the following:

- Availability: date, time, place and travel arrangements
- Correct match: Is there a suitable match in terms of language, dialect, gender or other factors?
- Conflict of interest: is the client a close relative or friend?
- Professional limitation: Is the subject matter of a complicated or specialised nature that goes beyond training or experience?

**Preparation for the Session:** In preparation for the session the interpreter should:

- Contact the client (where appropriate): If requested, the interpreter should contact the client by telephone to make sure she or he is aware of the appointment date, time and location. The interpreter will be told if it is inappropriate to do so. In addition, the interpreter will be told if it is inappropriate to leave a message rather than speaking to them directly.
- Research: Undertake research needed to familiarise yourself with the specific subject matter, including relevant vocabulary.
- Locate venue: The interpreter should be familiar with the venue and how to get there. If the venue is the client's home, health and safety issues need to be taken into account and the interpreter may wish to arrange to meet the customer outside or nearby.
- Paperwork: The appointment details should be filled in on an Interpreter Invoice and the timesheet.

**The Pre Interview:** A Pre Interview is more likely in relation to a specialist appointment. For example, cases around: Child Protection, Domestic Violence, Terminal Illness and Mental Health Assessment.

The Pre Interview should be used to:

- Clarify terminology and procedures
- Discuss contextual factual information about the case
- Set the aim of the present consultation
- Discuss interpreting methods required
- Discuss any previous incidents when the Customer has not understood cultural implications
- Discuss any challenging behaviour that may occur and how the interpreter might respond

### **The Beginning of the Session:**

**Report:** On arrival the interpreter should inform the relevant reception staff of their arrival, and of the client's arrival if they are aware of this.

**Health and Safety:** Health and safety need to be taken into account for all appointments but particularly if they are in a client's home.

**Introduction:** Interpreters should formally introduce themselves to the client and include the following:

- Name and role: explain the role of the interpreter if needed.
- State the service is confidential and explain if needed.
- Explain that 'everything you say will be interpreted. If there is anything you don't want to tell the Customer/ Service provider, please do not tell me either because I will have to interpret exactly what you say'.

### **Managing the Interpreting Interview**

**Seating:** The usual arrangement is a triangular formation i.e. the interpreter should be in between the Client and Customer without obscuring anyone. This allows the interpreter to clearly communicate with the Customer and client, and increases the client's confidence.

### **Style of Speech**

- Direct Speech: The First Person. In most circumstances the interpreter should use the first person (direct speech). (that is "I have a pain in my stomach" not "He says he has a pain in his stomach.")
- Indirect Speech: the third person. In circumstances when speech is particularly emotional or if otherwise directed by the customer, the interpreter may need to use the third person.

**Intervention during the Interpreting Situation:** Interpreters can intervene during the interpreting session for several reasons including the following:

- Clarification: To ask for clarification if she or he has not fully understood the concept she/he is being asked to interpret
- Misunderstanding: To point out that the client or Customer has not understood the message although the interpreter was correct
- To ensure adequate time (sentence length, speed of speech) is left for the interpreting process
- At end of session: To ensure that at the conclusion of the session the client has fully understood all the information provided and has no further questions.

*You must always inform both parties of the reason for the intervention.*

## After the Session:

**Repeat Back:** Ask the client to check back to assure they have understood and check the Client has no further questions

**Invoicing:** You should fill in the details of the session on the invoice template (this is best done before the session)

**Time Sheet:** Ask the customer to sign an interpreter time sheet. If the authorised signatory is unavailable, then you should make a copy of the invoice. If a photocopier is not available, use a new template and copy the details. The Customer should then take the original invoice and process it by passing it to the authorised signatory to sign and then send it on to the relevant finance department. You should keep the copy of the invoice for your reference.

**Booking for future appointments:** Customer may want to book you for a follow up session for the same or another client. Check your availability before making the appointment.

## Good Practice Guidelines II: Further Guidance

**Introduction:** These guidelines on sensitivity, impartiality and advocacy, and special situations are, as the name suggests, only guidelines. Therefore, you will find that during the interpreting session there will be circumstances when the best course of action is not obvious. In these situations, you are encouraged to inform the customer and seek advice.

**Sensitivity:** The interpreter should be aware of, and be sensitive to, the factors that vary among individuals and groups, and therefore are relevant to the delivery of and use of Health and Social Services. This is practically important, as a substantial proportion of the client group encountered by the interpreter is likely to be isolated and socially disadvantaged. These include:

- Experiences of racism and/or other forms of discrimination
- Previous negative experiences of the Health and Social Services
- Beliefs about the causes of, and treatments for illness
- Attitudes to illness in general, and in particular disorders
- Problems encountered by refugees and recent migrants
- Negative attitudes (stigma) to particular conditions e.g. mental illness or procedures for example compulsory admission to hospitals under the Mental Health Order.
- Fear of death
- Financial and other social problems
- Fear of attack and victimisation in everyday life
- Other stressful situations

**Impartiality and Advocacy:** Community Interpreting is the advocacy approach to interpreting, and some aspects of the interpreter's work will involve elements of advocacy. However, sessional interpreters are not employed as full time advocacy workers and should be careful not to take on the extra responsibilities of such a role. The following is provided as guidance as to the role of the Community Interpreter:

**Do not speak for the client:** The interpreter should resist any temptation of speaking for the client, nor plead their case. This does not prevent the interpreter reminding clients of their rights or questions they wanted to ask.

**Clarify Words and Terminology:** The interpreter must make every attempt to clarify the meanings of words or terminology used by the Customer or the client when these are unfamiliar, or where exact equivalents are not available. (It is always safer to acknowledge ignorance.)

**Subconscious Messages:** Information may be conveyed to the interpreter by way of indirect, discrete, unconscious or unclear messages and disclosures (either verbally or non-verbally) by the client or Customer. In this case the interpreter should confirm whether this is to be conveyed.

This can be achieved through asking for clarification.

**Do not set yourself up as a cultural expert:** The interpreter must be sensitive to the possibility of 'setting herself or himself up' as a cultural expert. When the Customer shows curiosity or surprise on a specific matter the interpreter may inform her or him of systems within the client's culture that underpin her or his statements or behaviour. The interpreter's personal view of such systems must not be allowed to intrude on the interpreting session, nor must the interpreter stereotype.

**Advice giving:** The interpreter's task is not to provide advice or counselling to the client. This is often the task of the Customer. If the client asks the interpreter for advice they can signpost the client to appropriate support organisations or agencies.

**Role Boundaries:** The interpreter is not a social worker or community worker and should not allow herself or himself to be used in these roles.

**Consent:** The interpreter should be aware that consent is a paramount issue and process in examination, treatment, or care and all areas of medicine. The client has a right to choose after being fully informed.

- The client may not consent to a particular procedure or consent may be withdrawn at any stage thereafter.
- The consent of the client to is of particular relevance to those who have been detained under the Mental Health Order.

**Medical and Psychiatric Procedures:** The interpreter should not allow herself or himself to take sides when it becomes clear that the client is resistant to a medical or psychiatric procedure. However, in these circumstances the interpreter can remind the client of their rights to consent.

**Children's Rights:** The interpreter should respect the rights of the parents of children who are clients to be involved in care and decisions, but under the Children's (NI) Order 1995 must understand that the rights of the child are paramount.

**Impact of Client Experience:** The interpreter should be aware that a non-English speaking person may have been exposed to insult, stereotyping by others, exclusion by discrimination, and to being 'put down' because of 'racial' difference (racism). All these factors may be of significance in the assessment of a medical condition by the customer or to the willingness of the client to be assessed and treated. The interpreter should respect the client's right to raise concerns on these matters.

**Challenging Racism:** In your special role of interpreting between ethnic groups, you may encounter situations of racism or other forms of discrimination. If you believe this is evident this may raise important issues concerning the rights of the client and should be dealt with in the following manner.

**Verbal Challenge:** Minor incidents of racism or cultural insensitivity can be dealt with by a verbal challenge. You should work to your own judgement in each case.

**Termination of Interview:** You have the right to terminate the interview if there is a serious incident of racial abuse. You should make it clear why you are doing so, but are not obliged to translate abuse unless the client specifically asks what was said. All such incidents must be reported to the relevant person.

**Diet, Religious and Cultural Requirements:** When relevant you should consult with the client and inform the Customer on relevant matters of dietary restrictions and preferences and any other crucial matters, for example essential religious observance, personal care.

## **Special Situations**

**Client right to object to an interpreter:** You should respect the right of the client to object to you as the interpreter for the session. The client may raise this objection at any time.

When this occurs, you should ask the client to give a reason for the objection and inform the customer of this and seek advice.

**Gender Considerations:** You may find that a female patient may be reluctant to share information with a male interpreter (or vice versa), but will not say this openly. An awareness of this possibility should prompt you to make enquiries into this matter.

**Client Complaints:** The interpreter should respect the right of the client to complain about the procedure of the interview, the way the medical system is organised, or other matters.

**Confidentiality / conflicts of interest in legal cases:** An interpreter who has interpreted for a client in a Health and Social Services appointment and is subsequently asked to interpret in a court or legal scenario should declare this to those requesting the interpreting. In all cases the interpreter should observe confidentiality to the client.

**Client Travel Arrangements:** Clients are responsible for their own transportation to and from the place of the appointment. In special circumstances (for example, elderly, mobility) interpreters can assist with making travel arrangements as part of preparation time. This could involve calling a taxi (for which the client, not the interpreter, will pay.) It is recommended that interpreters do not transport the client to and from appointments. If an interpreter decides to do this she or he should ensure insurance cover for this.

**Non Response from Client:** The interpreter may have to deal with circumstances when the client is refusing to talk or respond to questions in an interview. In these circumstances the interpreter should share information with the customer on this and take guidance from them.

### **Specialist Medical areas:**

The interpreter should be aware of the special problems likely to be experienced by a customer in counselling a client on genetic disorders. Examples of these are sickle cell anaemia, thalassaemia and Down's syndrome. When such counselling is to be carried out the interpreter should clarify whether the spouse or other relative or carer is to be present.

If during a session the subject matter becomes considerably more complex than anticipated the interpreter should consider professional limitation and if necessary, arrange to have the session rescheduled with another interpreter.

The interpreter may become involved in an interpreting session that arises from the medical psychiatric effects of abuse. This may involve physical, sexual or racist attack. In these instances, the interpreter should make special efforts to remain neutral.

The interpreter may be involved in procedures under the Mental Health (NI) Order 1996. In such circumstances the interpreter should be aware of the issues and procedures in relation to the order.

Special difficulties will be encountered in the task of providing interpreting skills for the patient who is 'confused' because of head injury or for some other reason. In these circumstances the interpreter should approach the task with particular care and caution.

Please use the links on the HELP page for more information and support.

**Acknowledgement:** *These Good Practice Guidelines were drawn together from a number of sources in literature and Codes of Practice used by other services such as National Register of Public Service Interpreters; Chartered Institute of Linguists; Fife Community Interpreting Service; Glasgow Interpreting Service; Newcastle and North Tyneside Health Authority Interpreter Service; Newham Language Shop, London; Scottish Translation, Interpreting and Communication Forum and Sussex Interpreting Service.*

## APPENDIX 2

### Confidentiality Agreement (Confidentiality undertaking by the Interpreters) Name (Interpreter)

There may be a need to supply documentation and information to the Interpreter for the purpose of carrying out the completion of multi-lingual projects. All documents and other information disclosed to the Interpreter shall be treated in the strictest confidence.

The use of this documentation and information by the Interpreter is restricted to those activities required to successfully execute his/her obligations as an Interpreter for the particular project. The Interpreter will take all reasonable steps to avoid the disclosure, dissemination or unauthorized use of the documents and other information.

1. In particular, the Interpreter is expressly forbidden to:
  - a. discuss, or communicate in any way with the written, verbal or visual media or any other third party any information within any project undertaken.
  - b. copy or show any document or any part of it, or divulge the contents of it or any part of it to anyone except the officer responsible for the assignment.
  - c. publish or use for any purpose any information shared in the assignment or contained in any document;
2. The Interpreter shall:
  - a. ensure that any notes used are destroyed on completion of the project;
  - b. ensure that working papers and other materials linked to the project are kept secure for the duration of the project.
3. The Interpreter shall not:
  - a. sub-contract any part of any project.
4. The Interpreter must be aware that non-compliance with any of the above where the project is undertaken for HM Government may be punishable under law.
5. I agree to be bound by the terms of this undertaking.

**Signed (The Interpreter):**

**Date:**

**Please print name: Address:**

**Signed (The responsible officer):**

**Date:**

**Designation: Organisation:**