

Learning Assessment Guide

Unit Standard 22746 – Version 1

Demonstrate knowledge of telephone interpreting as an employee in a public sector organisation

Level 3 – 2 Credits

Assessment Summary			
Learner to complete			
Learner's name:			
Employer:			
NSN no. (ROL):		DOB:	
Signed:		Date:	
Assessor to complete			
<input type="checkbox"/> Meets requirements <input type="checkbox"/> More training required <input type="checkbox"/> More evidence required			
Assessor's name:		Assessor's No.	
Signed:		Date:	

Before you begin...

- As well as this Learning Assessment Guide, you may also want to refer to the unit standard from the NZQA website (<http://www.nzqa.govt.nz>).
- Read the Trainee Information Kit. The kit contains important information and guidelines for Learners and can be found on the Learning State website (<http://www.learningstate.govt.nz>) under Learners, then Learning Assessment Guides.
- Check the learning resources available for this unit standard on the Learning State website (<http://www.learningstate.govt.nz>) under Learners, then Learning Assessment Guides.

This Learning Assessment Guide is made up of:

- tasks for you to complete
- assessment results that the assessor will use to assess your competence.

The tasks in this assessment are designed to show your assessor that you can:

- describe the purpose of telephone interpreting
- describe situations where telephone interpreting is appropriate
- explain the process of telephone interpreting.

3. For each of the issues that relate to using a professional or trained interpreter, describe why they are important and illustrate with a workplace example.

Issue	Reason	Workplace Example
Ability to deal with sensitive issues		
Knowledge of client's rights and obligations		
Ability to handle sensitive situations		
Ability to handle complex and detailed information		
Confidentiality		
Impartiality		

4. For each of the issues that relate to using family or friends as interpreters, describe a situation where potential conflicts of interest could occur with family or friends playing this role and illustrate with a workplace example.

Issue	Situation	Workplace Example
Overlap of advocacy with interpretation		
Confidentiality		
Overlap of support with interpretation		
Accuracy of information		
Use of a minor		
Use of people who are not trained as interpreters		

Assessment Task Two – Element 2

The questions in task two are designed to address:

- situations where it is appropriate to use a telephone interpreter
- situations where it is inappropriate to use a telephone interpreter
- why an official would use a telephone interpreter.

You are required to draw on your workplace experience when answering questions two and three.

Task two questions

1. For each of the situations where it is appropriate to use a telephone interpreter, provide a workplace example.

Situation	Workplace Example
Request by a non-English speaker	
Person cannot communicate fluently in English	
Person cannot be understood	
Person does not understand the communication	

Situation	Workplace Example
Inappropriate responses are provided to questions	

2. For the situation where it is inappropriate to use a telephone interpreter, provide a workplace example.

Situation	Workplace Example
Evidence based interviews	

3. For the situations when an official would use a telephone interpreter, provide a workplace example.

Situation	Workplace Example
Equity of access	
Right to be represented	

Situation	Workplace Example
Ease	
Accuracy and clarity of communication	
Quality of customer service	
Compliance	

Assessment Task Three – Element 3

The questions in task three are designed to address:

- the process for clarifying the client's needs
- what you need to consider when working with a telephone interpreter
- the role of the official in the process
- methods you can use for conducting a telephone interpreted interview.

You are required to draw on your workplace experience when answering questions one to four.

Task three questions

1. Explain the types of requirements and support a client may need for language, gender, age and accent, when they are undertaking a telephone interpreted interview and the process you will use to address these requirements. You will need to address all **four** requirements in your response.

2. For the factors you need to consider when working with a telephone interpreter, provide a workplace example.

Considerations	Workplace Example
Speaking clearly to the interpreter and the client	
Pausing to allow interpretation	
Using plain English	
Checking progress	
Checking client's body language where appropriate	
Clearly indicating the end of the session	

3. Describe the role of the official in the telephone interpreting process and outline the functions they carry out.

4. List the advantages and disadvantages for the **three** different methods of conducting a telephone interpreted interview.

Method	Advantages	Disadvantages
Face-to-face		
Speaker phone, headset/handset, handset		
Multiple interpreters and clients		

Assessment results

These are the judgements that your assessor will use to assess you.

Do the learner's answers provide sufficient and appropriate examples?	Yes	No
Do the learner's answers demonstrate an understanding of the purpose of telephone interpreting?	Yes	No
Do the learner's answers demonstrate an understanding of the situations where it is appropriate to use telephone interpreting?	Yes	No
Do the learner's answers demonstrate an understanding of the process of telephone interpreting?	Yes	No