

Health and Social Care terminology translated into Languages of EU migrant workers

Great Yarmouth College



Project Synopsis

This project aimed to research and develop a corpus of the common terms, vocabulary and more importantly concepts in the Health and Social Care sectors, which were translated into Polish, Romanian, Lithuanian and Portuguese, the principal languages of serving and trainee migrant care workers in the East of England. Sound recordings of the terminology have also been produced so that English native speakers can gain some awareness of the correct foreign language pronunciation, as well as migrant workers pronouncing correctly the English terms. These resources will serve as a model for other language groups in other UK regions as required.

Project Aims

This project aimed to research and develop an on-line corpus of the common terms, vocabulary and, in particular, the concepts which would be translated, in the first instance, into Polish, Romanian, Lithuanian and Portuguese – the principal languages of the EU migrant care workers recently recruited to work in care homes.

This produced a multilingual glossary to improve the communication skills and intercultural understanding of migrant care workers of the UK care structure and its underlying theories and practical implementation, both at work and in training.

Employers frequently highlighted language and culture issues due to the nature of care work. Initially migrant workers struggle with the culture shock and colloquial language with its numerous regional differences. Employers agreed that this issue might be overcome with time, but there might be longer-term difficulties with technical and theoretical terminology. The first was partly being addressed with targeted ESOL resources, but the second needed addressing urgently. Evidence from FE colleges and other training providers emphasised the vital importance of tackling this area as trainees are taking longer to achieve accreditation as they attempt to understand the real meanings of English terminology and social care work concepts. This project was innovative in that, as far as could be determined, there was no such five-language glossary with discrete terminology covering Health and Social Care services, in these four target languages.

Project delivery

All project partners circulated questionnaires within their institutions and to local care homes to determine the vocabulary and concepts which cause migrant workers and those training to enter the care professions difficulties in interpretation and understanding. These were returned and a definitive list of appropriate terminology with definitions was compiled. Examples were also collected from the range of Health and Social Care BTEC and Diploma and Adult Learner textbooks, which highlighted difficult concepts for English native speakers, so obviously these

would cause problems for migrant workers. We were fortunate in having Colette Burgess from West Suffolk College in our team as she was a co-author of two of these volumes.

It was also fortuitous that colleagues from the Association of Colleges in the Eastern Region (ACER) were working with Helen Simpson of the Skills for Care Sector Skills Council who was developing a series of Skills for Life learning modules that developed communication and number skills in the adult social care workplace. Some terms were extracted from these resources.

It was possible to enlist the support of a colleague in a Lithuanian VET institution and another colleague in a Romanian University, both of whom had access to experts in social care in those two states and were able to proof read the translated terminology. It was possible to identify translators and proof readers for Portuguese and Polish more locally. Additionally the Romanian translations were undertaken by colleagues at the University of Nottingham.

A Working Group of Foundation Degree in Social Care Practice adult learners was established at Great Yarmouth College. The group comprised managers and supervisors, working in Social Care, both in the private sector and the public sector. This group was consulted throughout and played an important role in the development of the project. All members of this group were immediately convinced of the need for the terminology lists and proposed the creation of innovative and interactive ways of acquiring them with the adaptation of existing or new computer programmes. These included the production of work books in the five languages at Level 1, 2 and 3

In conjunction with the work books, there should be a e-learning diagnostic tool to assess understanding. From the diagnostic tool, there should be some form of unaccredited certification of achievement which would allow workers/trainees to demonstrate their understanding and progress to the next level as applicable.

Unfortunately, the allocated budget has not allowed for such developments.

With a slight extension to the time allocated to the project development, it was indeed possible to produce sound files of the terminology in the five languages. Native English speakers worked with native speakers of the four target languages to record digitally the English terms, followed by Romanian, Lithuanian, Polish and Portuguese in four separate files.

The main challenges, not unforeseen, emerged for translators, who soon discovered that several English terms with particular cultural nuances did not have a direct equivalent in the target language. For this reason, added to all terms, were comprehensive definitions. These generally assisted in overcoming these translation challenges.

For the most part, the methodology used in the development of this project was most appropriate and could serve as a model to develop translations of Health and Social Care terminology in other languages.

Project Outcomes

The project has obviously achieved all the original aims. The positive reactions from all the members of the Stakeholders' Group formed within the Great Yarmouth catchment area has already demonstrated that this project will contribute to raising the skill levels of the care sector employees, particularly of migrant workers. It will enhance the quality of care course provision in colleges. Care sector strategies include increasing the funding and status of care work, retaining a migration entry channel for senior care workers, monitoring the long-term need for a migration entry channel for lesser skilled care workers, improving Government coordination with employers, promoting integration and access to long-term residence and citizenship for migrant care workers, ensuring that care sector organisations address issues relevant to migrant care staff and addressing the prevalence of discrimination and harassment of foreign nationals working in the care sector. The developed glossary will assist in enhancing communication between migrant care workers, trainers, care home staff, care home residents, particularly older people and overcome overt or disguised discrimination of migrants. Being better equipped to

follow training courses, in which unknown or misunderstood technical terminology and concepts are used, but explained in the glossary will enable migrant care workers to gain accreditation more quickly and simultaneously with local trainees. It conforms to the LSIS vision in that every learner acquires the skills appetite they need for learning, living and working and the LSIS Strategic outcomes of outstanding teaching, training and learning and equality, equity and respect for all. Once the terminology list and recordings are uploaded on to the LSIS website, they will be accessible nationally but also internationally to all those involved in training and employing Health and Social Care workers

Sharing of Project Findings

Initial trialling and revisions have demonstrated the effectiveness of this tool to facilitate access to the training courses and enhanced earlier success rates by migrant care workers. Also employers will be able to improve communication with their migrant care workers and improve the quality of service offered to care home residents. Given appropriate resources, training providers and employers nationally which access the glossary, could be monitored as to its use and effectiveness in training those training for or employed in care services or at least they could be required to offer appropriate feedback.

As the terminology lists and the sound files will be uploaded on to the LSIS website, as mentioned above, LSIS obviously has an established process to promote and disseminate information on the products and outcomes of LSIS-funded projects nationally.

All the colleges in the partnership are member colleges of the Association of Colleges in the Eastern Region (ACER) so have access to ACER networks, through which to develop the project and disseminate it. Geoff Scaplehorn can disseminate more widely to all the ACER member colleges and on to all Association of Colleges' members as ACER hosts the East of England AoC Regional Office. And thus reach all English FE colleges. Through Care Skills SSC, other training providers and employers can be accessed nationally.

Geoff Scaplehorn is the UK national representative and Executive Committee member of the European Forum for Vocational Education and Training (EfVET) on which some 30 European states are represented. Through newsletters and other dissemination channels, he can distribute information about the resultant glossaries to other EU states, where the migrant workers are trained before coming to work in the UK. As a representative of EfVET, he is also a member of a EU Multilingualism Platform. One current activity of this Platform is the Poliglotti4.eu project. One of the aims of this project is to create a database of developed language resources available for use by Local Government services, the Emergency Services, the Health Services and other agencies of civil society. In the longer term, these resources in most of the 23 official languages of the European Union, will enhance mobility of employees and trainees across the EU in accordance with the stated EU policies to be achieved by 2020. Already the Poliglotti4.eu project manager has expressed interest in adding a description of the terminology lists and sound files, developed in this project to this database.

Recommendations

It would be valuable if resources could be found to extend the work of this project to encompass translations into other languages – French, Spanish, Russian, Czech have been mentioned. Also to implement the proposals suggested by the Great Yarmouth Stakeholders' Group - the production of work books in the five languages at Level 1, 2 and 3. In conjunction with the work books, there should be a e-learning diagnostic tool to assess understanding. From the diagnostic tool, there should be some form of unaccredited certification of achievement which would allow workers/trainees to demonstrate their understanding and progress to the next level as applicable.