



ADSS Cymru

Yn arwain Gwasanaethau
Cymdeithasol yng Nghymru
Leading Social Services in Wales

Delivering social care in an anti-racist Wales

Evaluating the implementation of recommendations for the development of interpretation and translation services

Association of Directors of Social Services Wales

Anti-racist Wales Action Plan

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Introduction

In 2022 the Welsh Government commissioned ADSS Cymru to examine the use of interpretation and translation services in the delivery of social care and support. The project followed previous work which considered barriers to the take-up of social care by people from ethnic minority backgrounds. The report was published in May 2023. It focused on the need for improvements in several key areas and made seven recommendations. Earlier this year, the Welsh Government asked ADSS Cymru to report progress in implementing the recommendations.

Approach

Directors of Social Services were asked to nominate a member of staff as a contact point for the project and to co-ordinate the gathering of evidence. Nominations were chased on several occasions to maximise the response. The project team used the contacts to issue the online survey and for discussions. The team is grateful to all staff who helped to provide information for this report.

The approach had two main stages. First, information gathering via a bespoke online survey assessment tool, which allowed local authorities to provide evidence of progress against the recommendations and any additional comments they wished to make. A copy of the survey is provided in Appendix 1. The survey was available in English and Welsh and when requested, a MS Word was provided to assist local authorities to collate information. The project timescale was also extended by one month to encourage more local authorities to nominate contacts and to respond to the online survey.

In the second stage of the project, semi-structured interviews were undertaken with a sample of local authorities. The purpose of discussions was to clarify or explore in more detail some of the information in local authorities' responses, to identify issues and challenges in implementing the recommendations, and to identify any good practice.

Response

By the end of the project, 18 Directors of Social Services had nominated a member of staff as a contact point for the project. Seventeen of the 22 local authorities completed the survey form and submitted them for analysis. Three semi structured interviews were undertaken with some queries also made via email.

This report

This report summarises the findings of the evaluation. It is structured around each of the recommendations. The report describes progress in the two years since the recommendations were made and where further work is needed. It identifies opportunities for shared learning and good practice, which is timely given the establishment of a working group by ADSS Cymru to boost action to implement the Anti-racist Wales Action Plan.

1. Progress on Recommendation 1

Provide a programme of cultural competence training for all social care practitioners and front-line staff to increase understanding of cultures and religious and cultural needs, and to increase self-awareness and regular reflection on personal attitudes and behaviours. The training can be informed by good practice in other local authorities.

- 1.1 Cultural competence training helps individuals develop the skills to navigate and communicate effectively across diverse cultures, promoting inclusivity, understanding, and mutual respect

Delivery of cultural competence training

- 1.2 Eleven of the 17 respondents said a programme of cultural competence training has been provided to front-line staff since the report was published in May 2023. Of these, three said it was new training while four said it was an expansion of existing training. Two local authorities cited the use of new and existing training. The remaining two local authorities reported “other” training or activities to achieve cultural competence.
- 1.3 In all responses, the training mentioned varied. One simply referred to induction and workforce development courses. Two local authorities did mention cultural awareness training and understanding cultures. However, most comments referenced broader training relevant to tackling racism e.g. hate crime, unconscious bias, anti-discriminatory practice, race awareness, “Show Racism the Red Card”. modern day slavery and safeguarding, rather than training specific to cultural competence.
- 1.4 Local authorities who said they had undertaken cultural competence training were asked how many front-line staff have undertaken it. Eight local authorities provided figures, which ranged from 23 to 1,150. Some figures covered the two-year period since the report was published while others referred to the last financial year. One authority did not answer the question and another simply said equality training is mandatory for all staff including new staff, with refresher training every two years. Two respondents reported training for specific groups of staff e.g. “*only senior and middle managers in post in 2023*”; “*all managers and front-door/IAA staff in Children’s Services commenced it*”.
- 1.5 Not all respondents described the training delivered but where it was described, the information raises questions about whether the training provided was geared to cultural competence and whether the nature of such training is understood. While one local authority was specific with reference to 166 staff completing in-house Cultural Competency training in 2023-24 and 2024-25, others referenced numbers attending, for example, race awareness courses, EDI training, hate crime, sexual harassment, the use of pronouns, and Welsh language awareness training.
- 1.6 When asked what proportion of all front-line staff have undertaken cultural competence training, four authorities did not answer. Where provided, figures ranged from 4% to 81%. However, given the question about cultural competence training being understood, the figures should be treated with caution. From the information provided and the figures quoted for front-line staff training, it is reasonable to conclude that a relatively small proportion of the workforce has received cultural competence training because of the recommendation.

- 1.7 All local authorities who reported delivering cultural competence training said they had evaluated the provision. However, aside from one comment which said a course was useful as an awareness of cultural differences and informative about being sensitive to the differences between cultures, the feedback provided from evaluations typically referenced broader anti-racism training such as EDI training and unconscious bias training as opposed to cultural competence training. This reinforces the questions about understanding the precise nature and outcomes of cultural competence training. The feedback on broader training was positive on content and delivery either as new or refresher training. In one authority, feedback has been used to identify further training needs e.g. inclusive language; microaggressions.
- 1.8 All 17 local authorities who responded to the survey said they are planning to deliver cultural competence training in this 2025-26 financial year. One was specific, saying its programme commences end of June 2025, with the first staff sessions in relation to its cultural competence audit scheduled for 8 July 2025. There are clear challenges for the delivery of cultural competence training. The main issue are limited capacity and lack of funding to progress the training. One local authority also cited the capacity to be able to release front-line practitioners for training. Three local authorities said they are awaiting the release of training developed by Social Care Wales. At the time of writing this report, the content of training being developed by Social Care Wales and whether this is specific to cultural competence is not known.
- 1.9 In one local authority interview, we explored the range of support to staff through training, with colleagues stating that the *“training for staff has gone well and the council have attempted to do this in a manageable way, through bite sized modules and briefing notes to support development.”* Furthermore, they are undertaking a development day for staff in October, and this will include a session on the recording of language preferences, which is the subject of the next section in this report.
- 1.10 Another local authority provided a rich explanation of the work they are doing with Diverse Cymru to assess their strengths and areas for development, referring to adult services due to the broad remit and service delivery, as well as existing relevance with staffing structures, both within the council and with commissioned services. There is a clear commitment to using the Diverse Cymru Toolkit to support their improvement and the training offer has also been extended through an Elected Members Briefing Session on Cultural Competency, which was hosted by their Equality Champion.

Other action to increase understanding of cultures and personal reflection

- 1.11 Respondents described a wide range of action to increase knowledge and understanding of cultures over and above formal training provision. However, some related to broader EDI and anti-racism matters and induction training in addition to cultural understanding. The actions, some of which were limited to one or two local authorities, were:
- Communications (including corporate communications) and events which recognise and celebrate different cultures at points throughout the year.
 - Negative attitudes and behaviours being challenged as part of workforce supervision and management.
 - Links with, and attendance at, external groups.
 - Internal steering groups and staff networks.

- Development of e-learning modules for online learning.
 - Development of Practice Notes and other internal online resources on anti-racism and how to embed it into practice.
 - Teams with a greater understanding and awareness of cultural issues because of their role sharing it with other teams.
 - Action as part of Strategic Equality Plans.
 - Joint action by two local authorities to deliver training on “Cultural Diversity: Traditional Practices and Belief Systems in Africa (Nigeria)” in 2023-24 and “Anti-racist practice solutions for Social Care staff” (4 sessions with a capacity of 100) in July 2025.
 - Engaging third sector organisations or those with the expertise in cultural competence training to support staff awareness and development.
- 1.12 One local authority provided a long list of action taken in 2023-24 and 2024-25. This included training needs analysis, specific subjects of training, and external sources of learning used. While the information, which is too detailed to include in this report, extended beyond cultural competence training, it should be of interest to other local authorities who are planning training and other action and wish to learn from others.
- 1.13 Two authorities mentioned international recruitment and support to help staff from overseas to settle in and integrate with teams.

Implementation of Recommendation 1

- 1.14 Local authorities were asked to assess their own progress in implementing recommendation 1 for cultural competence training. The following table summarises the feedback:

Table 1: Local authorities’ self-assessment on implementing Recommendation 1 (n=17)

Recommendation fully implemented	1
Recommendation not fully implemented but will be by the end of December 2025	6
Some progress but recommendation will not be implemented by the end of December 2025	10
No progress on implementation	0

- 1.15 Four of the 6 local authorities who say they will have fully implemented the recommendation by the end of 2025 i.e. cultural competence training for all front-line staff by the end of December 2025, are active on training and plans for training and therefore their self-assessment appears to be reasonable given where they were with delivery at the time of the survey.
- 1.16 However, the self-assessments of some of the other authorities raises some questions on their validity. For example, the authority which responded with “fully implemented” was unable to say how many or what proportion of front-line staff had received cultural competency training, instead simply referring to equalities training being mandatory for all staff including new starters.

- 1.17 Of the two authorities who state they will have fully implemented the recommendation for cultural competence training by the end of 2025, one of them reported they had done none to date i.e. in the two years since the recommendation was made, while the other did not answer the question on the number of front-line who had received such training to date or say what other action they have taken to increase staff understanding of cultures and cultural and religious needs. It was difficult to understand how a local authority would be able to move from zero staff having received cultural competence training to all front-line staff being trained within the next 5 months. This was acknowledged by one of the other local authorities who said that although they have made some progress, they would not be able to implement the recommendation by the end of 2025.

2. Progress on Recommendation 2

A person's language preference, and dialect if relevant, should be recorded clearly and visibly on every case record to ensure their needs are met irrespective of which member of staff is helping them. Electronic recording would allow the local authority to track trend data and demonstrate how people are accessing support.

- 2.1. Eleven local authorities said a person's language preference is now recorded on every case record. Five said it is not currently on every record while one authority did not know their current position.
- 2.2. All but one of the authorities described the action they had taken or are taking to try and achieve this. The different systems used for case management featured prominently in comments, which are summarised below:
 - Active Offer of Welsh language on first contact, which prompts discussion about other languages.
 - Question currently on the assessment form about a person's language of choice but new case management system will have this as a mandatory core field.
 - Several case management systems, including the Welsh Community Care Information system ("WCCIS") for 3 local authorities, already have this as a mandatory field
 - Assessment and review forms have been reviewed. Try not to ask about a person's preferred language given the "More than just words" element of the Welsh language action plan. Prefer to record a person's spoken language(s) so each conversation can be started in Welsh where appropriate.
 - The development of practice guides for staff in children's services to ensure that the recording of ethnicity is accurate and explained in a supportive way to children who might have speech and language difficulties.
- 2.3. Where local authorities said they do not currently have language preference recorded on every case, one of the reasons appear to be linked to the case management systems used. For example, two said the field is not currently mandatory on their systems. One said they used WCCIS, which they are unable to change it locally. They went on to say it will be corrected when the implementation of their new case management system is completed but all new contacts and screenings are already having language preferences identified and recorded on the relevant forms. Another authority has included it as a mandatory field on their assessment form and care planning forms and are in the process of migrating their records to change from WCCIS to a new system which will have it as a mandatory field.

Implementation of Recommendation 2

- 2.4. The following table summarises local authorities' self-assessment of implementing recommendation 2 for a person's language preference to be recorded on every case.

Table 2: Local authorities' self-assessment on implementing Recommendation 2 (n=17)

Recommendation fully implemented	9
Recommendation not fully implemented but will be by the end of December 2025	4
Some progress but recommendation will not be implemented by the end of December 2025	4
No progress on implementation	0

- 2.5. Although 11 local authorities said a person's language preference is recorded on every case, some authorities acknowledged there are gaps in current records and as a result, two did not consider they had fully implemented the recommendation. The above table reflects acknowledgement by several authorities that not all current records have the information noted. Typically, it is recorded on every new case record but some gaps on existing open cases which are being addressed by reviews and checks

3. Progress on Recommendation 3

All local authorities to have a clear policy or protocol – corporately or for social services specifically – which sets out the principles and expectations of what is made available to people from ethnic minority groups for interpretation and translation. A guide for staff should form part of this approach to support their efforts in securing translation and interpretation support.

- 3.1 Six of the 17 responding local authorities said their Council has a clear policy or protocol which sets out the principles and expectations of what interpretation and translation is available to people from ethnic minority groups. All but one said it is corporate i.e. a council-wide policy or protocol. Only one authority said it was specific to social care.
- 3.2 Local authorities were also asked if their Council has any other guidance for staff to help them arrange interpretation and translation support. Twelve local authorities said they have other guidance. Where mentioned, guidance on the intranet or the equivalent was a common resource for staff.
- 3.3 Most local authorities (14 of the 17) use the Welsh Interpretation and Translation Service (“WITS”). Several comments about other services or forms of interpretation/translation which are used as well as, or instead, of WITS referred to arrangements for the Welsh language or British Sign Language. Comments which focused on helping people from ethnic minority backgrounds mentioned the Big Word, Language Line, translation devices called “Pocket Talk”, and the testing of AI translation tools. One local authority said some services, such as the Refugee and Asylum Seeker Rehabilitation Service have their own arrangements for interpretation and translation.

Implementation of Recommendation 3

- 3.4 The following table summarises local authorities’ self-assessment of progress.

Table 3: Local authorities’ self-assessment on implementing Recommendation 3 (n=17)

Recommendation fully implemented	4
Recommendation not fully implemented but will be by the end of December 2025	9
Some progress but recommendation will not be implemented by the end of December 2025	3
No progress on implementation	1

- 3.5 While 12 local authorities said they have some guidance for staff to help them arrange interpretation and translation support, just 6 of the 17 local authorities who responded to the survey said their authority had a clear policy or protocol either corporately or specific to social care. This appears to be a significant gap in what is in place to ensure front-line staff have a clear understanding of the principles of providing such support and what is expected of them. Given there are several examples of policies or protocols in existence, the gap could be filled by sharing learning and experience between authorities.

4. Progress on Recommendation 4

Ensure professional, qualified, interpreters are used in all but exceptional circumstances, checking to ensure they can speak the appropriate dialect in certain languages.

- 4.1 Four local authorities said that in a typical year, professional interpreters are used for all cases. Another 7 said they are used with very few exceptions and the remaining 6 said professional interpreters are used but exceptions are common.
- 4.2 Eight authorities said that the ability of an interpreter to speak the appropriate dialect is checked on every occasion; four said it was checked in most cases, and one in some cases. Four local authorities did not know their current position and therefore could not respond on this subject.
- 4.3 Local authorities were given the opportunity to comment on any other matters relating to the use of professional, qualified, interpreters. Seven authorities did not comment. One said they could not comment on the checking of dialect without asking each individual member of staff. Of those who did comment, one said they had experienced challenges around the availability of interpreters given the range of languages required in their area, and another authority noted that it is hard to find interpreters for some dialects.
- 4.4 One local authority referred to positive steps taken by their staff to seek out new technological solutions to support family engagement, identifying a tool called Pocket Talk to support conversations but also ensuring these new opportunities do not exclude the important contribution of professional interpreters to be confident around the accuracy of what is said.
- 4.5 Other comments are summarised below:
 - 'It takes a lot of forward planning and can sometimes cause an issue if a meeting has been booked and the interpreters are not available on that date or can only do it on phone etc.
 - Few barriers noted. They always appear to be accessible and within a reasonable timeframe. Using an interpreter requires a service request, referral and authorisation, which can cause a slight delay. In an emergency, they verbally agreed it and paperwork is submitted retrospectively.
 - There may be an initial visit where no interpreter is used, and this would be due to the local authority not being fully aware of the needs of the family. As soon as this becomes apparent an interpreter is used.
 - Occasional difficulties accessing interpreters able to speak the required dialect within the timescales required. Sometimes need to source support from alternative private providers. People often want interpreters from outside of dialect or parishes to ensure confidentiality.
 - A front-line team in Adult Services have a range of language abilities and can support each other with interpretation on a quick ad-hoc basis to ensure information can be captured as calls come in.

Implementation of Recommendation 4

- 4.6 Given the focus of this recommendation is on practice and individual cases, it does not lend itself to the self-assessment categories used for other recommendations.
- 4.7 Overall, professional interpreters are used extensively, but there are occasions when for some reason this does not happen. One of the main reasons behind this is the personal preferences of individuals and family members, a matter which is covered in the following section about progress on Recommendation 5.

5. Progress on Recommendation 5

While the use of family or friends for interpretation should be avoided, if this is a personal preference of a person receiving care and support, local authority staff should ensure the family member fully understands their role as an interpreter.

- 5.1 Eight of the 17 local authorities said the main reason for using family members or friends for interpretation is the personal preference of the individual receiving care and support or their family. One authority in south Wales said the main reason was the inability to access a professional interpreter when needed. Four local authorities cited both reasons for not using a professional interpreter.
- 5.2 Two local authorities said family or friends are not used while another said they make every effort to minimise their use. Another said they were not aware of having used a family member as the interpreter for a meeting but could possibly see the need might arise e.g. where a person using a language other than English may have difficulty being understood for reasons of a stroke or speech difficulty. One local authority also said they may use family or friends in emergency situations.

Ensuring a family member or friend understand their role

- 5.3 Twelve local authorities said that if a family member or friend must be used as an interpreter, they take action to ensure they fully understand their role. Five said they do not, although this includes the two authorities who said they do not use family or friends as interpreters.
- 5.4 Local authorities who said they act were asked to describe what they do to ensure a family member or friend fully understand their role. The following are examples:
- *“The role would be discussed with them and ensuring that they keep things to script and not put their own stance on things”.*
 - *“Discussion with the worker to ensure level of English is acceptable; explain the role of a practitioner and focus on intervention; explain boundaries regarding the family members getting involved in the conversation and maintain factual accuracy of information being translated”.*
 - *“Discussion with the family member beforehand. Would be a judgement of the interpreter’s relationship to the person being interpreted for”.*
 - *“Guidance is provided on key areas of good practice, including verbatim interpreting, confidentiality, impartiality, and professional conduct. We encourage the person receiving care to consider using them in conjunction with a professional interpreter”.*
 - *“Clear instructions and a confidentiality statement signed”.*
 - *“We would explain the role, that of facilitating a conversation. Emphasising the importance of accurately interpreting/ relaying conversations and information and that we would require accurate interpretation back outlining the importance of gaining the citizens views/ comments/ feelings in detail”.*
 - *“Discussion to explain the importance of what is expected. If the practitioner has a sense there is a lack of understanding by the family member, does not feel the role is being*

used correctly or any safeguarding concerns, a professional interpreter is then requested, and the meeting is rescheduled”.

- 5.5 One of the responses to this question stood out as a structured approach which is worth highlighting for possible use by other local authorities. It is reproduced below.

Figure 1: Example of structured approach to ensuring a family member or friend fully understands their role as an interpreter

- **Clarify expectations:** We would explain the importance of accurate and unbiased translation, emphasising that their role is to convey messages exactly as spoken, without adding personal opinions or altering the content.
- **Provide Training/resources:** We would seek to offer some basic training/resources on interpreting techniques, including information on maintaining neutrality, handling technical terms, and managing emotional situations. Training and resources are likely to be online guides, training and resources.
- **Discuss confidentiality:** We would stress the importance of confidentiality. They should understand that any information shared during the interpretation must be kept private and not discussed outside the context of the conversation.
- **Set boundaries:** We would make sure they know when to step back if they feel uncomfortable or if the situation becomes too complex for them to handle.
- **Topic and terminology:** We would check their understanding of the topic and any terminology to be discussed

Implementation of Recommendation 5

- 5.6 The following table summarises local authorities' self-assessment of progress.

Table 4: Local authorities' self-assessment on implementing Recommendation 5 (n=17)

Have fully implemented this recommendation	9
Have been able to do this in most cases but have encountered difficulties.	5
No action taken to ensure this consistently happens when such situations arise.	3

- 5.7 The approach set out in Figure 1 could easily be adopted by other authorities, particularly those who said they have not taken any action to ensure this consistently happens when such situations arise.

6. Progress on Recommendation 6

Building on the good practice information provided by interpreters and translators and captured in Appendix 4 of the report, all local authorities to have in place a good practice guide for staff on how to work effectively with interpreters and translators, with training for staff. Staff who provide First Point of Contact services should be familiar with the authority's practical arrangements for providing interpretation and translation.

- 6.1 Five local authorities said they have a good practice guide for staff on how to work effectively with interpreters and translators. However, one said it was only for the Welsh language. The other 12 local authorities do not have one for staff.
- 6.2 Of the five who have a good practice guide, none were specific to social care. Two said it was corporate guidance, and three said guidance was corporate and there was guidance specific to social care. None of the guides were developed because of the ADSS Cymru report on interpretation and translation. Two authorities said a guide already existed, although as reported earlier, one of these was specific to the Welsh language. One local authority said its guide was created via WITS. One referred to guidance on the WITS website and another did the same but also mentioned its own learning management system, which covers the subject.
- 6.3 Ten of the 12 local authorities who do not have a good practice guide for staff said a guide is planned or already in development. One said a guide wasn't planned or in development but acknowledged the need to develop one while the other cited the capacity of the (social care) department to complete the task.
- 6.4 One local authority shared their staff handbook following our discussion and it contains several useful links to staff pages on their intranet to support staff in accessing interpretation and translation services for people who need it. The guide makes clear of the importance of people being able to engage with staff where services are likely to be involved.

Front-line staff

- 6.5 Fourteen of the 17 local authorities said all First Point of Contact staff are familiar with arrangements for providing interpretation and translation. Two said they are not, and one authority said they did not know.

Implementation of Recommendation 6

- 6.6 The table on the following page summarises local authorities' self-assessment of progress.

Table 5: Local authorities' self-assessment on implementing Recommendation 6 (n=17)

Recommendation fully implemented	4
Recommendation not fully implemented but will be by the end of December 2025	10
Some progress but recommendation will not be implemented by the end of December 2025	1
Recommendation has not been implemented and no plans to do so	2

- 6.7 Given the content of ADSS Cymru's 2023 report on interpretation and translation, the findings on progress against this recommendation for a good practice guide are surprising. Appendix 4 of the report provided a 2-page good practice guide on working with interpreters. It was produced using feedback from interpreters and translators working with WITS and describes what works well in working with social care staff to make more effective arrangements for interpretation for the service, for the individual or family involved, and for interpreters and translators. The guide could very easily be adopted by the local authorities who do not currently have a guide or who do not intend to produce a guide, adapting it if necessary to suit any different local circumstances and/or to give it a local identity.

7. Progress on Recommendation 7

Consideration should be given to translating important information on websites into languages that are used most often locally with more visuals and/or easy read documents. Some third sector organisations have already translated key documents into other languages and provide materials which raise awareness of the support available and are a potential source of help and expertise.

- 7.1 This part of the survey considered in what languages key information on social care is available on local authorities' websites e.g. information on people's rights in social care and how to access help.
- 7.2 Most of the local authorities who responded to the survey (12 out of 17) said it was only available in English and Welsh. However, one of them referred to their use of "Recite Me", which is a Cloud-based web accessibility tool. It allows visitors to a website to make it work for them, with a tool which will translate content into over 100 languages and read it out aloud.
- 7.3 Five local authorities said key information on social care is available in English and Welsh and other languages. However, from the information provided on the other languages available, this response needs to be qualified. One local authority has key information available in Pashto, Dari and Ukraine. One said they have recently committed to improving inclusivity in partnership with the Diverse Cymru Cultural Competency Scheme, which focuses on how key information is presented online to ensure critical content is available in languages spoken most frequently locally. Two said the information is not available in other languages but will translate information on request via WITS. The remaining two local authorities quoted British Sign Language {"BSL"} as the other language on their websites. While important for people with hearing impairments, this study did not request information on people from ethnic minority backgrounds who request the use of BSL.

Implementation of Recommendation 7

- 7.4 This recommendation does not lend itself to the self-assessment categories used for other recommendations as there is considerable variation in the language needs of different local authority areas. The findings show that with one exception, key social care information is not available in languages other than English and Welsh. Two local authorities said they would translate it on request; a request which would take time to fulfil rather than the information being available immediately. There is also a cost, which one authority said creates a pressure on budgets. While an assessment of the Recite Me software is outside the scope of this evaluation, it does appear to offer immediate access to anyone from an ethnic minority background who needs to have the information in their preferred language without the need for the local authority to commission translation of the information for its website.

Other feedback from the survey

- 8.1 At the end of the survey, local authorities had the opportunity to provide additional information and/or comments on any aspect of evaluation of progress against the recommendations of the original ADSS Cymru report on interpretation and translation. Some comments have been incorporated into the reporting against individual recommendations. Comments about action for other groups with protected characteristics, such as people with disabilities, have been discarded, not because they are unimportant but simply because they are outside the scope of this evaluation.
- 8.2 Two local authorities highlighted the usefulness of this follow-up study as a prompt for reflection on what has been achieved and what more needs to be done, which was also a theme in comments from another authority. For some local authorities, challenges such as funding remain.
- 8.3 Several comments referred to the development of Strategic Equality Plans and the inclusion of action to implement the Anti-racist Wales Action Plan. One authority called for local authorities to share information on any cultural competence training they have undertaken or are undertaking. The creation of the working group by ADSS Cymru with the support of the Welsh Government should enable the exchange of information and experience to increase the amount of cultural competence training. It also has the potential to facilitate greater progress on other recommendations through information exchange, shared learning, and the joint development of materials and initiatives. If the working group develops a monitoring role e.g. to check if a local authority that confirmed that a recommendation will be implemented by the end of 2025 achieves it, it could also help to drive further progress.

Appendix 1: Copy of online survey assessment form

Note: this appendix contains the content of the form without the associated formatting and presentation

Anti-racist Wales Action Plan: Follow-up project

1. Name of local authority

Recommendation 1:

Provide a programme of cultural competence training for all social care practitioners and front-line staff to increase understanding of cultures and religious and cultural needs, and to increase self-awareness and regular reflection on personal attitudes and behaviours. The training can be informed by good practice in other local authorities.

2. Has a programme of cultural competence training been provided to front-line staff since the report was published in May 2023?
 - Yes
 - No. (If "No", go to question 9)
3. If "Yes", is it new training delivered because of the report, or an expansion of training previously provided? *
 - New training. (Go to question 5)
 - Expansion of existing training (Go to question 5)
 - Other (Go to next question)
4. If "Other", please describe the training or any other activity you have undertaken on to achieve cultural competence. (Go to question 5)
5. How many front-line staff have undertaken the cultural competence training? (Please enter the number below)
6. Approximately what percentage of total front-line staff have undertaken cultural competence training? (Please enter a percentage figure below)
7. Has the training been evaluated e.g. via a feedback form issued to those who attended?
 - Yes. (Go to next question)
 - No. (Go to question 10)
8. If training has been evaluated, please summarise the results of the feedback. (Go to question 10)
9. If no cultural competence training has been provided to front-line staff, what has prevented such a programme from being delivered? (Go to next question)
10. Is any training on cultural competence planned for the 2025-26 financial year?
 - Yes
 - No
 - Don't know
11. Over and above training, please describe any other action been taken to increase employees' understanding of cultures and religious and cultural needs, and/or to increase self-awareness and/or regular reflection on personal attitudes and behaviours?

12. Based on your previous answers, please assess your progress in implementing this recommendation for cultural competence training against the following scale
 - Recommendation fully implemented
 - Recommendation not fully implemented but will be by the end of December 2025
 - Some progress but recommendation will not be implemented by the end of December 2025
 - No progress on implementation
13. This box gives you the opportunity to provide more information about your assessment of the Council's response to the recommendation for cultural competence training. This can include general comments about cultural competence training, its content, the ability to deliver or commission such training, and/or any further training needs.

Recommendation 2:

A person's language preference, and dialect if relevant, should be recorded clearly and visibly on every case record to ensure their needs are met irrespective of which member of staff is helping them. Electronic recording would allow the local authority to track trend data and demonstrate how people are accessing support.

14. Is a person's language preference now recorded on every case record?
 - Yes (Go to next question)
 - No (Go to question 16)
 - Don't know (Go to question 17)
15. If "Yes", please describe what action was taken and how this was achieved, difficulties encountered, lessons learned etc.
16. If "No", what has prevented this from happening? What more needs to be done?
17. Based on your previous answer, please assess your progress in implementing this recommendation for recording language preferences.
 - Recommendation fully implemented
 - Recommendation not fully implemented but will be by the end of December 2025
 - Some progress but recommendation will not be implemented by the end of December 2025
 - No progress on implementation

Recommendation 3:

All local authorities to have a clear policy or protocol – corporately or for social services specifically – which sets out the principles and expectations of what is made available to people from ethnic minority groups for interpretation and translation. A guide for staff should form part of this approach to support their efforts in securing translation and interpretation support.

18. Does the Council have a clear policy or protocol which sets out the principles and expectations of what interpretation and translation is available to people from ethnic minority groups?
 - Yes (Go to next question)
 - No (Go to question 20)
19. If "Yes", is this specific to social care or a corporate (Council-wide) policy or protocol?
 - Specific to social care
 - Corporate policy or protocol i.e. Council-wide
 - Both
20. Does the Council have any other guidance for staff to help them arrange interpretation and translation support?

- Yes
 - No
21. Does the Council use the Welsh Interpretation and Translation Service (WITS)? *
- Yes
 - No
 - Don't know
22. If the Council uses any services or forms of translation / interpretation in addition to, or instead of, the Welsh Interpretation and Translation Service (WITS)? Please list the other services or forms of translation / interpretation used.
23. Based on your previous answers, please assess your progress in implementing this recommendation for your Council to have a clear policy or protocol for interpretation and translation, and a guide to help staff. *
- Recommendation fully implemented
 - Recommendation not fully implemented but will be by the end of December 2025
 - Some progress but recommendation will not be implemented by the end of December 2025
 - No progress on implementation

Recommendation 4:

Ensure professional, qualified, interpreters are used in all but exceptional circumstances, checking to ensure they can speak the appropriate dialect in certain languages.

24. In a typical year, to what extent are professional, qualified, interpreters used in social care as opposed to other means such as family members or friends? *
- Professional interpreters used for all cases
 - Professional interpreters used with very few exceptions
 - Professional interpreters used but exceptions are common
 - Professional interpreters not used (*Go to question 26*)
25. Before being used, is the ability of an interpreter to speak the appropriate dialect checked? *
- Every time
 - In most cases
 - In some cases
 - Never
 - Don't know
26. The box below allows you to provide any other comments you wish to make about access to professional, qualified, interpreters; their availability when needed, including any barriers to accessing such services, suggestions for improving access and support etc.

Recommendation 5:

While the use of family or friends for interpretation should be avoided, if this is a personal preference of a person receiving care and support, local authority staff should ensure the family member fully understands their role as an interpreter.

27. If family members or friends have been used for interpretation for people receiving care and support or for discussing the need for care and support, what is the main reason?
- Personal preference of the individual or family. *(Go to question 29)*
 - Inability to access a professional interpreter when needed *(Go to question 29)*
 - Both the above *(Go to question 29)*
 - Other. *(Go to next question)*
28. If "Other", please describe the reason(s)
29. If a family member or friend must be used for interpretation, is action taken to ensure they fully understand their role?
- Yes. *(Go to next question)*
 - No. *(Go to question 31)*
30. If "Yes", please describe what is done to ensure they fully understand their role.
31. Based on your previous answers, please assess your progress in implementing this recommendation to ensure a family member understands their role as an interpreter.
- Have fully implemented this recommendation
 - Have been able to do this in most cases but have encountered difficulties.
 - No action taken to ensure this consistently happens when such situations arise

Recommendation 6:

Building on the good practice information provided by interpreters and translators and captured in Appendix 4 of the report, all local authorities to have in place a good practice guide for staff on how to work effectively with interpreters and translators, with training for staff. Staff who provide First Point of Contact services should be familiar with the authority's practical arrangements for providing interpretation and translation.

32. The ADSS Cymru report recommended all local authorities should have in place a good practice guide for staff on how to work effectively with interpreters and translators. Does the Council have one?
- Yes *(Go to next question)*
 - No *(Go to question 36)*
33. If "Yes", is this specific to social care or a corporate (Council-wide) good practice guide?
- Specific to social care
 - Corporate i.e. Council-wide
 - Both
34. Was a good practice guide developed because of the ADSS Cymru report or did such a guide already exist in social care or corporately in the Council?
- Developed because of the ADSS Cymru report *(Go to question 38)*
 - Guide already existed *(Go to question 38)*
 - Other *(Go to next question)*
35. If "Other", please provide a brief explanation *(Go to question 38)*

36. If 'No', is a good practice guide planned or already in development?
- Yes (Go to question 38)
 - No (Go to next question)
37. If a good practice guide is not planned or is not already being developed, what is preventing such a guide from being made available to social care staff?
38. Are all First Point of Contact staff familiar with the Authority's practical arrangements for providing interpretation and translation?
- Yes
 - No
 - Don't know
39. Based on your previous answers, please assess your progress in implementing this recommendation for a good practice guide for working with interpreters.
- Recommendation has been implemented
 - Recommendation has not been implemented but will be by the end of December 2025
 - Recommendation has not been implemented and no plans to do so

Recommendation 7:

Consideration should be given to translating important information on websites into languages that are used most often locally with more visuals and/or easy read documents. Some third sector organisations have already translated key documents into other languages and provide materials which raise awareness of the support available and are a potential source of help and expertise.

40. Considering the key information on social care which is currently available on the council's website e.g. information on people's rights in social care, services and support, and how to access help, including any information in easy-read format, please state the Council's current position.
- Key information on social care is available in English and Welsh only (Go to question 43)
 - Key information on social care is available in English and Welsh and other languages (Go to next question)
41. Aside from English and Welsh, in how many other languages is key social care information available? (Please write number in the box below)
42. Please list the other languages in the following box

General comments

43. The box below is provided for you to comment on any aspect of this survey e.g. to expand on answers given in previous questions; the reasons behind your self-assessment of progress made; successes and achievements including good practice developed; any factors which have helped or hindered the ability to implement the recommendations; any further help required, or which would be helpful etc.
