



## Higher National Unit specification: general information

**Unit title:** Trade Union Organising and Representation: Trade Union Approach To Equality

**Unit code:** H2XF 34

**Superclass:** AJ

**Publication date:** November 2012

**Source:** Scottish Qualifications Authority

**Version:** 01

### Unit purpose

This Unit is designed for trade union equality representatives who are new to their role or may have not undertaken this level of training in the subject. In this unit candidates will develop knowledge, understanding and skills in relation to the trade union approach to equality in order to better equip them to win equality in the workplace.

This is a specialist mandatory Unit of the HNC in Trade Union Organising and Representation and is also one of the three units that comprise the Professional Development Award in Trade Union Organising for Equality at SCQF level 7. It can also be delivered as a standalone Unit, perhaps for the purposes of continued professional development.

On completion of the Unit the candidate should be able to:

- 1 Explain the importance to the trade union of equality.
- 2 Explain the role and rights of a trade union equality representative.
- 3 Suggest ways of promoting equality of opportunity, respect and dignity at work.
- 4 Negotiate with an employer on a workplace equality issue.
- 5 Explain the trade union organising model in relation to equality issues at work.

### Recommended prior knowledge and skills

Although entry is at the discretion of the centre, it is recommended that candidates possess good communication and interpersonal skills. In addition, candidates should be able to demonstrate the support of their nominating union. It would be beneficial if the candidate had undertaken some previous trade union or equality training.

## **General information (cont)**

### **Credit points and level**

1 Higher National Unit credit at SCQF level 7: (8 SCQF credit points at SCQF level 7\*)

*\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

### **Core Skills**

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes of this Unit specification.

There is no automatic certification of Core Skills or Core Skill components in this Unit.

### **Context for delivery**

If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

This Unit is designed to provide trade union representatives with knowledge and understanding of the trade union worker-centred approach to equality.

This is a specialist mandatory Unit of the HNC in Trade Union Organising and Representation and is also one of the three Units that comprise the Professional Development Award in Trade Union Organising for Equality. It can also be delivered as a standalone Unit, perhaps for the purposes of continued professional development.

It is recommended that it be delivered as part of a trade union's education programme.

## Higher National Unit specification: statement of standards

**Unit title:** Trade Union Organising and Representation: Trade Union Approach To Equality

**Unit code:** H2XF 34

The section of the Unit stating the Outcomes, Knowledge and/or Skills and Evidence Requirements are Mandatory.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the Knowledge and/or Skills section must be taught and available for assessment. Candidates should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

### Outcome 1

Explain the importance to the trade union of equality.

#### Knowledge and/or Skills

- ◆ Structural causes of inequality.
- ◆ Importance of equality to the trade union.
- ◆ Current workplace equality issues.
- ◆ Changes within the diversity of the workforce.
- ◆ Trade union membership diversity.
- ◆ Implications for the trade union of changes to workforce diversity.

#### Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ explain why equality matters to the trade union
- ◆ outline current workplace equality issues
- ◆ analyse changes in workforce and trade union membership diversity over the past decade
- ◆ evaluate the implications for the trade union of changes to the make-up of the workforce

### Outcome 2

Explain the role and rights of a trade union equality representative.

#### Knowledge and/or Skills

- ◆ Role and rights of the trade union equality representative.
- ◆ Current relevant legislation and codes of practice.
- ◆ Trade union recognition, facilities and related agreements.
- ◆ Trade union roles, structures, rules and policies.

## Higher National Unit specification: statement of standards (cont)

**Unit title:** Trade Union Organising and Representation: Trade Union Approach To Equality

### Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ describe tasks associated with the role of the trade union equality representative
- ◆ explain the rights of a trade union equality representative with reference to practice
- ◆ explain the role of the trade union representative and others' roles in relation to trade union structures
- ◆ explain how trade union structures can be used to influence policy

### Outcome 3

Suggest ways of promoting equality of opportunity, respect and dignity at work.

### Knowledge and/or Skills

- ◆ Legal definition of harassment.
- ◆ Types of behaviour that constitute harassment.
- ◆ Impact of harassment at work and beyond.
- ◆ Barriers to promoting equality.
- ◆ Ways of promoting equality of opportunity, respect and dignity at work.
- ◆ Employer's equality and diversity policies.
- ◆ Relevant ACAS guidelines.
- ◆ Trade union equality and diversity guidelines

### Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ define unlawful harassment and provide examples of the types of behaviour that constitute harassment
- ◆ evaluate the impact of harassment both at work and beyond
- ◆ identify barriers to promoting equality
- ◆ suggest ways of promoting equality of opportunity, respect and dignity at work
- ◆ evaluate an employer's equality and diversity policies relative to ACAS and trade union guidelines and suggest improvements where necessary for inclusion in the trade union bargaining and organising agenda

## Higher National Unit specification: statement of standards (cont)

**Unit title:** Trade Union Organising and Representation: Trade Union Approach To Equality

### Outcome 4

Negotiate with an employer on a workplace equality issue.

#### Knowledge and/or Skills

- ◆ Workplace equality issues.
- ◆ Research skills.
- ◆ Negotiating skills.

#### Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ examine an equality case and prepare an appropriate negotiating strategy using relevant information
- ◆ negotiate with an employer on the workplace equality issue identified above
- ◆ evaluate the effectiveness of their negotiating strategies

### Outcome 5

Explain the trade union organising model in relation to equality issues at work.

#### Knowledge and/or Skills

- ◆ Trade union organising model.
- ◆ How to plan workplace equality audits.

#### Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ develop a plan that demonstrates how to apply the trade union organising model to equality issues in the workplace
- ◆ develop a plan for a workplace equality audit

## Higher National Unit specification: support notes

**Unit title:** Trade Union Organising and Representation: Trade Union Approach To Equality

This part of the Unit specification is offered as guidance. The Support Notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

### Guidance on the content and context for this Unit

This is a specialist mandatory Unit of the HNC in Trade Union Organising and Representation and is also one of the three units that comprise the Professional Development Award in Trade Union Organising for Equality. It can also be delivered as a standalone Unit, perhaps for the purposes of continued professional development. It is intended for Trade Union Equality Representatives.

Equality is a key trade union principle. The objectives of Unite, for example include:

- ◆ to defend and improve its members' wages and working conditions including the pursuit of equal pay for equal value
- ◆ to defend and improve the social and economic well-being of members and their families, both directly and via commensurate policies in relation to society both domestically and abroad
- ◆ to promote equality and fairness for all, including actively opposing prejudice and discrimination on the grounds of gender, race, ethnic origin, religion, class, marital status, sexual orientation or identity, age or disability

This Unit is intended to equip trade union representatives with knowledge and skills to help them win equality at work.

### Guidance on the delivery of this Unit

This Unit is intended for trade union representatives who aim to actively promote equality in the workplace. It forms part of the PDA in Trade Union Organising for Equality and is also a specialist mandatory Unit in the HNC in Trade Union Organising and Representation.

It is envisaged that this Unit will be:

- ◆ delivered alongside the two other units of the PDA in Trade Union Organising for Equality
- ◆ preceded and/ or followed by further mandatory and optional units of the HNC in Trade Union Organising and Representation

Candidates will be practising trade union representatives, in full or part-time employment, working in groups drawn either from a single workplace or sector or from a variety of workplaces and sectors. Courses incorporating this unit are therefore best delivered in short blocks or via day release, attended by cohorts of between 10 and 20 participants. The tutor should be an experienced trade union representative with knowledge and understanding of trade union structures, policy and practice.

## Higher National Unit specification: support notes (cont)

### Unit title: Trade Union Organising and Representation: Trade Union Approach To Equality

Participative, co-operative group work is highly recommended. Candidates will bring a range of valuable existing knowledge and experience, whether from trade union involvement, work, previous study or life in general and it is important to promote exchange of knowledge, experience and views in a mutually respectful, mutually supportive environment.

Guidelines for working together should be agreed from the outset. This discussion of how to work together could provide a useful introduction to the principles involved in the trade union approach to equality.

By the end of Outcome 1, candidates should be able to explain the importance to the trade union of equality. It might be beneficial for participants to begin by working in small groups to discuss some of the issues involved before reporting back to the larger group for broader discussion. Groups could cover questions such as:

- ◆ how important they see the role of the trade union equality representative in today's workplace and why
- ◆ their own perceptions of how the workforce has changed for people starting work today compared to when they themselves started work, taking into account numbers of women in work and in the union, black and ethnic minority workers, disabled workers, lesbian, gay bisexual and transgender (LGBT) workers and the situation in respect of younger and older workers
- ◆ why they think these changes have occurred
- ◆ what it means for the trade union
- ◆ any equality issues in their workplace(s), sectors(s), branch or community that they wish to raise
- ◆ barriers to promoting equality at their workplace(s)

This could be followed by provision of hard facts on workforce diversity. Figures provided could include the gender make-up of the workforce; the proportion of mothers with young children in work; the gender pay gap; employment and unemployment figures for black, Asian and ethnic minority workers; the rate of employment of disabled people; the proportion of LGBT workers who report experiencing discrimination at work; unemployment amongst young people and so on. It would be helpful to provide supplementary information on trade union membership composition as well as the trade unions' record of organising and representing diverse membership; current trade union rules and equality structures; arrangements for member support and relevant publications. Participants should then be well-placed to analyse changes in workforce and trade union membership diversity over the past decade and evaluate the implications for the trade union of changes to the make-up of the workforce.

Outcome 2 is intended to ensure clarity about the role and rights of the trade union equality representative. A good start would be to invite participants to work in small groups to discuss what they themselves see as the most important jobs involved, how they exercise their rights in practice, what skills they require and the composition and operation of the trade union team in their workplace. Small groups could then report back to the whole class for further discussion and identification of key aspects of the role. Participants could also be invited to put into order of priority aspects of the role, for example negotiating with management on equalities; promoting equality and raising awareness through workplace audits, education and campaigns; ensuring that members facing discrimination are represented; and encouraging trade union involvement on the part of under-represented workers

## Higher National Unit specification: support notes (cont)

### **Unit title:** Trade Union Organising and Representation: Trade Union Approach To Equality

It might also be helpful to compare the Equality Representative role to other trade union positions. Groups could also discuss and decide whether they agree or disagree with a list of statements on the role of the TUER covering issues such as whether it is the role of the Trade Union Equality Representative to deal with all equality issues at the workplace in order to free up workplace representatives to deal with other issues and how to ensure that equality representatives are part of union structures and organisation.

Discussion of the rights of the equality representative should emphasise the importance of trade union recognition, facilities and related agreements and delivery should provide participants an opportunity to consider the implications for equality representatives of the current ACAS Code of Practice on time off for trade union duties and activities.

A meeting role play would be one way of helping to develop knowledge and understanding of participants' own and others' roles in relation to trade union structures. They could prepare to speak to an enacted meeting of workplace representatives about the Equality Representative position for which they wish to stand and seek the support of the meeting. Trade union rule books and materials on the subject would be useful resources.

Participants might also benefit from sharing experiences of their own involvement in trade union structures and exchanging any examples they have of using trade union structures to influence policy. This could be followed by a presentation on trade union structures with particular reference to equality positions, committees and conferences in order to ensure that participants are clear about how trade union structures can be used to influence policy.

By the end of Outcome 3 candidates should be able to suggest ways of promoting equality of opportunity, respect and dignity at work.

It should be made clear that harassment is a form of direct discrimination and is unlawful and that a person subjects another to harassment where they engage in unwanted conduct which has the purpose or effect of violating that other person's dignity or creating an intimidating, hostile, degrading, humiliating, offensive environment for her/him, and in the perception of that other person, it should be reasonably considered as having that effect.

The film 'A Class Divided' which is about discrimination based on eye colour might be a useful introduction to discussion of the topic. Participants could then work in groups to share their own experiences of harassment and its impact. They could examine the types of behaviour that constitute harassment by comparing their own responses to a list of examples of potentially unacceptable sorts of behaviour.

Groups could select an example of the type of behaviour that they agree could be described as harassment and discuss the potential effects on the person being harassed, both at and outside work and the potential wider impact.

Participants could be reminded of the barriers to promoting equality that they raised in Outcome 1 and work in small groups to consider how these might be effectively tackled. By the end of plenary session they should be well-placed to suggest ways of promoting equality of opportunity, respect and dignity at work.



## Higher National Unit specification: support notes (cont)

### Unit title: Trade Union Organising and Representation: Trade Union Approach To Equality

Delivery of Outcome 3 should include equipping participants to evaluate an employer's equality and diversity policies relative to ACAS and trade union guidelines and suggest improvements where necessary for inclusion in the trade union's bargaining and organising agenda. Participants should therefore be encouraged to obtain copies of their employers' equal opportunities and dignity at work policies, compare them to ACAS and trade union guidance, note possible areas where the policy could be improved and compare findings with other participants.

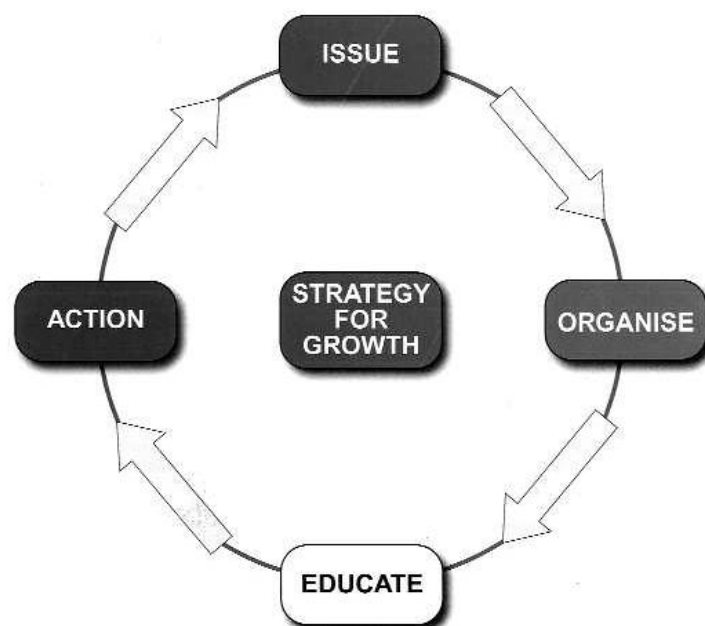
Outcome 4 is intended to ensure that candidates gain experience of negotiating with an employer on an equality issue. Role play would be useful here. Following work on negotiating skills, participants could be provided case studies, allocated the role of manager, trade union workplace representative/ equality representative or observer and asked to prepare and present a case using relevant information. The following three stage approach to planning could be applied:

- 1 identify the problem and what the member wants to achieve
- 2 gather information such the content of the employer's policy, relevant legislation, case law precedents, trade union guidance and potential counter arguments
- 3 agree their ideal solution, key arguments, fall-back position, tactics and alternatives

Meeting role plays should be followed by opportunities for participants to discuss and evaluate the effectiveness of their negotiating strategies.

By the end of Outcome 5 candidates should be able to explain the trade union organising model in relation to equality issues at work. It is important that equality representatives understand the nature and purpose of organising and the move from the servicing to the organising approach, where gains are made through active, engaged membership.

Information and guidance should be provided on the trade union organising model, which might be summarised as:



## Higher National Unit specification: support notes (cont)

### **Unit title:** Trade Union Organising and Representation: Trade Union Approach To Equality

Participants need to know to prioritise widely, deeply felt, winnable issues as a first step. Case study activities covering a range of examples of potential organising issues could help participants recognise key equality issues and gain experience of developing plans that demonstrate how they would apply the trade union organising model to equality issues in the workplace.

Outcome 5 should include equipping participants to develop plans for workplace equality audits. It would be helpful to provide trade union materials on the purpose and nature of such audits along with examples and guidance on how to plan them. One approach would be to encourage participants to identify the membership demographics at work and consider reasons for variations in membership profiles. They might be encouraged to map the workplace by departments, locations and/or shifts, noting the kinds of jobs and the approximate average wage, salary or grade and then investigate and establish the number of women workers, BAEM workers, migrant workers, disabled workers, young workers, agency workers and older workers and the proportion in each group who are trade union members. They might then consider which equality issue, what they hope to achieve, which workgroup they will survey, how they will gather the information, what they will do with the information and how to involve the employer.

### **Guidance on the assessment of this Unit**

This unit could be assessed holistically with evidence to cover all three Outcomes stored in a portfolio or workbook.

Assessment could comprise several separate tasks and it would be possible for a candidate to combine and submit these as one complete assignment. Evidence for assessment can be in any appropriate format as long as the minimum Evidence Requirements are met. For example, assessment may include case studies, group discussion, role play, presentations, written or oral reports and/ or diagrammes.

### **Assessment Guidelines**

#### **Outcome 1**

Outcome 1 assessment could comprise responses to a series of questions in any appropriate format.

#### **Outcome 2**

Outcome 2 assessment could comprise responses to a series of questions in any appropriate format supported by a diagramme of trade union structures.

#### **Outcome 3**

Outcome 3 assessment could comprise responses to a series of questions in any appropriate format.

## Higher National Unit specification: support notes (cont)

**Unit title:** Trade Union Organising and Representation: Trade Union Approach To Equality

### Outcome 4

Outcome 4 assessment could comprise a negotiating plan in any appropriate format supplemented by a record of a negotiating meeting or role play in any appropriate format.

### Outcome 5

Outcome 5 assessment could comprise a plan for a workplace equality audit in any appropriate format.

## Online and Distance Learning

This Unit could be delivered by open learning; however it would require careful planning by the centre to ensure the sufficiency and authenticity of candidate evidence.

## Opportunities for developing Core Skills

The Core Skill of *Communication at SCQF level 6* will be developed by candidates through a range of activities (both written and oral) as well as class and group discussions.

The Core Skill of *Problem Solving at SCQF level 6* will be developed as the candidate will be dealing with various complex workplace issues and will also learn about the trade union approach to problem solving.

The Core Skill of *Working with Others at SCQF level 6* will be developed as the candidate will be involved in group discussions and group tasks, participate in union team building activities, theory and practice.

The Core Skill of *Information and Communication Technology at SCQF level 5* will be developed as the candidate will likely utilise computer search engines when carrying out research.

## Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements)

## History of changes to Unit

Version	Description of change	Date

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## General information for candidates

### **Unit title:** Trade Union Organising and Representation: Trade Union Approach To Equality

This Unit is for you if you are new to the role of trade union equality representative or wish to undertake further training in this subject. The Unit is designed to provide you with the knowledge and understanding of the trade union worker — centred approach to equality.

You must be able to demonstrate the support of your nominating union to undertake the Unit. The Unit is mandatory within the PDA in Trade Union Organising for Equality at SCQF level 7 and is also contained within the HNC in Trade Union Organising and Representation.

There are five Outcomes in this Unit.

In Outcome 1 you will develop your knowledge of why equality is important to the trade union. You will learn about current workplace equality issues and the impact of the changing diversity of the workforce and trade union membership.

In Outcome 2 you will learn what the role and rights of a trade union equality representative are in relation to practice. You will look at the roles other people have and examine how trade union structures can be used to influence policy.

In Outcome 3 you will examine the definition of harassment and the impact it can have on individuals. You will develop your skills in overcoming barriers to equality in order to promote equality of opportunity, respect and dignity at work.

In Outcome 4 you will examine an equality case, prepare a strategy for employer negotiations in relation to that case, negotiate with an employer and finally evaluate the outcome of the negotiation strategy.

For Outcome 5 you will develop your knowledge of the trade union organising model in relation to equality and learn how to devise a workplace equality audit.

Assessment for the Unit is varied, with a mix of your responses to questions and set assignments which can include diagrammes, checklists, evaluation reports, leaflet or poster.

There may be opportunities during the Unit for you to also develop your Core Skills in *Communication, Problem Solving, Information and Communication Technology* and *Working with Others*.