



Higher National Unit specification

General information

Unit title: Trade Union Organising and Representation: Legislation, Policy and Agreements on Lifelong Learning

Unit code: H314 34

Superclass: AJ

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Unit purpose

This Unit is designed for trade union learning 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 the knowledge and understanding of current legislation, policy and agreements in relation to lifelong learning.

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 Lifelong Learning 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 Evaluate policies and agreements in relation to training and learning.
- 2 Evaluate current government policy and initiatives in relation to skills development.
- 3 Compare how current relevant legislation, policy and agreements relate to lifelong learning issues in the workplace.

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.

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 legislation, policy and agreements on lifelong learning.

This is a mandatory Unit in the Professional Development Award in Trade Union Representation: Organising for Lifelong Learning and is also contained within the HNC in Trade Union Organising and Representation.

This Unit may also be undertaken on its own, 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: Legislation, Policy and Agreements on Lifelong Learning

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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

Evaluate policies and agreements in relation to training and learning.

Knowledge and/or Skills

- ◆ Trade union policies on training and learning
- ◆ Employer policies on training and learning
- ◆ Model policies on time off and facilities for trade union learning representatives
- ◆ Relevant ACAS Codes of Practice
- ◆ Learning agreements and their relevance
- ◆ Other relevant workplace agreements

Evidence Requirements

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

- ◆ explain trade union policy on training and learning.
- ◆ evaluate current application in the workplace of policies and agreements in relation to training and learning.
- ◆ outline the policy on time off and facilities for trade union learning representatives.
- ◆ explain the purpose of a learning agreement and a minimum of one other relevant workplace agreement.

Higher National Unit specification: statement of standards (cont)

Unit title: Trade Union Organising and Representation: Legislation, Policy and Agreements on Lifelong Learning

Outcome 2

Evaluate current government policy and initiatives in relation to skills development.

Knowledge and/or Skills

- ◆ Current relevant government policies on skills development
- ◆ Current government initiatives on skills development
- ◆ Trade union perspective on skills development

Evidence Requirements

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

- ◆ evaluate current relevant government policy on skills development from a trade union perspective.
- ◆ analyse a minimum of two current government initiatives on skills development.

Higher National Unit specification: statement of standards (cont)

Unit title: Trade Union Organising and Representation: Legislation, Policy and Agreements on Lifelong Learning

Outcome 3

Compare how current relevant legislation, policy and agreements relate to lifelong learning issues in the workplace.

Knowledge and/or Skills

- ◆ Current relevant legislation
- ◆ Current relevant codes of practice
- ◆ Current relevant agreements
- ◆ Lifelong learning issues in the workplace
- ◆ Current government policy on Everyday Skills
- ◆ Innovative approaches and solutions in relation to workplace Everyday Skills

Evidence Requirements

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

- ◆ relate current relevant legislation, policy and agreements to a minimum of three issues raised in the workplace in relation to lifelong learning.
- ◆ devise an appropriate approach or solution intended to further the implementation of current government policy in relation to workplace Everyday Skills.

Higher National Unit specification: support notes

Unit title: Trade Union Organising and Representation: Legislation, Policy and Agreements on Lifelong Learning

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 mandatory Unit in the Professional Development Award in Trade Union Organising for Lifelong Learning and is also contained within the HNC in Trade Union Organising and Representation. This Unit can also be delivered as a standalone Unit, perhaps for the purposes of continued professional development. It is intended for Trade Union Representatives who aim to promote lifelong learning in the workplace.

This Unit is intended to better equip trade union learning representatives to apply current relevant legislation, policies and agreements in relation to lifelong learning. It is recommended that it be taught as part of a trade union education programme and taught and assessed within the subject area of the Group Award to which it contributes.

On completion of this Unit candidates should have a clearer understanding of their role and functions in the workplace and their wider role within the trade union and beyond.

Guidance on the delivery of this Unit

There are four specialist Professional Development Awards (PDAs) for Trade Union Representatives, each comprising three Units.

This is a mandatory Unit in the Professional Development Award in Trade Union Organising for Lifelong Learning and is also contained within the HNC in Trade Union Organising and Representation.

It is envisaged that:

- ◆ it will be delivered alongside the two other Units of the PDA in Trade Union Organising for Lifelong Learning.
- ◆ candidates will also undertake the necessary mandatory and optional Units required to achieve the HNC in Trade Union Organising and Representation.

Candidates will be practising trade union learning representatives, in full or part-time employment, attending 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 ten and twenty participants. The tutor should be an experienced trade union representative with knowledge and understanding of relevant trade union structures, policy and practice.

Higher National Unit specification: support notes (cont)

Unit title: Trade Union Organising and Representation: Legislation, Policy and Agreements on Lifelong Learning

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.

By the end of Outcome 1, candidates should be able to evaluate policies and agreements on Lifelong Learning.

Outcome 1 delivery should include development of knowledge and understanding of trade union policies on training and learning. This could include how the union learning agenda fits in terms of the wider trade union agenda. It might be useful to include materials and/or a presentation covering trade union learning within the broader context of strategies for growth and organising, political and international policy.

In order to be able to evaluate current application in the workplace of policies and agreements in relation to training and learning, participants might benefit from comparing their experiences in this respect. Discussions could cover points like the content of current policies and agreements, what training is provided at work, whether training in the workplace is linked to qualifications, whether there are any additional learning opportunities available, whether provision is available to improve literacy, number and IT skills and who delivers the programmes. Participants could also discuss and evaluate how facilities agreements are applied in practice, perhaps comparing facilities afforded ULRs to those provided to other union representatives.

It is important to ensure that ULRs are aware of their key responsibilities and entitlements according to the ACAS Code of Practice. They should also understand the purpose of a learning agreement and at least one other relevant workplace agreement. Copies of the relevant ACAS Code of Practice, model agreements, trade union guidance and Labour Research Department materials on the subject would be useful resources. Participants might benefit from discussion on what should be included in a learning agreement and if necessary, could be prompted to take into account objectives, time to learn, resources, union learning representatives and learning committee arrangements.

By the end of Outcome 2, candidates should be able to evaluate current government policy and initiatives in relation to skills development. Participants will require access to relevant information. This might include information on current government policy and initiatives in respect of adult literacies, lifelong learning, workforce development, funding for learning and vocational qualifications. One approach would be for participants to conduct initial research in pairs or small working parties and then report findings to the class as a whole. Delivery should ensure that participants are in a position to evaluate current relevant policy from a trade union perspective and analyse at least two current government initiatives on skills development.

Higher National Unit specification: support notes (cont)

Unit title: Trade Union Organising and Representation: Legislation, Policy and Agreements on Lifelong Learning

By the end of Outcome 3, candidates should be able to compare how current relevant legislation, policy and agreements relate to lifelong learning issues in the workplace. They should be able to relate current relevant legislation and agreements to a minimum of three issues raised in the workplace in relation to lifelong learning. This could include relating relevant sections of the Trade Union and Labour Relations (Consolidation) Act 1992, ACAS Code of Practice 3 and formal agreements to issues in the workplace regarding time and facilities to undergo training, analyse learning or training needs, provide information and advice on learning and training, arrange and support learning and training, promote the value of learning and training, consult and/or prepare.

While participants should be encouraged to address issues raised in their own workplaces, inviting them to relate legislation, policy and agreements to case studies would help ensure that they tackle a breadth of topics. Participants could also be asked to prepare and present arguments on a range of issues in relation to lifelong learning in a role play of a learning committee meeting.

Outcome 3 should include developing participants' ability to devise an appropriate approach or solution intended to further the implementation of government policy in relation to workplace Everyday Skills. Everyday Skills support includes help with literacy, numeracy, basic information technology skills and English Language provision. It would be helpful to provide information on the topic in the form of hand-outs and a presentation. Participants might then work in groups to consider appropriate approaches or solutions, such as how they as ULRs would raise awareness in the workplace; how they as ULRs could support and encourage members to improve their Everyday Skills and key points they would use when meeting management to discuss the issue.

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 diagrams.

Outcome 1 assessment evidence could comprise an evaluation report of the application of policies and agreements in the workplace supported by responses to a series of questions in any appropriate format and perhaps

Outcome 2 assessment could comprise analysis of a minimum of two current government initiatives on skills development, an evaluation from a union perspective of government policy on lifelong learning with perhaps candidate responses to a series of questions in any appropriate format.

Higher National Unit specification: support notes (cont)

Unit title: Trade Union Organising and Representation: Legislation, Policy and Agreements on Lifelong Learning

Outcome 3 assessment could comprise a report which explains how current relevant legislation, policy and agreements relates to three lifelong learning workplace issues, a description of how the candidate would further the implementation of Everyday Skills and candidate responses to a series of questions or case studies 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 (ICT)* at SCQF level 5 will be developed as the candidate will likely utilise computer search engines when carrying out research into policies, initiatives and agreements.

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

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: Legislation, Policy and Agreements on Lifelong Learning

This Unit is for you if you are new to the role of trade union learning representative or wish to undertake further training in this subject.

In this Unit you will develop your knowledge, understanding and skills of the importance of current legislation, policy and agreements in relation to lifelong learning. This will enable you to better represent members in the workplace.

You must be able to demonstrate the support of your nominating union to undertake the Unit. This is a mandatory Unit in the Professional Development Award in Trade Union Representation: Organising for Lifelong Learning and is also contained within the HNC in Trade Union Organising and Representation.

Upon completion of this Unit you will be able to:

- 1 Evaluate policies and agreements in relation to training and learning.
- 2 Evaluate current government policy and initiatives in relation to skills development.
- 3 Compare how current relevant legislation, policy and agreements relate to lifelong learning issues in the workplace.

Assessment for the Unit may include evidence generated from role play, case studies, group discussion, presentations, observation, written or oral reports and/or diagrams.

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