



Higher National Unit specification: general information

Unit title: Trade Union Representation: Trade Union Approach to Lifelong Learning

Unit code: H30P 34

Superclass: AJ

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Unit purpose

This Unit is designed for trade union representatives who are new to the role of Learning Representative or may not have undertaken this level of training in the subject.

In this Unit candidates will develop their knowledge, understanding and skills in relation to the trade union approach 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 Explain the role and rights of the trade union learning representative.
- 2 Explain the benefits of lifelong learning.
- 3 Promote a culture of lifelong learning.
- 4 Develop a plan that demonstrates the trade union approach to lifelong learning.

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 the trade union approach 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. 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

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The sections 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 role and rights of the trade union learning representative.

Knowledge and/or Skills

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

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 a trade union learning representative.
- ◆ Explain the rights of the trade union learning representative in relation to practice.
- ◆ Explain their own and others' roles in relation to trade union structures.
- ◆ Explain how trade union structures can be used to influence policy.

Outcome 2

Explain the benefits of lifelong learning.

Knowledge and/or Skills

- ◆ Trade union approach to lifelong learning.
- ◆ Benefits for employers, trade unions and employees in investment in learning and staff development.
- ◆ Role of trade union approach to lifelong learning in promoting equality of opportunity.
- ◆ Link between trade union — organised learning, workplace skills and economic competitiveness.
- ◆ Role of trade unions in promoting Everyday Skills learning opportunities.
- ◆ Benefits of trade union — organised learning for migrant workers and ethnic minorities.

Higher National Unit specification: statement of standards (cont)

Unit title: Trade Union Representation: Trade Union Approach to Lifelong Learning

Evidence Requirements

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

- ◆ Explain the trade union approach to lifelong learning
- ◆ Assess the benefits for employers, trade unions and employees in investment in learning and staff development.
- ◆ Explain the role of trade union approach to lifelong learning in promoting equality.
- ◆ Assess the link between trade union — organised learning, workplace skills and economic competitiveness.
- ◆ Describe the role of trade unions in promoting Everyday Skills learning opportunities.
- ◆ Assess the benefits of trade union — organised learning for migrant workers and ethnic minorities.

Outcome 3

Promote a culture of lifelong learning.

Knowledge and/or Skills

- ◆ Barriers to lifelong learning.
- ◆ Methods of overcoming barriers to lifelong learning.
- ◆ How to promote lifelong learning in the workplace.

Evidence Requirements

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

- ◆ Analyse at least one barrier to learning and explain how they, as union learning representative, might resolve the situation.
- ◆ Explain relevant and appropriate methods used when promoting a culture of lifelong learning in the workplace.

Outcome 4

Develop a plan that demonstrates the trade union approach to lifelong learning.

Knowledge and/or Skills

- ◆ Workforce learning needs survey purpose and methods.
- ◆ Learning support needs of people with learning difficulties, other disadvantages and/or disabilities.
- ◆ Local availability of support for learning.
- ◆ Learning styles.

Higher National Unit specification: statement of standards (cont)

Unit title: Trade Union Representation: Trade Union Approach to Lifelong Learning

Evidence Requirements

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

- ◆ Design a workforce learning needs survey that is fit for purpose and appropriate to the target survey group.
- ◆ Describe the appropriate types of support for people with learning difficulties, other disadvantages and/or disabilities in the workplace.
- ◆ Produce a plan that demonstrates the trade union approach to lifelong learning.
- ◆ Identify a range of learning styles and describe the key features of two.

Higher National Unit specification: support notes

Unit title: Trade Union Representation: Trade Union Approach to 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

Lifelong Learning is a key trade union issue. This Unit is designed to provide trade union learning representatives with knowledge, understanding and skills in relation to the trade union approach 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.

This Unit is a specialist mandatory Unit in the Higher National Certificate in Trade Union Organising and Representation and forms part of the Professional Development Award in Organising for Lifelong Learning.

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

Guidance on the delivery of this Unit

This Unit is intended for trade union representatives who aim to actively promote lifelong learning in the workplace.

It is envisaged that it will be:

- ◆ delivered in conjunction with the two other Units of the PDA in Organising for Lifelong Learning
- ◆ 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 learning 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 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.

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.

Higher National Unit specification: support notes (cont)

Unit title: Trade Union Representation: Trade Union Approach to Lifelong Learning

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.

By the end of Outcome 1, candidates should be able to explain the role and rights of the trade union learning representative.

Paired interviews followed by introductions might be a good way for candidates to begin to exchange experience and knowledge of the role, particularly in terms of local trade union structures, raising learning and skills issues with employers and how learning representatives fit into the wider trade union. Knowledge of tasks associated with the role could be developed further in group discussions. Trade union materials and handbooks on the subject would be useful resources.

Candidates should be encouraged to share information on facilities at work for Union Learning Representatives (ULRs) and compare recognition, facilities and related agreements. Delivery should also include detailed consideration of the relevant ACAS Code of Practice. Candidates should then be in a good position to explain the rights of the ULR in relation to practice.

It is important to ensure that ULRs understand their own and others' roles in relation to trade union structures. A presentation and class discussion on this could help familiarise participants with the structures of their trade union; how these work at local, regional and national level and clarify how trade union structures can support them in their role. Exchange of knowledge and experience of using trade union structures to influence policy might be of benefit.

By the end of Outcome 2, candidates should be able to explain the benefits of lifelong learning. Delivery should help to develop candidates' knowledge and understanding of the trade union approach to lifelong learning, whereby effectiveness in creating a greater culture of workplace education and training is directly linked to success in achieving more active membership. Key points are that the trade union approach entails:

- ◆ involving members in identifying issues, finding solutions and dealing with problems
- ◆ increasing the number of confident, trade union learning representatives who are representative of their workplaces
- ◆ working together, rather than 'leaving it to the union' and
- ◆ improving negotiating strength

Candidates might benefit from discussing the benefits of lifelong learning in groups. They could begin by listing members' reasons for wanting to learn and what they themselves say they stand to gain and then jointly consider ways the employer might benefit, as well as advantages and opportunities for the trade union. Subsequent plenary discussion should leave candidates in a position to assess the benefits for employees, employers and trade unions and able to assess the link between trade union-organised learning, workplace skills and economic competitiveness.

Higher National Unit specification: support notes (cont)

Unit title: Trade Union Representation: Trade Union Approach to Lifelong Learning

Outcome 2 also requires ULRs to be able to explain the role of the trade union approach to lifelong learning in promoting equality. It would therefore be helpful to include activity designed to develop knowledge and understanding of equality issues and how ULRs promote equality through ensuring equal access to learning.

Everyday Skills support includes help with literacy, numeracy, basic IT skills and English Language provision. It would be useful to provide and exchange examples of trade unions effectively organising and promoting Everyday Skills learning opportunities. Candidates should be encouraged to develop understanding of the meaning of Everyday Skills and awareness of problems that can arise from lack of these skills. They could jointly consider how they would raise awareness of Everyday Skills amongst their members; they could support and encourage members to improve their Everyday Skills and key points to use when meeting management to raise the issue in the workplace.

This could be followed by activity designed to enable candidates to assess the benefits of trade union-organised learning for migrant workers and ethnic minorities.

By the end of Outcome 3, candidates should be able to explain how to promote a culture of lifelong learning. They should be able to demonstrate that they can analyse at least one barrier to learning, explain how they might resolve the situation and suggest relevant and appropriate ways in which they will promote a culture of lifelong learning in the workplace. Candidates could begin the Outcome by discussing why some of their members might initially feel unwilling or unable to participate in lifelong learning. Barriers they identify are likely to include cost, Course location, times of training, literacy or language problems, confidence, travel, child care, family commitments, cultural issues, work patterns and so on. They could move on from this to consider what they might do to help overcome these barriers and create accessible learning opportunities for all.

By the end of Outcome 4, candidates should be able to develop a plan that demonstrates the trade union approach to lifelong learning. Delivery should include activity designed to enable Course participants to design a workforce learning needs survey that is fit for purpose and appropriate for the target group. It might be helpful for candidates to begin by considering in groups how they would go about finding out what members might want to learn and why; where they would want to learn (eg home, college, workplace); most appropriate kind of learning (eg groups, distance, etc); personal objectives and any other practical issues. It would be helpful to provide examples of learning needs surveys and invite candidates to consider their purpose; what changes, if any, they would make and how they might introduce a learning needs survey in the workplace.

Information should be provided on learning difficulties, other disadvantages or disabilities and learning styles in order that candidates can consider and describe the type of support they would arrange in the workplace, identify a range of learning styles and describe key features of two.

Candidates should be provided an opportunity to use the information gathered during the Unit to draw up plans for what they will do in their workplaces. They could be encouraged to think about aims, objectives, tasks, anticipated problems and how they might overcome them, how they will record their actions, to whom they will report progress, their own support needs and timescales.

Higher National Unit specification: support notes (cont)

Unit title: Trade Union Representation: Trade Union Approach to Lifelong Learning

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 responses to a series of questions in any appropriate format and could include a diagram of trade union structures indicating how these can be used to influence policy.

Outcome 2 — assessment could comprise responses to a series of questions in any appropriate format.

Outcome 3 — assessment could comprise responses to a series of questions in any appropriate format, perhaps based on a case study.

Outcome 4 — assessment could comprise completed learning needs survey form or interview questions, an action plan demonstrating the trade union approach to lifelong learning, supplemented by responses to a series of questions.

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, eg overcoming barriers to lifelong learning, 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.

Higher National Unit specification: support notes (cont)

Unit title: Trade Union Representation: Trade Union Approach to Lifelong Learning

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 Representation: Trade Union Approach to Lifelong Learning

This Unit is for you if you are new to the role of trade union lifelong learning 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 approach to lifelong learning.

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 Lifelong Learning at SCQF level 7 and is also contained within the HNC in Trade Union Organising and Representation.

There are four Outcomes in this Unit.

In Outcome 1 you will learn what the role and rights of a trade union lifelong learning 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 2 you will examine the trade union approach to lifelong learning and how this approach helps to promote equality. You will also look at the benefits lifelong learning can have for employers, employees and the union.

In Outcome 3 you will examine the barriers that people may face to lifelong learning, methods of overcoming these barriers and the importance of promoting lifelong learning in the workplace.

For Outcome 4 you will be asked to produce an action plan that demonstrates the trade union approach to lifelong learning. The plan will be based on a learning needs survey which you have designed and will cover a range of individuals learning needs and styles.

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

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*.