



Higher National Unit specification: general information

This Graded Unit has been validated as part of the Higher National Certificate in Trade Union Organising and Representation. Centres are required to develop the assessment instrument in accordance with this validated specification. Centres wishing to use another type of Graded Unit or assessment instrument are required to submit proposals detailing the justification for change for validation.

Graded Unit title: Trade Union Organising and Representation:
Graded Unit 1

Graded Unit code: H322 34

Type of Graded Unit: Project

Assessment Instrument: Investigation

Publication date: July 2018

Source: Scottish Qualifications Authority

Version: 02

Unit purpose

This Graded Unit is designed to provide evidence that the candidate has achieved the following principal aims of the Higher National Certificate in Trade Union Organising and Representation:

- ◆ to develop knowledge and understanding of national and international policies and practice in relation to trade union organising
- ◆ to develop skills and knowledge relevant to one or more of the following specialist areas: Lifelong Learning, Health and Safety, Equality and Organising in the Workplace
- ◆ to develop in candidates the appropriate attitudes, skills and knowledge to work effectively as a Trade Union Representative and collaboratively with employers and other organisations

Recommended prior knowledge and skills

It is recommended that the candidate should have completed or be in the process of completing the following Units relating to the above specific aims prior to undertaking this Graded Unit:

Unit title	Code	SCQF credit value	SCQF level	SCQF credit points
TUOR: Practical Skills for Trade Union Representatives	H2X9 34	1.5	7	12
TUOR: Organising and Representing Members	H2XA 34	1.5	7	12
TUOR: Trade Union-Employer Relations	H2XJ 34	1	7	8
TUOR: Trade Union Approach to Workplace Issues or TUOR: Trade Union Approach to Health and Safety or TUOR: Trade Union Approach to Equality or TUOR: Trade Union Approach to Lifelong Learning	H2XH 34 H2XC 34 H2XF 34 H30P 34	1 1 1 1	7 7 7 7	8 8 8 8
TUOR: Legislation and Agreements at Work or TUOR: Introduction to Health and Safety Legislation or TUOR: Equality Legislation Relating to the Workplace or TUOR: Legislation, Policy and Agreements on Lifelong Learning	H2XG 34 H2XD 34 H2XE 34 H314 34	1 1 1 1	7 7 7 7	8 8 8 8

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 National 1 to Doctorates.*

General information (cont)

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.

Assessment

This Graded Unit will be assessed by the use of an investigation. The developed investigation should provide the candidate with the opportunity to produce evidence that demonstrates she/he has met the aims of the Graded Unit that it covers.

Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates

Graded Unit title: Trade Union Organising and Representation:
Graded Unit 1

Conditions of assessment

The candidate should be given a date for completion of the investigation. However, the instructions for the assessment task should be distributed to allow the candidate sufficient time to assimilate the details and carry out the assessment task. During the time between the distribution of the assessment task instructions and the completion date,

Reasonable assistance is the term used by SQA to describe the difference between providing learners with some direction to generate the required evidence for assessment and providing too much support which would compromise the integrity of the assessment. Reasonable assistance is part of all learning and teaching processes. In relation to the assessment of Higher National Project-based Graded Units, assessors may provide advice, clarification, and guidance during the time between the distribution of the project instructions and the completion date, ie at each stage of the project.

Remediation allows an assessor to clarify learner responses, either by requiring a written amendment or by oral questioning, where there is a minor shortfall or omission in evidence requirements. In either case, such instances must be formally noted by the assessor, either in writing or recording, and be made available to the internal and external verifier. In relation to Higher National Project-based Graded Units, learners must be given the opportunity for remediation at each stage of the project.

The evidence for a Higher National Project-based Graded Unit is generated over time and involves three distinct stages, each of which has to be achieved before the next is undertaken. This means that any re-assessment of stages must be undertaken before proceeding to the next stage. The overall grade is derived from the total number of marks *across all* sections, and should reflect the ability of the learner to work autonomously and the amount of support required. In relation to Higher National Project-based Graded Units, learners who have failed any stage of the project and have been unable to provide the necessary evidence through remediation must be given the opportunity for re-assessment of that stage.

Any learner who has failed their graded unit or wishes to upgrade their award must be given a re-assessment opportunity, or in exceptional circumstances, two re-assessment opportunities. In the case of project-based graded units, this must be done using a substantially different project.

The final grading given must reflect the quality of the learner's evidence at the time of the completion of the graded unit. Learners must be awarded the highest grade achieved — whether through first submission or through any re-assessment, remediation, and/or reasonable assistance provided.

Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates (cont)

Graded Unit title: Trade Union Organising and Representation:
Graded Unit 1

Instructions for designing the assessment task

The assessment task is a project. The project undertaken by the candidate must be a complex task which involves:

- ◆ variables which are complex or unfamiliar
- ◆ relationships which need to be clarified
- ◆ a context which may be familiar or unfamiliar to the candidate

The assessment task must require the candidate to:

- ◆ analyse the task and decide on a course of action for undertaking the project
- ◆ plan and organise work and carry it through to completion
- ◆ reflect on what has been done and draw conclusions for the future
- ◆ produce evidence of meeting the aims which this Graded Unit has been designed to cover

Guidance on grading candidates

Candidates who meet the minimum Evidence Requirements will have their achievement graded as C — competent, or A — highly competent or B somewhere between A and C. The grade related criteria to be used to judge candidate performance for this Graded Unit is specified in the following table.

Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates (cont)

Graded Unit title: Trade Union Organising and Representation:
Graded Unit 1

Grade A	Grade C
<p>Is a seamless, coherent piece of work which:</p> <ul style="list-style-type: none"> ◆ has sufficient evidence for the three essential phases of the project and is produced to a high standard ◆ demonstrates an accurate and insightful interpretation of the project brief ◆ is highly focussed and relevant to the tasks associated with the project brief ◆ is clear and well-structured throughout ◆ effectively consolidates and integrates required knowledge, understanding and skills ◆ demonstrates the candidate's ability to work autonomously with minimum support 	<p>Is a co-ordinated piece of work which:</p> <ul style="list-style-type: none"> ◆ has sufficient evidence of the three essential phases of the project and is produced to an adequate standard ◆ demonstrates an acceptable interpretation of the project brief ◆ is focussed and relevant to the project brief ◆ is satisfactorily structured ◆ consolidates and integrates knowledge, understanding and skills but may lack continuity and consistency ◆ has required additional support and revision during the project

The project will be marked out of 100. Assessors will mark each stage of the project, taking into account the criteria outlined. The marks will then be aggregated to arrive at an overall mark for the project. Assessors will then assign an overall grade to the candidate for this Graded Unit based on the following grade boundaries.

- A = 70%–100%
- B = 60%–69%
- C = 50%–59%

NOTE: The candidate must achieve all of the minimum evidence specified below for each stage of the project in order to achieve the Graded Unit.

Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates (cont)

Graded Unit title: Trade Union Organising and Representation:
Graded Unit 1

Evidence Requirements

The project consists of three stages: planning; developing; and evaluating. The following table specifies the minimum evidence required to pass each stage.

NOTE: The candidate must achieve **all of the minimum evidence** specified below for each stage of the project in order to pass the Graded Unit.

Project stage	Minimum Evidence Requirements
Stage 1 — Planning 20% of total marks	An action plan that includes: <ol style="list-style-type: none"> 1 aims of the project and steps required to reach these 2 timescales for achieving these aims 3 identification of the main issues for research 4 sources of information and methods <p><i>The candidate must achieve all of the minimum evidence specified above in order to pass the Planning stage.</i></p>

Project stage	Minimum Evidence Requirements
Stage 2 — Developing 35% of total marks	A report of the investigation that demonstrates the candidate: <ol style="list-style-type: none"> 1 used the range of skills required by a trade union representative, including communication, interpersonal, data collection and recording skills 2 engaged with individuals and groups on employment relations issues 3 contributed to development of a workforce collective bargaining agenda 4 understood the trade union organising model 5 is verified by a course tutor or full-time/ lay official as an authentic record of what actually took place <p><i>The candidate must achieve all of the minimum evidence specified above in order to pass the Developing stage.</i></p>

Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates (cont)

Graded Unit title: Trade Union Organising and Representation:
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Project stage	Minimum Evidence Requirements
Stage 3 — Evaluating 45% of total marks	<p>An evaluation report which should:</p> <ul style="list-style-type: none">◆ briefly outline the investigation◆ review and update the action plan in the light of experience◆ identify any knowledge and skills that were gained and/ or developed◆ assess the effectiveness of the methods used◆ assess the strengths and weaknesses of the workplace audit◆ determine to what extent the investigation covers the topic <p><i>The candidate must achieve all of the minimum evidence specified above in order to pass the Evaluating stage.</i></p>

Support notes

Planning stage — 20% of total marks.

This stage is worth 20 marks. The candidate must achieve all of the minimum evidence specified in the Evidence Requirements section to pass the planning stage. The planning stage is assessed by short planning document and discussion with the tutor.

Developing stage — 35% of total marks.

This stage is worth 35 marks. The candidate must achieve all of the minimum evidence specified in the Evidence Requirements section to pass the developing stage. Assessment is based on a report of the activity and observation by the tutor or trade union official.

Evaluation stage — 45% of total marks.

This stage is worth 45 marks. The candidate must achieve all of the minimum evidence specified in the Evidence Requirements section to pass the evaluation stage. The evaluation stage is assessed by an evaluation report.

Equality and inclusion

This graded unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

History of changes to Unit

Version	Description of change	Date
02	Update of Conditions of Assessment	Jul 2018

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Additional copies of this Unit specification can be purchased from the Scottish Qualifications Authority. Please contact the Customer Contact Centre, telephone 0345 279 1000.

General information for candidates

Graded Unit title: Trade Union Organising and Representation: Graded Unit 1

Project Brief: Practical Assignment

This assignment relates to planning, developing and evaluating an investigation into areas of strength, weakness and opportunities in terms of trade union organisation at work.

You should demonstrate interpersonal, organisational, evaluative and reflective skills to show your overall insight and understanding of the trade union approach.

The assignment must be carried out in a real workplace as part of the relevant union team.

The project will follow three stages:

- 1 Planning
- 2 Developing
- 3 Evaluating

Assessment

The planning stage should be assessed using a planning report in a format agreed with the course tutor.

The developing stage should be assessed using a report of the activity in a format agreed with the course tutor.

The evaluating stage should be assessed using an evaluation report.

The tutor's role is as a facilitator so to gain high marks you must demonstrate a high degree of autonomy at all stages of the assignment.

Stage 1 — Planning

Develop a plan for an audit of areas of strength, weakness and opportunities in terms of trade union organisation at work. The plan may be for an audit of trade union organisation in general or you may choose to focus on health and safety, equality or lifelong learning.

The plan should include the following:

- ◆ aims
- ◆ timescales
- ◆ main issues for research
- ◆ sources of information and methods to be used

General information for candidates (cont)

Graded Unit title: Trade Union Organising and Representation:
Graded Unit 1

Stage 2 — Developing

Give an account of your investigation that shows how you applied the knowledge and skills gained from studying the underpinning units, making reference to:

- ◆ Your role in relation to the audit
- ◆ Trade union structures and the trade union team for your workplace
- ◆ Main collective issues

Stage 3 — Evaluating

Provide an evaluation and review of the activity, which includes:

- ◆ Evaluation of the effectiveness of the original plan
- ◆ Reflection of your own practice throughout all stages of the development
- ◆ Evaluation of your use of supervision and support systems