



# **Group Award Specification for:**

## **HNC in Trade Union Organising and Representation — GG2E 15**

**Professional Development Awards at SCQF level 7 in**

**Trade Union Organising for Health and Safety  
GG1W 47**

**Trade Union Organising for Equality  
GG1V 47**

**Trade Union Organising in the Workplace  
GG1X 47**

**Trade Union Organising for Lifelong Learning  
GG25 47**

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## Contents

1	Introduction.....	1
2	Rationale for the development of the Group Awards.....	1
3	Aims of the Group Awards.....	3
3.1	General aims of the Group Awards.....	3
3.2	Specific aims of the Group Awards.....	3
3.3	Relationship of aims to Units.....	4
3.4	Target groups.....	5
3.5	Articulation, professional recognition and credit transfer.....	5
3.6	Opportunities for Recognition of Prior Learning (RPL).....	5
3.7	Continuing Professional Development.....	6
4	Access to Group Awards.....	6
4.1	General Requirements.....	6
4.2	Specific requirements.....	6
5	Group Awards: Structures.....	8
5.1	HNC Framework GG2E 15.....	8
5.2	Professional Development Awards: Frameworks.....	11
5.2.1	Trade Union Organising for Health and Safety at SCQF level 7.....	11
	GG1W 47.....	11
5.2.2	Trade Union Organising in the Workplace at SCQF level 7.....	11
	GG1X 47.....	11
5.2.3	Trade Union Organising for Lifelong Learning at SCQF level 7.....	12
	GG25 47.....	12
5.2.4	Trade Union Organising for Equality at SCQF level 7.....	12
	GG1V 47.....	12
6	Core and transferable skills.....	12
6.1	Core Skills.....	12
6.2	Transferable skills.....	13
7	Approaches to delivery and assessment.....	14
7.1	Content and context.....	14
7.2	Conditions of the awards.....	14
7.2.1	HNC.....	14
7.2.2	PDA.....	14
7.3	Delivery and assessment.....	14
7.3.1	Assessment methodology.....	14
7.4	Delivery.....	17
7.4.1	Sequence of delivery.....	17
7.5	Open/Distance Learning.....	18
8	General information for centres.....	18
9	General information for candidates.....	19
10	Glossary of terms.....	22

# 1 Introduction

This is the Arrangements Document for the Group Awards in Trade Union Organising and Representation which were validated in November 2012. This document includes background information on the development of the Group Awards, their aims, guidance on access, details of the Group Awards structure, and guidance on delivery.

The HNC and Professional Development Awards in Trade Union Organising and Representation at SCQF level 7 are designed for paid staff and/or volunteers who are engaged as Union representatives in the workplace and who will be directly involved in providing advice, guidance and support for Union members and liaising with employers.

These awards will provide individuals with the opportunity to improve their knowledge, skills and understanding needed to carry out the role as a Union Representative within a variety of work settings where Trade Unionism is active. Although designed to develop the specialist skills and knowledge needed to support members and engage with employers, each component Unit will allow candidates to enhance their professional practice, evidence continuing professional development and to encourage the development of reflective practice. The award also seeks to develop in candidates an awareness of what constitutes good practice and how this may be promoted.

# 2 Rationale for the development of the Group Awards

The qualifications are an HNC in Trade Union Organising and Representation at SCQF level 7 with four Professional Development Awards (PDAs), also at SCQF level 7, nested within it. The HNC is designed in this way to allow candidates to achieve the specialist PDA relevant to their specific role within union representation, ie the PDAs meet the requirements of the:

- ◆ Workplace Representative
- ◆ Health and Safety Representative
- ◆ Equality Representative
- ◆ Learning Representative

The sector in Scotland recognised the need to provide appropriate training and support for all trade union representatives (TUR), including voluntary. The occupationally-specific HNC and PDAs are the first nationally developed and certificated qualifications at this level for workers in this sector.

The purpose of trade union representation is to provide:

- ◆ Information, advice and support for members
- ◆ Protection and advocacy/representation for workers

The scope and diversity of trade union representation reflects the changing needs of the workforce in the face of significant reforms to trade union membership and representation within organisations and the changing economic climate.

Trade union representation promotes diversity and equality of opportunity for workers, engages directly with members and helps foster respect for human rights and a sense of mutual responsibility. In addition, it provides opportunities for employers to demonstrate their commitment to the rights of employees, the health, safety and wellbeing of the workforce and equality and diversity in the workplace.

Nationally certificated qualifications were required in order to increase the value and recognition of practice at national level.

SQA established a Qualifications Development Team (QDT) to develop the HNC and embedded PDAs. The QDT took on board consultations and decisions, and the approach was as follows:

- ◆ Establish a working group of key stakeholders
- ◆ Hold discussions with active Trade Union Representatives to identify and confirm training needs of individual and to identify key target audience for any emerging training
- ◆ As part of the development process — and to ensure the on-going occupational relevance of the training — it was agreed that cognisance should be taken of appropriate NOS. Where appropriate, the component Units have been informed by the relevant National Occupational Standards (NOS) for Trade Union Organising
- ◆ Emerging training should be able to be used for new TURs/ volunteers as well as for Continued Professional Development (CPD) for existing representatives
- ◆ The need for recognition and validation of training was also considered, including the need for a more strategic approach to learning and development
- ◆ Seek to broaden opportunities for progression and open up pathways to other qualifications/training

The resulting qualifications are the Outcome of this work.

### **3 Aims of the Group Awards**

The primary aim of these awards is to provide trade union representatives (TURs) (paid, full or part time/sessional and volunteers) with the underpinning knowledge and skills required for their role.

#### **3.1 General aims of the Group Awards**

- 1 To support TURs to respond to changing environment of policies and initiatives at both local and national level.
- 2 To improve the confidence and ability of TURs to raise issues, challenge practice, question values and attitudes and suggest new and innovative ways of engaging and working with members and employers.
- 3 To enhance confidence and put into practice skills and knowledge gained through training.
- 4 To develop in candidates transferable interpersonal and communication skills, eg organising/planning/personal effectiveness/team working/time management/record keeping.
- 5 To enable progression within the SCQF.

#### **3.2 Specific aims of the Group Awards**

- 6 To develop knowledge and understanding of national and international policies and practice in relation to trade union organising.
- 7 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.
- 8 To provide a formal qualification for those who work directly with union members in the workplace.
- 9 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 (eg ACAS etc).

### 3.3 Relationship of aims to Units

Units	Aims
TUOR: Organising and Representing Members	1, 2, 4, 7, 9
TUOR: Trade Union — Employer Relations	1, 2, 3, 4, 5, 6, 8, 9
TUOR: Practical Skills for Trade Union Representatives	1, 2, 4, 6, 7, 11
TUOR: Graded Unit 1	ALL
TUOR: Introduction to Health and Safety Legislation	1, 3, 6, 7
TUOR: Trade Union Approach to Health and Safety	1, 2, 3, 6, 7, 9
TUOR: Equality Legislation Relating to the Workplace	1, 3, 6, 7, 9
TUOR: Trade Union Approach to Equality	1, 2, 3, 4, 6, 7, 9
TUOR: Legislation and Agreements at Work	1, 2, 3, 6, 7, 9
TUOR: Trade Union Approach to Workplace Representation	1, 2, 3, 4, 6, 7, 9
TUOR: Legislation, Policy and Agreements on Lifelong Learning	1, 2, 3, 6, 7, 9
TUOR: Trade Union Approach to Lifelong Learning	1, 3, 4, 6, 7, 9

### **3.4 Target groups**

The primary target group is trade union representatives currently active in the workplace who may be looking to improve on their professional practice, keep-up-to-date with legislation and develop best practice within their own working environment. This qualification will provide a first opportunity for TURs who would wish to obtain an occupationally-specific qualification to enhance their skills as a TUR.

In addition, the individual component Units could be utilised for Continuing Professional Development (CPD) and facilitate career progression eg to full time trade union organiser/representative.

### **3.5 Articulation, professional recognition and credit transfer**

There is no direct articulation or direct credit transfer to other awards in the SQA framework.

The QDT did not identify any common credit transfer opportunities from other qualifications therefore potential credit transfer would have to be judged on an individual basis by centres who should follow SQA guidance.

### **3.6 Opportunities for Recognition of Prior Learning (RPL)**

**Recognition of Prior Learning (RPL)**, also known as **Accreditation of Prior Learning (APL)**, is the process which allows a candidate to receive formal recognition through certification of their prior learning, training or work experience. It is a method of assessing whether a learner's experience and achievements meet the Evidence Requirements (ie the standard) of SQA Units(s) which may or may not have been developed through a course of learning.

SQA encourages the provision of a clear and accessible Recognition of Prior Learning process to recognise the skills and knowledge that candidates have gained previously. This can allow candidates to 'fast-track' assessment and gain a nationally certificated qualification. Given the nature and purpose of the HNC and PDAs, RPL may be an important addition to the assessment methodology for these qualifications.

SQA recognises that learners develop knowledge and skills through experience and achievements. This includes knowledge and skills acquired through formal, non- formal and informal learning contexts.

There may be articulation and credit transfer opportunities within this suite of awards for candidates who have already completed one or more union training courses. Candidates should be offered the opportunity to have their previous achievement mapped against the Units of the HNC and PDAs.

### **3.7 Continuing Professional Development**

The HNC has been designed to allow candidates to undertake the full Group Award or specific Units from the award to meet their individual development need through certificated provision and gain formal recognition of their skills. The four PDAs nested within the HNC are clearly interlinked and follow the same model which will facilitate lateral progression across the suite.

The structure of the HNC allows for broadening of learning. In addition to completing a relevant PDA, candidates will also have the opportunity to undertake the Units relevant to the other specialist roles should they wish to broaden their experience and move into another area of representation. In this way, a candidate could achieve one or more additional PDAs on the way to the full HNC. This incremental approach is particularly useful for candidates in full time employment as it allows the learning to take place at a time and pace most suited to the individual's circumstances.

## **4 Access to Group Awards**

### **4.1 General Requirements**

Entry will be at the discretion of the centre.

In stating the access and regulations and in consideration of the subsequent selection and admission to the HNC, presenting centres will need to ensure that each prospective candidate has sufficient academic ability and the appropriate personal qualities to succeed. It is essential that candidates are in an appropriate work or volunteering environment in order that they can meet the Evidence Requirements of the component Units.

### **4.2 Specific requirements**

Candidates should be able to demonstrate that they have the support of their nominating Trade Union.

It is recommended that candidates possess some general background knowledge of trade union organising and representation along with a range of associated facts, ideas and practices prior to undertaking the selected course. Candidates are expected to, or be able to develop the ability to:

- ◆ apply knowledge and understanding of the subject in known, practical contexts
- ◆ obtain, organise and use factual and theoretical knowledge in problem solving
- ◆ draw conclusions and suggest solutions.



Candidates should also have good interpersonal and communication skills, both written and oral. These could be evidenced either by the achievement of nationally recognised qualifications or by other methods which could include any of the following:

- ◆ SQA qualifications (or their equivalent from other Awarding Bodies), eg English/ Communication or other based language-based subjects or SVQ to a minimum of SCQF level 5
- ◆ Process of application and interview
- ◆ Current relevant evidence from the workplace, eg a reference from the Full-time Official

In addition, candidates should be currently active TURs or hold a relevant Trade Union position in paid or voluntary work.

## 5 Group Awards: Structures

The design principles for an HNC stipulate that there must be a minimum of 96 SCQF credit points, at least 48 of which must be at the level of the award.

The design principles for PDAs stipulate that there must be at least 16 SCQF credit points at the level of the award.

All awards presented exceed the minimum required levels.

To achieve the HNC, candidates are required to successfully complete six mandatory Units including a Graded Unit at SCQF level 7 as specified in Section 5.1 with the balance of required credits being selected from the list of optional Units.

To achieve a PDA, candidates are required to successfully complete three mandatory Units as specified in Section 5.2.

### 5.1 HNC Framework GG2E 15

Seven credits are required from the mandatory Units, comprised of the first three Units listed plus three Units (one grouping) selected from one of the four specialist mandatory groupings on Page 9.

#### Mandatory Units

Code	Title	Credit value	SCQF level	Credit points
H2X9 34	Trade Union Organising and Representation: Practical Skills for Trade Union Representatives	1.5	7	12
H2XJ 34	Trade Union Organising and Representation: Trade Union -Employer Relations	1	7	8
H322 34	Trade Union Organising and Representation: Graded Unit 1	1	7	8

**Specialist Mandatory Units;** a minimum of three Units (one Grouping) must be achieved. Select one route from the four offered.

**Route 1 GG1W 47**

Code	Title	Credit value	SCQF level	Credit points
H2XA 34	Trade Union Organising and Representation: Organising and Representing Members	1.5	7	12
H2XD 34	Trade Union Organising and Representation: Introduction to Health and Safety Legislation	1	7	8
H2XC 34	Trade Union Organising and Representation: Trade Union Approach to Health and Safety	1	7	8

**OR GG1X 47  
Route 2**

H2XA 34	Trade Union Organising and Representation: Organising and Representing Members	1.5	7	12
H2XG 34	Trade Union Organising and Representation: Legislation and Agreements at Work	1	7	8
H2XH 34	Trade Union Organising and Representation: Trade Union Approach to Workplace Issues	1	7	8

**OR GG25 47  
Route 3**

H2XA 34	Trade Union Organising and Representation: Organising and Representing Members	1.5	7	12
H314 34	Trade Union Organising and Representation: Legislation, Policy & Agreements on Lifelong Learning	1	7	8
H30P 34	Trade Union Organising and Representation: Trade Union Approach to Lifelong Learning	1	7	8

**OR GG1V 47  
Route 4**

H2XA 34	Trade Union Organising and Representation: Organising and Representing Members	1.5	7	12
H2XE 34	Trade Union Organising and Representation: Equality Legislation Relating to the Workplace	1	7	8
H2XF 34	Trade Union Organising and Representation: Trade Union Approach to Equality	1	7	8

**HNC Optional Units**; 5 credits are required from the optional Units shown below.

Units already achieved from the mandatory section **cannot** be counted twice

Code	Title	Credit value	SCQF level	Credit points
H2XA 34	Trade Union Organising and Representation: Organising and Representing Members	1.5	7	12
H2XD 34	Trade Union Organising and Representation: Introduction to Health and Safety Legislation	1	7	8
H2XC 34	Trade Union Organising and Representation: Trade Union Approach to Health and Safety	1	7	8
H2XG 34	Trade Union Organising and Representation: Legislation and Agreements at Work	1	7	8
H2XH 34	Trade Union Organising and Representation: Trade Union Approach to Workplace Issues	1	7	8
H314 34	Trade Union Organising and Representation: Legislation, Policy & Agreements on Lifelong Learning	1	7	8
H30P 34	Trade Union Organising and Representation: Trade Union Approach to Lifelong Learning	1	7	8
H2XE 34	Trade Union Organising and Representation: Equality Legislation Relating to the Workplace	1	7	8
H2XF 34	Trade Union Organising and Representation: Trade Union Approach to Equality	1	7	8
F0NC 35	Health and Safety Law	1	8	8
F0NF 35	Health and Safety Occupational Health Risks	1	8	8
A5GT 34	Health and Safety in Industry	1	7	8
DN75 34	Individual Employment Relations: Law	1	7	8
DN7D 34	Collective Employment Relations: Law	1	7	8
F55T 34	Learning Centre Operations: Centre Administration and Quality Systems	1	7	8
F3XS 34	Learning Centre Operations: Meet External Quality Assurance Requirements	1	7	8
F41M 34	Learning Centre Operations: Working with Learners	1	7	8
F2H1 34	Literacies Learning for the Workplace: Planning for the Delivery of Learning	1	7	8
F2H8 34	Literacies Learning for the Workplace: Policy and Practice	0.5	7	4
F2H9 34	Literacies Learning for the Workplace: Raising Awareness	0.5	7	4
H1F2 34	Management: Leadership at Work	1	7	8

Code	Title	Credit value	SCQF level	Credit points
F52P 34	Scottish Trade Union History	1	7	8
DH3Y 35	Stress Management	0.5	8	4
D4XF 35	Grievance and Discipline Handling	1	7	8
F2BH 35*	Online Communication: Coaching, Guidance and Support	1	8	8

\*Refer to History of Changes for revision changes.

## 5.2 Professional Development Awards: Frameworks

### 5.2.1 Trade Union Organising for Health and Safety at SCQF level 7 GG1W 47

**All Units are Mandatory**

Code	Title	Credit value	SCQF level	Credit points
H2XA 34	Trade Union Organising and Representation: Organising and Representing Members	1.5	7	12
H2XD 34	Trade Union Organising and Representation: Introduction to Health and Safety Legislation	1	7	8
H2XC 34	Trade Union Organising and Representation: Trade Union Approach to Health and Safety	1	7	8

### 5.2.2 Trade Union Organising in the Workplace at SCQF level 7 GG1X 47

**All Units are Mandatory**

Code	Title	Credit value	SCQF level	Credit points
H2XA 34	Trade Union Organising and Representation: Organising and Representing Members	1.5	7	12
H2XG 34	Trade Union Organising and Representation: Legislation and Agreements at Work	1	7	8
H2XH 34	Trade Union Organising and Representation: Trade Union Approach	1	7	8

### 5.2.3 Trade Union Organising for Lifelong Learning at SCQF level 7 GG25 47

#### All Units are Mandatory

Code	Title	Credit value	SCQF level	Credit points
H2XA 34	Trade Union Organising and Representation: Organising and Representing Members	1.5	7	12
H314 34	Trade Union Organising and Representation: Legislation, Policy & Agreements on Lifelong Learning	1	7	8
H30P 34	Trade Union Organising and Representation: Trade Union Approach to Lifelong Learning	1	7	8

### 5.2.4 Trade Union Organising for Equality at SCQF level 7 GG1V 47

#### All Units are Mandatory

Code	Title	Credit value	SCQF level	Credit points
H2XA 34	Trade Union Organising and Representation: Organising and Representing Members	1.5	7	12
H2XE 34	Trade Union Organising and Representation: Equality Legislation Relating to the Workplace	1	7	8
H2XF 34	Trade Union Organising and Representation: Trade Union Approach to Equality	1	7	8

## 6 Core and transferable skills

### 6.1 Core Skills

The Core Skills recognised by SQA are available at SCQF levels 2–6 and are identified in the Core Skills Framework. They are:

- ◆ *Communication*
- ◆ *Numeracy*
- ◆ *Information and Communication Technology (ICT)*
- ◆ *Working with Others*
- ◆ *Problem Solving*

## Developing Core Skills within the award

The Core Skills are not formally assessed in the HNC or the embedded PDAs but there are opportunities to develop relevant elements of Core Skills in the Units.

- ◆ **Communication (Oral and Written Communication):** there are ample opportunities in all Units of the HNC/PDAs for candidates to develop oral communication skills, eg when taking part in group discussions and interacting with others. Written communication will be developed through candidates producing written responses to assessments (in a variety of media as appropriate to need) which may include presenting research findings to colleagues and information to members and employers.
- ◆ **Working with Others:** this Core Skill will be developed throughout the Units, as candidates will take part in group work during the delivery of the Units, work directly with members and employers and collaborate appropriately with other agencies.
- ◆ **Problem Solving:** there will be opportunities to develop aspects of Problem Solving, particularly in the 'Approach' Units, as these require a level of analysis and evaluation of the topic being studied.
- ◆ **Information and Communication Technology (ICT):** there will be opportunities to develop the Core Skill of ICT throughout the Units of the HNC and PDAs as candidates will likely use the internet for research and perhaps utilise a computer for word processing documents and assessments.
- ◆ **Numeracy:** there are opportunities to develop numeracy skills within some of the Units. Candidates may be involved at some level in helping members with aspects of leave entitlement, rates of pay, hours of work, flexible working and pro rata payments.

## 6.2 Transferable skills

The development of transferable skills is encouraged throughout the award. An important aspect of this award is the development of the ability to apply and transfer a range of interpersonal and practical skills to different working relationships and situations at different levels. A trade union representative has to work with a range of stakeholders and organisations to meet the needs of the union members they represent. These awards will allow them to develop and enhance these transferable skills to meet changing circumstances whether arising from changes to their own role or general changes in practice and the working environment.

## 7 Approaches to delivery and assessment

### 7.1 Content and context

The delivery of this award should focus on the skills and knowledge required to work within the trade union framework. Each of the mandatory Units in the HNC and PDAs covers skills and knowledge specific to different aspects of trade union organising. The structures of the qualification are designed to allow candidates to enhance existing skills and develop new skills to enable them to operate effectively as trade union representatives in their chosen specialism. The HNC structure combines generic skills relating to trade union activity (such as organising and representing members, employer relations and practical skills in communication) with more specialised knowledge and skills in health and safety, lifelong learning, equality and organising in the workplace. These specialist skills form the four PDAs which are embedded within the HNC.

The flexible nature of the HNC structure also affords candidates a range of optional Units to allow them to broaden their learning experience.

### 7.2 Conditions of the awards

#### 7.2.1 HNC

To achieve the HNC, candidates must complete seven credits from the mandatory Units plus five credits from the optional Units. This will include the completion of at least one PDA.

#### 7.2.2 PDAs

To achieve one of the specialist PDAs, candidates must achieve three Units:

*Trade Union Organising and Representation: Organising and Representing Members H2XA 34*

**plus** two specialist Units from their chosen route

- ◆ Workplace Representative or,
- ◆ Health and Safety Representative or,
- ◆ Equality Representative or,
- ◆ Learning Representative

### 7.3 Delivery and assessment

#### 7.3.1 Assessment methodology

These qualifications allow centres to develop a range of flexible assessment methods to allow candidates to demonstrate their knowledge and skills. Wherever possible, the holistic assessment of Outcomes within Units is encouraged. The provision of a clear and accessible Recognition of Prior Learning process is also encouraged given the nature and purpose of the award.



The focus of the qualification(s) is on the development of competence, skills and knowledge. As such, assessments should allow candidate evidence to be based, where appropriate, on naturally occurring circumstances during the course of day to day work activity. This approach will encourage candidates to reflect on the nature of their trade union role in relation to implementing a person-centred approach to their practice.

Assessments take a variety of forms including case studies, reports and essays and structured questions. Candidates could be encouraged to compile a portfolio of evidence. This will facilitate a holistic approach to delivery and assessment. A portfolio is a collection of the work that has been produced by the candidate. Portfolios of evidence will normally include:

- ◆ Records completed by the candidate
- ◆ Assignments and/or presentations in an appropriate format
- ◆ Reflective accounts of practice
- ◆ Case studies
- ◆ Structured questions
- ◆ Tutor observation checklists

It is expected that candidates undertaking the award(s) will collect evidence during training and when working in real work settings. This will normally be the candidate's own workplace or volunteer position.

The Unit specifications detail the Evidence Requirements for each Unit. Centres should devise varied assessments in order to meet the needs, learning styles and environments of candidates.

The key principles of assessment are that it should:

- ◆ Meet the Evidence Requirements detailed in the Unit specification
- ◆ Be objective, fair and equitable
- ◆ Be understandable, transparent and in a format appropriate to the candidate
- ◆ Be proportionate and aligned to the content of the Unit Outcomes at the relevant SCQF level
- ◆ Be timely and on-going throughout the delivery of the award, ie, incremental and developmental
- ◆ Be redeemable, ie, provide the opportunity for re-assessment

**7.3.2** The following Assessment Matrix shows opportunities for appropriate integration of assessment within the mandatory Units.

<b>Unit title</b>	<b>Assessment</b>
Trade Union Organising and Representation: Organising and Representing Members H2XA 34	This Unit may be assessed holistically with evidence to cover all Outcomes stored in a portfolio. Assessment could comprise several separate tasks combined into one complete assignment; this could include case studies, evidence from group discussion, presentations, and reports in an appropriate format. It is anticipated that there will be opportunities to integrate assessment of this Unit with aspects of the specialist mandatory Units.
Trade Union Organising and Representation: Practical Skills for Trade Union Representatives H2X9 34	This Unit may be assessed holistically with evidence to cover all Outcomes stored in a portfolio. Assessment could comprise several separate tasks combined into one complete assignment; This could include case studies, evidence from group discussion, presentations, and reports in an appropriate format. It is anticipated that there will be opportunities to integrate assessment of this Unit with aspects of the specialist mandatory Units.
Trade Union Organising and Representation: Trade Union-Employer Relations H2XJ 34	This Unit may be assessed holistically with evidence to cover all Outcomes stored in a portfolio. Assessment could comprise several separate tasks combined into one complete assignment; This could include case studies, evidence from group discussion, presentations, and reports in an appropriate format. It is anticipated that there will be opportunities to integrate assessment of this Unit with aspects of the specialist mandatory Units.
Trade Union Organising and Representation: Graded Unit 1	This will be assessed by a Project in the form of an Investigation covering the knowledge and skills needed by a Trade Union Representative and will sample across the mandatory and relevant specialist mandatory Units.

## 7.4 Delivery

It is envisaged that this award will be delivered by training providers in partnership with a trade union. Training providers could include FE Colleges, Local Authorities, voluntary sector organisations and private training companies.

Successful delivery of the HNC/PDAs is dependent upon the experience of the trade union tutors. This could be enhanced by direct involvement of experienced TURs and Centres are encouraged to take the opportunity to use experts and individuals with appropriate knowledge and skills in the delivery of the awards. As the awards focus on the acquisition of both knowledge and skills, a significant amount of experiential learning is expected. Candidates should be able to operate effectively under direction, with minimal supervision and be encouraged to analyse and reflect on their experiences, behaviours and learning and be able to use this to inform their development and improve practice.

It is important that candidates gain an understanding of concepts, procedures and relevant legislation, as well as an understanding of the principles of practice associated with trade union organising as an on-going process. Small group discussions and collaborative working are key to understanding the trade union approach which encourages the sharing of knowledge and learning from the experience of others. This is essential to the candidate's future development as a trade union representative.

Delivery mechanisms adopted by centres should be flexible to allow comprehensive access and participation. An Outcomes-based approach, centred around the learning needs of the individual, may provide the basis of a flexible delivery model. Centres should make candidates aware of the requirements of the award being undertaken, including the need to gather appropriate evidence, and should provide guidance on the type of evidence required to meet the Outcomes. It is recommended that at the commencement of each Unit, delivery will include initial orientation and briefing sessions. Candidates should be encouraged to work independently and take responsibility for their learning. Centres should make suitable arrangements to support and guide candidates throughout the duration of the qualification. This could involve regular meetings with candidates either on an individual basis, in groups or through web-based discussion.

### 7.4.1 Sequence of delivery

The delivery of the component Units for the HNC will be determined in part by the choice of PDA selected. The sequence of delivery could be as follows:

- ◆ It is recommended that delivery starts with the Unit, ***Trade Union Organising and Representation: Organising and Representing Members*** as this will enable candidates to fully understand the value base and philosophy underpinning union membership. This Unit is mandatory within the HNC and common to each of the PDAs. From this base, candidates may then progress to the Unit,

- ◆ **Trade Union Organising and Representation: Practical Skills.** This could be delivered concurrently with the PDA Units which reflect the specialist route of the trade union representative, thereby allowing the candidate to develop appropriate skills and provide evidence relevant to their practice.
- ◆ When delivering the HNC, the Unit **Trade Union Organising and Representation: Trade Union-Employer Relations** would follow.
- ◆ The final mandatory Unit, the **Graded Unit**, could be scheduled to begin in the second term, once candidates have completed at least two of the foregoing Units and are progressing well with the other mandatory Units. As the Graded Unit samples across the mandatory Units, candidates would not be expected to be in a position to complete this Unit until they have been assessed in the other mandatory Units.
- ◆ Centres may schedule the delivery of optional Units to suit the needs of learners

In relation to continuing professional development, there is flexibility in delivery which will allow trainers/tutors/lecturers to take account of the skills levels and knowledge and experience of candidates.

## 7.5 Open/Distance Learning

This award will be suitable for a range of delivery methods which may combine both face-to-face and distance learning approaches. Although candidates are encouraged throughout to draw from their own day to day work experience, aspects of the award could be delivered through a blended learning format. Workshops could supplement e-learning. However, it would require planning by the centre to ensure the sufficiency and authenticity of candidate evidence.

Candidates could be encouraged to use online methods to support their learning such as the use of discussion forums and internet research and a blended learning approach would effectively support delivery.

## 8 General information for centres

**Candidates with Additional Support Needs:** there should be no artificial barriers to learning or assessment within these awards. Any additional support needs of individual candidates should be taken into account when planning learning experiences and designing assessments. For further information, please refer to the SQA document *Guidance on Assessment Arrangements for candidates with Disabilities and/or Additional Support Needs* [www.sqa.org.uk](http://www.sqa.org.uk)

## Quality Assurance — Internal and External Verification

All assessments used within this Group Award should be internally verified using the guidelines set by SQA and the appropriate policy within the centre.

External Verification will be carried out by SQA to ensure that the internal assessment decisions are within the national guidelines set by SQA. SQA will appoint an External Verifier to ensure that effective benchmarking and standard setting across course providers is adhered to.

Further information on Quality Assurance can be found in SQA's *Guide to Assessment* ([www.sqa.org.uk](http://www.sqa.org.uk))

## 9 General information for candidates

The HNC and PDAs in Trade Union Organising and Representation at SCQF level 7 are practice-based qualifications offering you the opportunity to develop the knowledge and skills required to work as a trade union representative (TUR). These awards are suited to currently active TURs.

It is recommended that you possess some background knowledge of trade union organising and representation along with a range of associated facts, ideas and practices. You will be expected to (or be able to develop the ability to) apply knowledge and understanding of the subject in known, practical contexts; obtaining, organising and using factual and theoretical knowledge in problem solving, drawing conclusions and suggesting solutions.

To achieve the HNC in Trade Union Organising and Representation GG2E 15, you must achieve 12 SQA HN credits by completing the three core Units and a further three specialist mandatory Units plus a further five optional Units. The specialist mandatory Units will also allow you to gain the PDA most suitable to your specific role as a TUR as the four PDAs are embedded into the HNC.

The HNC carries 96 SCQF credit points at level 7 and each of the PDAs carries 28 credit points at level 7.

It is possible to start with the PDA most closely aligned to your role as a TUR and go on to achieve the HNC in incremental stages at a pace appropriate to your needs.

The PDAs are:

Trade Union Organising for Equality GG1V 47  
Trade Union Organising for Lifelong Learning GG25 47  
Trade Union Organising for Health and Safety GG1W 47  
Trade Union Organising in the Workplace GG1X 47

The flexible mandatory and optional structure of the HNC will allow you to select the Units most suitable to your role and interests.

Assessments take a variety of forms including case studies, reports and reflective accounts of your practice and experiences from work. You may also answer structured questions and gather evidence from your work practice.

If you have previously undergone union training in any of the areas covered by the HNC/PDAs, you may also be able to apply for Recognition of Prior Learning (RPL)

Recognition of Prior Learning, also known as Accreditation of Prior Learning (APL), is the process which allows a candidate to receive formal recognition through certification of their prior learning, training or work experience. SQA Approved Centres will be able to advise you further about this.

## History of changes

It is anticipated that changes will take place during the life of the qualification and this section will record these changes. This document is the latest version and incorporates the changes summarised below. Centres are advised to check SQA's APS Navigator to confirm they are using the up to date qualification structure.

**NOTE:** Where a Unit is revised by another Unit:

- ◆ No new centres may be approved to offer the Unit which has been revised.
- ◆ Centres should only enter candidates for the Unit which has been revised where they are expected to complete the Unit before its finish date.

Version Number	Description	Date
02	<i>Online Communication: Coaching, Guidance and Support (F2BH 35)</i> added as an optional Unit to the HNC framework.	28/05/14

## Acknowledgement

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of this qualification.

## 10 Glossary of terms

**SCQF:** This stands for the Scottish Credit and Qualification Framework, which is a new way of speaking about qualifications and how they inter-relate. We use SCQF terminology throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at [www.scqf.org.uk](http://www.scqf.org.uk)

**SCQF credit points:** One HN credit is equivalent to 8 SCQF credit points. This applies to all HN Units, irrespective of their level.

**SCQF levels:** The SCQF covers 12 levels of learning. HN Units will normally be at levels 6–9. Graded Units will be at level 7 and 8.

**Graded Unit:** Graded Units assess candidates' ability to integrate what they have learned while working towards the Units of the Group Award. Their purpose is to add value to the Group Award, making it more than the sum of its parts, and to encourage candidates to retain and adapt their skills and knowledge.

**Embedded Core Skills:** This is where the development of a Core Skill is incorporated into the Unit and where the Unit assessment also covers the requirements of Core Skill assessment at a particular level.

**Signposted Core Skills:** This refers to the opportunities to develop a particular Core Skill at a specified level that lie outwith automatic certification.

**Qualification Design Team:** The QDT works in conjunction with a Qualification Manager/Development Manager to steer the development of the HNC/HND from its inception/revision through to validation. The group is made up of key stakeholders representing the interests of centres, employers, universities and other relevant organisations.

**Consortium-devised HNCs and HNDs** are those developments or revisions undertaken by a group of centres in partnership with SQA.

**Specialist single centre and specialist collaborative devised HNCs and HNDs** are those developments or revisions led by a single centre or small group of centres who provide knowledge and skills in a specialist area. Like consortium-devised HNCs and HNDs, these developments or revisions will also be supported by SQA.