

Qualification Guide



NOCN Level 3 Award for Trade Union Learning Representatives

National Accreditation No. 100/5853/9

A qualification that enables Trade Union Learning Representatives to fulfil their union/workplace role effectively

Version 2 March 2007



The **Diversity** of Learning

NOCN Level 3 Award for Trade Union Learning Representatives



National Open College Network

The National Open College Network (NOCN) is a major awarding body providing a national framework of credit units and national qualifications. NOCN offers a complementary range of national and local services including curriculum development to support local, regional and national demand.

NOCN works with providers, employers, sector bodies and others to develop flexible and responsive credit based awards and qualifications that widen access to lifelong learning and address exclusion, participation and achievement.

The NOCN Credit and Qualification Framework provides opportunities for learners to achieve unit credits and use these to provide a route to full qualifications and further learning. Quality assurance, supported at the point of delivery, underpins all NOCN credit achievement and qualifications.

The NOCN Level 3 Award for Trade Union Learning Representatives is designed to fit within NOCN's flexible framework. The qualification develops the skills and knowledge that will

- Establish a qualification route for union learning representatives.
- Provide a programme of learning that enables union learning representatives to fulfil their union/workplace role more effectively.
- Contribute more widely to workforce development and widening participation.

NOCN, through its Open College Network (OCN's), has over 3,000 Centres across the UK. NOCN approves Centres that can demonstrate the ability to meet national requirements for course delivery and quality assurance to support credit awards and qualifications.

NOCN has wide-ranging experience in centre and programme approval and supports centres locally to ensure all awards are valid and valued.

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1. About the qualification

Rationale

The NOCN Level 3 Award for Trade Union Learning Representatives forms part of a suite of qualifications that are based upon the role carried out by Union Representatives in the workplace. The development of the Learning Representative and this qualification route can best be understood in this context.

Historically the TUC and affiliated unions have always offered a programme of training for elected representatives. Recruitment, representation and negotiation are key parts of the long established role of the Union Representative. Over the last 25 years the role and responsibilities associated with representation on health and safety matters has seen the development of Health and Safety as a specialist aspect of trade union work. The context for the more recent development of the role of Learning Representative is described below.

Changes in the labour market over the last 2 decades have led to an increased demand for higher levels of education, training and the continual updating of skills throughout an employee's working life. Government concerns have focused particularly on the paradox of those at the lower skills level having least access to further education and training.

Trade unions have a key part to play in widening participation in lifelong learning through negotiating training agreements with employers, raising members' awareness of training, and helping to create a learning culture within a climate of partnership at the workplace. The capacity of trade unions to promote learning in the workplace has resulted in the development of the Learning Representative, whose role ranges from raising members' awareness of the benefits of learning, working with employers, and brokering provision with training providers. Over the last 3 years more than 3000 Learning Representatives have been trained. Given the government's commitment to the principle of paid time off for training, this looks set to grow yet more in the future.

Government initiatives aimed at workforce development, including National Occupational Standards and Lifelong Learning strategies have emphasised the engagement of staff at all levels in the workforce as the key to economic and social renewal, and improvement in life chances. In this context, government acknowledges unions as key players in extending learning in the workplace and facilitating participation amongst those who have had least access to education and training in the past.

Union Learning Representatives are the vital link between the broad initiatives identified above and the wider workforce. The Capizzi Report (1998) noted that around 40% of representatives on the TUC Education Programme did not have any qualifications, but that they and others on the Programme who did, valued their trade union training highly. There are no existing qualifications for trade union learning representatives.

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Progression Opportunities

The NOCN Level 3 Award for Trade Union Learning Representatives is a unique qualification that will provide a framework for career progression. It will also bring coherence and breadth to the qualification framework for this sector. It will provide a significant number of learners with the potential to access qualifications for the first time, and will provide all learners with the opportunity to demonstrate to employers and union members that their training has a recognised value. It will enable voluntary trade union officers to progress to other specialist areas of trade union work, Full Time Officer work and the national standards for Full Time Union Officers/Professional Union Officers' NVQ. It will also enable learners to access further education and training, including the TUC's own Access to Higher Education programme.

As the qualification is unitised, individual learners will be able to develop their knowledge and skills unit by unit and to map and plan their progress towards the achievement of the full qualification and plan appropriate progression to other qualifications.

Learners completing the NOCN Level 3 Award for Trade Union Learning Representatives will be able to progress to:

- Other NOCN Level 3 Awards/Certificates for Trade Union Representatives
- TUC Education Programme
- Training and Development NVQs
- TUC National Framework Access Programmes
- Advice and Guidance NVQ's

It could also provide a springboard and evidence towards further education and training, for example:

- TDLB Awards and its successors
- City & Guilds Teacher Training
- Professional Officer's NVQ
- Education degrees
- Business Studies degrees
- Social Science degrees
- Other Advanced Level Qualifications

Qualifications Aims

This qualification aims to:

- Establish a qualification route for union learning representatives.
- Provide a programme of learning that enables union learning representatives to fulfil their union/workplace role more effectively.
- Contribute more widely to workforce development and widening participation.

Guided Learning Hours

The recommended guided learning hours for one unit credit is 10. The total recommended guided learning hours for this qualification is 90. This is notional learning time based on the credit values

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assigned to the units, and the number of unit credits required to achieve the qualification. Some learners will be able to achieve these units in a shorter time, other learners, particularly those with literacy requirements will take much longer.

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Key Skills

Each unit within the qualification has been mapped to identify where opportunities exist for learners to achieve key skills. In designing activities for unit assessment you will be able to use the mapping to identify which key skills could be addressed through evidence generated by learners. The degree of opportunity in any one unit will depend on centre-specific factors including learning context, teaching and learning strategies and resources.

Opportunities for learners to develop and evidence achievements in Key Skills are inherent within the units of this Qualification. The opportunity to demonstrate coverage of key skills has been signposted within individual units of this qualification. This signposting is identified in the grid below:

Unit title	Application of number	Communication	Information Technology,
Getting Organised – The Role of the Trade Union Learning Representative		C3.1a C3.1b	
Supporting Workers on Learning and Skills		C3.1a C3.1b	
Working with Employers on Learning and Skills		C3.1a C3.1b	

Unit Title	Improve Own Learning & Performance	Working with others	Problem Solving
Getting Organised – The Role of the Trade Union Learning Representative	LP3.1		PS3.2
Supporting Workers on Learning and Skills	LP3.1	WO3.1 WO3.2	PS3.2
Working with Employers on Learning and Skills	LP3.1	WO3.1 WO3.2 WO3.3	PS3.2

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How the Qualification Relates to Wider Education and Training Issues

The underlying principle upon which NOCN qualifications are based is one of widening participation and offering opportunities for those learners otherwise excluded from the qualification framework. To achieve this, learning outcomes have been developed to underpin this commitment and broaden the awareness and knowledge of learners across educational, cultural and social issues.

Unit Title	Social, Cultural & Ethical Issues	Health & Safety	Equal Opportunities	Environmental Issues	European Awareness/ Legislation
Getting Organised – The Role of the Trade Union Learning Representative	✓	✓	✓		
Supporting Workers on Learning and Skills	✓	✓	✓		
Working with Employers on Learning and Skills	✓		✓	✓	✓

Relationship with national occupational standards

The NOCN Level 3 Award for Union Learning Representatives is related to the National Occupational Standards (NOS) developed by ENTO and each unit within the qualification has been carefully mapped to the relevant standards against each learning outcome.

ENTO was formerly the Employment NTO and part of a network of National Training Organisations established by the Department for Education and Employment in 1997. When the NTOs were dissolved to be replaced by the Sector Skills Councils (SSCs), ENTO took the opportunity to establish itself as an independent Standard Setting Body working alongside the SSCs and other organisations.

It provides a significant amount of knowledge, understanding and skills development that underpins occupational competence in:

- Assessment and Verification
- Personnel

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- Learning and Development
- Managing Work Related Violence
- Health and Safety
- Advice Guidance and Advocacy
- Recruitment and Consultancy
- Counselling
- Mediation

These occupational competencies can be identified in the following list of example qualifications:

- Learning and Development
- Direct Training and Support
- Personnel Support
- Occupational Health and Safety
- Advice and Guidance
- Recruitment
- Counselling
- Management of Learning and Development Provision
- Co-ordination of Learning and Development Provision
- Personnel Management
- Radiation Protection
- Occupational Health and Safety Practice
- Trade Union Development

For a full list of ENTO related qualifications and further information about these qualifications, please log on to the ENTO website at www.ento.co.uk

Language Requirements

If you have a requirement for this qualification in Welsh, please contact NOCN who will review demand and provide as appropriate. At present this qualification is not offered through the medium of Irish. This will be reviewed if there is evidence of demand.

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2. Who is the qualification for?

The minimum age for access to the qualification is 18.

Target Group

The qualification will be suitable for learners who are employed and supported by their trade union to provide learning support and guidance to members of the workforce. It is, therefore, unlikely that a learner would have the maturity and experience to benefit from this qualification if they are under 18 years of age.

This qualification is designed to develop the skills and understanding of trade union representatives concerning affective learner support within the workplace.

Restrictions on Learner's Entry

Learners must be members of TUC affiliated trade unions, and may have been elected/nominated by their union as a trade union representative. Membership is necessary given that the role is a representative one, and in view of the fact that in order to achieve they will need to carry out union and workplace activities.

The NOCN Level 3 Award for Trade Union Learning Representatives is designed to allow the widest possible access to learners. However, activities and assessment within the programme are based on application of skills and knowledge in a work-based context, which means the qualification can only be achieved through this route.

Learners with Particular Requirements

Assessment within the NOCN Level 3 Award in Trade Union Learning Representatives is designed to be accessible and inclusive. The criterion referenced approach in the units allows flexibility through an assessment methodology which is deemed appropriate and rigorous for individuals or groups of adult learners.

Through the process of programme approval, NOCN ensures that the requirements of learners with particular needs in relation to unit assessment are met. The arrangements made by the provider is scrutinised through the processes of approval and monitored through the process of moderation and through the TUC Education quality assurance arrangements. Specific details are outlined in the programme approval document, logged in approval reports as appropriate and this documentation is used for moderation and monitoring. Moderators comment on actual delivery in relation to approved delivery and report to NOCN, through OCNs, on this.

NOCN provides advice and guidance on the provision of particular assessment requirements in the NOCN Centre Administration Handbook.

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Recommended Prior Learning

Learners will need to be able to:

Level	Intellectual Skills and Attributes	Processes	Accountability
2	<ul style="list-style-type: none"> • Apply knowledge with underpinning comprehension in a number of areas • Make comparisons • Interpret available information • Demonstrate a range of skills 	<ul style="list-style-type: none"> • Chose from a range of procedures performed in a number of contexts, some of which may be non-routine • Co-ordinate with others 	<ul style="list-style-type: none"> • Undertake directed activity with a degree of autonomy • Achieve outcomes within time constraints • Accept increased responsibility for quantity and quality of output subject to external quality checking

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3. Achieving the qualification

To achieve the qualification the learner must successfully complete:

- 1 Mandatory unit
- 1 Optional unit

This qualification requires achievement of the specified units with no further requirement for additional/summative assessment. Achievement is therefore determined by successful completion of unit assessment.

The methodology for the assessment of this qualification is therefore:

- Externally set - against the requirements detailed above for units (Nationally set by TUC- see Course Guide for details.)(There is an opportunity for centres/tutors to devise their own assessments. Please see page 12 of this qualification guide for further details.)
- Internally assessed (Centre)
- Internally moderated (Centre)
- Externally moderated (NOCN)

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4. The qualification units

Please click on the hyperlinks below to access the units from the NOCN website.

NOCN Unit Code	QCA Accredited Number	Unit Title	Mandatory or Optional	10 Hour Credit Value	Level	OPUS ID
AJ3/3/QQ/182	F/103/5924	Getting Organised – The Role of the Trade Union Learning Representative	Mandatory	6	Three	BSF051
AJ3/3/QQ/183	J/103/5925	Supporting Workers on Learning and Skills	Optional	3	Three	BSF054
AJ3/3/QQ/184	L/103/5926	Working with Employers on Learning and Skills	Optional	3	Three	BSF057

The assessment activities for the units are indicated in the assessment grid table on the individual units and elaborated on in the Course Guide.

Tutors/Centres are advised to use the assessments that are included in the Course Guide. If a tutor/centre feel that it is necessary and appropriate to devise their own assessments, they may do so with the following instructions:

- The devised assessment must mirror the assessment in the Course Guide and cover all areas that are covered in the Course Guide.
- The tutor/centre devised assessment must be approved and signed off by the External Moderator before it can be used with learners.

Tutors/centres that devise their own assessments must use the following guidelines for each prescribed method of assessment. Please see overleaf:

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Case Study

	Activity	Assessment	Evidence
Level Three	Case studies should allow the application of knowledge in a range of complex areas, in a variety of familiar and unfamiliar contexts. Discussion should be guided but self-directed (group). Written work should allow for autonomy, evaluation and reasoned judgements to be made (GL = 1000 words).	Assessment through peer assessment, self-assessment, tutor observation or assessment or written work.	Evidence could be; tutor record, learner record, peer checklist, summary of discussion, audio / video / photographic record or written work.

Report

	Activity	Assessment	Evidence
Level Three	Report could be presented orally or in written format. Oral presentation should be formal and could include a range of methods. Information should be from a wide range of sources and should be evaluated. Activities should be well defined but could be unfamiliar or unpredictable. Learners should be clear on the criteria for achievement but would be expected to decide on the format and structure of the report. GL = 8 minutes for oral / 1000 words for written	Assessment by tutor and or peers for an oral presentation.	Evidence could be; written report with tutor feedback or plan for oral presentation with peer and / or tutor feedback.

Role Play / Simulation

	Activity	Assessment	Evidence
Level Three	Role-plays should allow the application of skills in a range of complex areas and in a variety of familiar and unfamiliar contexts.	Assessment through tutor / peer observation, one to one tutorial, discussion and self-assessment.	Evidence could be; tutor record of observation, learner notes, tutor lesson plan, tutorial notes, audio / video / photographic record or learner log.

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Group Discussion

	Activity	Assessment	Evidence
Level Three	Discussion should allow for consideration of a range of complex topics and in a variety of familiar and unfamiliar contexts.	Assessment through tutor, peer observation, one to one tutorial discussion and self-assessment.	Evidence could include; tutor record observation, learner notes, tutor lesson plan, tutorial notes, audio / video record and learner log.

Reflective Log or Diary

	Activity	Assessment	Evidence
Level Three	The reflection process should be written and learners given guidance on appropriate methods. Learners should be asked to record regularly what they have learned and to make judgements on how effective the learning process has been in terms of, for example, usefulness, interest, extension of knowledge / skills, their own learning style and what else they need to learn.	Assessment by learner, discussed with the tutor.	Evidence could include; log / diary and tutor notes.

Practice File

	Activity	Assessment	Evidence
Level Three	Practice evidence should be chosen to demonstrate the application of knowledge and skills in a range of complex activities. Learners should be expected to select appropriate and relevant evidence with minimal guidance, and to present the evidence in a structured format with sufficient information to demonstrate achievement.	Assessment through discussion with the tutor.	Evidence could include; structured file with tutor feedback.

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5. How the Qualification will be assessed

The qualification is awarded to learners who successfully achieve the required units as per the qualification specification, indicated in Section 3. Achieving the qualification.

Unit Assessment

In most cases, achievement of units is through externally set, internally assessed and externally moderated assessment activity. Centres can devise assessment tasks to meet the specification for assessment detailed for each unit by following the instructions on page 12 of this qualification guide. The activity must meet the standards detailed in the assessment grid provided on each unit. If an assessment method is prescribed, it must be used to assess the unit.

Centre devised assessments will be scrutinised by the external moderator against the unit specification and NOCN Assessment Definitions grid to ensure reliability and validity of assessment. Centres will be required to provide samples for local and national standardisation activity.

Marking Tasks

Each task must be assessed against the identified assessment criteria in the unit and judged to be either achieved or not achieved. Where a series of tasks is set, learners must demonstrate the achievement of the required standard identified in the assessment criteria in all tasks in order to achieve the unit credit. Units are either achieved or not achieved.

Recording Achievement

To record a learner's performance in each unit you may use the forms provided in Section 10 <to be hyperlinked to appropriate section> of the NOCN Centre Handbook. The form/s should record the learner's performance against the unit assessment criteria evidenced by the task.

Summative/Externally Set Assessment

There is no requirement for external assessment for this qualification.

Assessment Summary

To achieve the qualification the learner must achieve all the assessment components for the units. No compensation across units is allowed.

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6. Offering the qualification

Centres wishing to offer the qualification or units of the qualification should in the first instance contact their OCN office for information and support. A list of all OCN offices and contacts can be found on the NOCN website www.nocn.org.uk.

Your OCN will advise you on the best and most efficient methods for offering this qualification to learners. All procedures for the use of this qualification or units of this qualification, including approval, registration of learners, moderation, externally set assessment and certification will be completed through your OCN who will have an identified officer to support your centre. If you have any queries or difficulties at any time you should contact your OCN office.

Approval to Offer NOCN Qualifications or Units of NOCN Qualifications

If you are a new Centre and wish to offer this qualification to learners there are three easy steps to follow:

- | | |
|---------|---|
| Step 1. | Contact your OCN office for information and support. |
| Step 2 | Contact your TUC Regional Education Officer as you will need TUC approval to deliver the programme. This normally means you will need to be an existing Trade Union Study Centre. |
| Step 3. | Complete the NOCN Centre Approval Process. |
| Step 4. | Follow the guidance in the NOCN Centre Handbook to notify the OCN when you are ready to deliver the qualification. |

Support for Centres

1. Your OCN will provide ongoing support and advice on the use of NOCN credit and qualifications including the requirements for assessment.
2. Approval should always take place through the normal OCN processes and will be explicitly recorded.
3. All Centres approved to offer NOCN credit and qualifications will be allocated a unique NOCN Centre Number.
4. Each Centre should identify a Centre Officer who will be responsible for NOCN credit and qualifications within the Centre.
5. The Centre Officer must ensure all procedures detailed in the NOCN Centre Handbook operate effectively in the Centre.
6. The Centre Officer is the person responsible for confirming and ensuring that the Centre meets all the NOCN requirements for Centre Approval.
7. The Centre Officer is responsible for ensuring all relevant NOCN documentation is distributed as required within the Centre and that the security requirements for External Assessment are adhered to.

Full details of all NOCN requirements are provided in the NOCN Centre Handbook.

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7. How is the qualification quality assured

General Information

All providers wishing to deliver the qualification, or units of the qualification, will need to demonstrate the ability to manage and deliver the units and/or the qualification, including adherence to quality assurance and assessment regulations.

Your OCN will provide guidance and give support in enabling you to deliver the qualification but you will also need the support of your TUC Regional Education Officer.

The NOCN standard quality assurance arrangements and requirements include:

- Internal assessment of all assessment tasks and activities.
- Internal moderation.
- External moderation.
- Standardisation.

Details and guidance are provided in the NOCN Centre Handbook.

Recommendation for the Award of Credit

See NOCN Centre Handbook.

Standardisation

NOCN will undertake a process of standardisation annually. Units from the qualification will be selected for standardisation and OCNs will collect assessment materials from Centres each year. OCNs will notify Centres on an annual basis of the required sample and materials for standardisation purposes. **Each Centre offering the specified units is required as part of the Centre Approval Process to contribute assessment materials for standardisation.** Feedback on standardisation will be available to Centres annually through their OCN. National standardisation will establish:

- Statements on the standards for each unit
- Recommendations, advice and guidance for use of the qualification and assessment of units.

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Accreditation start date: 1st January 2006
Accreditation end date: 31st December 2007
Certification end date: 31st December 2008

Cost of the qualification: £24.00 per learner

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UNIT TITLE: Getting Organised – The Role of the Trade Union Learning Representative

LEVEL: Three
CREDIT VALUE: 6
UNIT CODE: AJ3/3/QQ/182
ACCREDITED UNIT NO: F/103/5924

This unit has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Demonstrate skills in working together with other union representatives (T27)¹	1.1. Respond constructively and effectively in discussions 1.2. Assess information provided by others
2. Recognise information relevant to union learning representatives (ULR) (T27, AGA25)	2.1. Assess a range of sources of useful information 2.2. Analyse which information and organisations would be most useful within own union and workplace
3. Understand the role of the union learning representative within own union (T27, T28, AGA25)	3.1. Assess the role of the ULR within own union 3.2. Prepare and plan on how to work with other people and organisations
4. Understand how the role as a ULR can help to build a stronger union (T31, G2)	4.1. Assess which learning policies/agreements are most appropriate to own workplace, identifying any gaps 4.2. Assess how the role of the ULR within own union can be used to build a stronger union organisation within the workplace
5. Understand the legal rights of ULRs (T31)	5.1. Review the legal rights of the ULR 5.2. Compare current arrangements with those included in the legislation

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¹This unit is mapped to:
 ENTO Trade Union National Occupational Standards
 ENTO Advice, Guidance and Advocacy National Occupational Standards
 ENTO Learning and Development National Occupational Standards

UNIT TITLE: Getting Organised – The Role of the Trade Union Learning Representative

LEVEL: Three
CREDIT VALUE: 6
UNIT CODE: AJ3/3/QQ/182
ACCREDITED UNIT NO: F/103/5924

ASSESSMENT INFORMATION

Guidance:

This grid gives details of the assessment activities to be used with the unit attached. Please refer to the NOCN Centre Handbook for definitions of each activity and the expectations for assessment practice and evidence for moderation.

The assessment activities for this unit are indicated in the table below:

Key: **P = Prescribed** – this assessment method *must* be used to assess the unit.
O = Optional – this assessment method *could* be used to assess the unit.

Case study		Project	
Written question & answer/test/exam		Role play/simulation	
Essay		Practical demonstration	
Report	P	Group discussion	P
Oral question and answer		Performance/exhibition	
Written description		Production of artefact	
Reflective log / diary	P	Practice file	P

Signposting Key Skills

This unit offers clear opportunities for learners to provide evidence of achievement in Key Skills achievement in the following skill area/s:

Key Skill		Wider Key Skill	
Communication	✓	Working with others	
Information Technology		Problem solving	✓
Application of Number		Improving Own Learning and Performance	✓

UNIT TITLE: Supporting Workers on Learning and Skills

LEVEL: Three

CREDIT VALUE: 3

UNIT CODE: AJ3/3/QQ/183

ACCREDITED UNIT NO: J/103/5925

This unit has 6 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Review what learning and skills opportunities exist within own workplace (T28, G2, L17)¹	1.1. Evaluate learning/skills opportunities which exist within own workplace 1.2. Identify other learning and skills opportunities they would want within their workplace and explain why
2. Recognise equality issues around learning and skills (T28, G2, L21)	2.1. Critically examine the barriers individuals face around learning and skills and suggest ways they can be overcome 2.2. Identify groups within own workplace that might be discriminated against and explain how and why 2.3. Assess a range of ways to ensure equality in learning within own workplace
3. Understand individual learning needs and in particular skills for life (T29, AGA1, AGA3, AGA4, AGA7, AGA16, L3, L5, L21, L24)	3.1. Prepare a plan to undertake a learning needs interview which includes equality and skills for life issues 3.2. Conduct an effective learning needs interview 3.3. Make a clear record of the interview
4. Understand important initiatives in learning and skills (T28, G2, L21)	4.1. Explain what learning options/initiatives may be useful in the workplace 4.2. Assess the most appropriate options for the workplace

¹ This unit is mapped to:

ENTO Trade Union National Occupational Standards

ENTO Advice, Guidance and Advocacy National Occupational Standards

ENTO Learning and Development National Occupational Standards

UNIT TITLE: Supporting Workers on Learning and Skills

LEVEL: Three

CREDIT VALUE: 3

UNIT CODE: AJ3/3/QQ/183

ACCREDITED UNIT NO: J/103/5925

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
5. Identify what information is needed on learning in the workplace (T28, AGA15, AGA25, G2)	5.1. Assess the information needed to create an effective resource base on learning within the workplace 5.2. Assess the most appropriate recording systems for the workplace which will ensure confidentiality and keep abreast of changes
6. Understand action planning for learning and skills in the workplace (T28, AGA15, AGA25, G2, L8, L21, L22)	6.1. Prioritise the actions (that need to be taken) in relation to learning and skills within the workplace 6.2. Draw up a plan which takes account of priorities identified including individuals/organisations you will need to work with and realistic timescales

UNIT TITLE: Supporting Workers on Learning and Skills

LEVEL: Three

CREDIT VALUE: 3

UNIT CODE: AJ3/3/QQ/183

ACCREDITED UNIT NO: J/103/5925

ASSESSMENT INFORMATION

Guidance:

This grid gives details of the assessment activities to be used with the unit attached. Please refer to the NOCN Centre Handbook for definitions of each activity and the expectations for assessment practice and evidence for moderation.

The assessment activities for this unit are indicated in the table below:

Key: P = Prescribed – this assessment method *must* be used to assess the unit.

O = Optional – this assessment method *could* be used to assess the unit.

Case study		Project	
Written question & answer/test/exam		Role play/simulation	
Essay		Practical demonstration	
Report	P	Group discussion	P
Oral question and answer		Performance/exhibition	
Written description		Production of artefact	
Reflective log / diary	P	Practice file	P

Signposting Key Skills

This unit offers clear opportunities for learners to provide evidence of achievement in Key Skills achievement in the following skill area/s:

Key Skill		Wider Key Skill	
Communication	✓	Working with others	✓
Information Technology		Problem solving	✓
Application of Number		Improving Own Learning and Performance	✓

UNIT TITLE: Working with Employers on Learning and Skills
LEVEL: Three
CREDIT VALUE: 3
UNIT CODE: AJ3/3/QQ/184
ACCREDITED UNIT NO: L/103/5926

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Recognise opportunities to develop skills in the workplace (T7, T28, G2) ¹	1.1. Assess the potential of current initiatives which could provide a basis for discussions with employers 1.2. Specify arguments which could be used with employer in support of the initiatives
2. Understand components of a learning agreement and the relevance to the role of the Union Learning Representative (T7, T28, G2)	2.1. Compare different learning agreements 2.2. Evaluate the information and draw up a learning agreement with their employer
3. Understand how to work with employers to meet the skills needs of individuals and the organisation (T7, T28, G2)	3.1. Assess possible options for taking up learning and skills issues with the employer specifying actions and persuasive arguments
4. Understand how equality and skills for life issues underpin learning agreements and strategies (T7, T28, G2, L21, L22)	4.1. Analyse current barriers to equality in learning and skills development within the workplace 4.2. Explain how to ensure discussions on learning and skills will incorporate equality issues 4.3. Prepare a detailed plan for taking up identified opportunities with the employer stating who they will need to work with and timescales

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¹ This unit is mapped to:
 ENTO Trade Union National Occupational Standards
 ENTO Advice, Guidance and Advocacy National Occupational Standards
 ENTO Learning and Development National Occupational Standards

UNIT TITLE: Working with Employers on Learning and Skills
LEVEL: Three
CREDIT VALUE: 3
UNIT CODE: AJ3/3/QQ/184
ACCREDITED UNIT NO: L/103/5926

ASSESSMENT INFORMATION

Guidance:

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Case study	P	Project	
Written question & answer/test/exam		Role play/simulation	P
Essay		Practical demonstration	
Report	P	Group discussion	P
Oral question and answer		Performance/exhibition	
Written description		Production of artefact	
Reflective log / diary	P	Practice file	P

Signposting Key Skills

This unit offers clear opportunities for learners to provide evidence of achievement in Key Skills achievement in the following skill area/s:

Key Skill		Wider Key Skill	
Communication	✓	Working with others	✓
Information Technology		Problem solving	✓
Application of Number		Improving Own Learning and Performance	✓