



Qualification Guide

for
Providers/Tutors/Assessors

National Open College Network Advanced Award for Trade Union Learning Representatives

Accreditation No: 100/2022/6

NOCN Qualification No: AJ3AAQ0003

All providers offering this qualification must have approval to run the qualification and have access to the External Assessment Pack for the Qualification and the Centre Administration Handbook. These are available from your OCN.

Version No: 04

[This page is intentionally blank]



Foreword

TUC Education and the National Open College Network have worked together for seven years to create and develop an accreditation system second to none for adult learners. The results are astonishing – 90% of TUC learners are achieving credits on TUC courses; new routes to qualifications like the Institute of Occupational Safety and Health's Technician Safety Practitioner grade are opening up and now, TUC learners are accessing accreditation through online courses. The National Programme opens up the first prospect of real achievement in learning for many reps – 36% are achieving for the first time since leaving school.

The development of TUC qualifications in health and safety, trade union representation and learning representation is new. Trade Unionists have always recognised the complex and demanding work undertaken by workplace reps and now for the first time, the role has been described in qualifications at level 3. Reps can achieve full recognition for the work undertaken on TUC courses and we will be working with the OCNs to deliver these new qualifications over the next few years. This manual contains detailed information for education professionals on how the qualifications are structured and we welcome feedback on its contents and on the implementation of the new qualifications over the next year.

My very best wishes for the success of these qualifications.

John Monks
TUC General Secretary.
Autumn 2002

The suite of National Open College Network qualifications for Trade Union Representatives, result from a long and successful working partnership between TUC Education and NOCN. We have been delighted to work with colleagues from the TUC on the development of these qualifications which we believe will open up more and better opportunities for learning and achievement for Trade Unionists. We believe that these qualifications will support high quality and responsive learning opportunities and ensure that union representatives receive the credit they deserve for the skills needed in their often complex and demanding role.

In our partnership with the TUC, we will continue to review these qualifications to ensure they remain relevant and responsive. Meanwhile we wish all those involved every success.

Carole Stott
NOCN Chief Executive
Autumn 2002

[This page is intentionally blank]

TABLE OF CONTENTS

Qualification Guide for Providers/Tutors/Assessors	Page No.
Coding and Numbering System for Units.....	1
NOCN and OCNs	3
Introduction to the Qualification.....	4
Key Skills.....	7
Other Issues.....	8
Achieving the Qualification	9
Quality Assurance	10
Assessment	12
 Units	
Identifying Learning Needs	17
Frontline Advice and Guidance	25
Working with Employers on Learning	31
 Accreditation of Prior Learning (APL)	37
Open College Networks – Contact List	39

[This page is intentionally blank]

Coding and Numbering System for Units

**NOCN ADVANCED AWARD FOR TRADE UNION
LEARNING REPRESENTATIVES**

Accreditation No: 100/2022/6

Accreditation Start Date: 01/02/2002

Accreditation End Date: 31/01/2006

Certification End Date: 31/01/2009

Unit Code	Unit Title	Level	10 Hour Credit Value	Accredited Units: Unit Number
AJ33QQ072	Identifying Learning Needs	Three	3	T/101/2916
AJ33QQ070	Frontline Advice and Guidance	Three	3	A/101/2917
AJ33QQ073	Working with Employers on Learning	Three	3	F/101/2918

[This page is intentionally blank]

THE NATIONAL OPEN COLLEGE NETWORK (NOCN)

The National Open College Network is the UK's foremost provider of accreditation services for adult learning. Ever since its foundation, NOCN has committed itself to promoting and supporting wider access to high quality, lifelong learning opportunities and to formal recognition of learners' achievements. In doing so, NOCN believes that the needs of learners are paramount and that meeting these needs can help to create a more equitable society.

NOCN is a major national qualification awarding body, subject to regulation by QCA (in England), ACCAC (in Wales) and CCEA (in Northern Ireland). Some NOCN qualifications and services are also available in Scotland.

NOCN offers qualifications from Entry to Level Three/Advanced in a wide range of subjects and areas. A number of qualifications at Level Four are also being developed. All are designed to be suitable for adults and for anyone for whom more traditional qualifications are unsuitable. NOCN qualifications allow learners to achieve specific unit credits for their achievements and to accumulate these towards the achievement of the full qualification. Above all NOCN qualifications are designed to be accessible and to support the development of skills and knowledge that enable people to participate in work, in their communities or in further learning.

The National Open College Network exists to promote and support Open College Networks in acting regionally to develop and widen access to high quality and flexible education, training and learning in any context, particularly for learners who have benefited least from formal provision. NOCN ensures that there is a quality assured, effective and comprehensive framework, through which individual licensed Open College Networks (OCNs) can consistently award credit for learner achievement and provide access to NOCN national qualifications.

NOCN works closely with TUC Education in the provision of this qualification.

OPEN COLLEGE NETWORKS (OCNs)

On behalf of NOCN, OCNs provide the quality assurance arrangements for NOCN qualifications. You will be working closely with a designated OCN in delivering these qualifications.

In addition, all centres approved to run the qualification will be taking part in an agreed internal qualification assurance arrangements through TUC Education.

OCNs are locally managed, membership organisations which provide credit awards for a wide range of learning, taking place in centres from all sectors of education and training. The OCN accreditation framework is particularly designed to address the needs of learners whose achievements have not been formally recognised or have remained outside the existing qualification framework.

OCNs operate on the basis of partnership between different sectors of education and training, and bring together a range of organisations either providing or concerned with learning opportunities for adults and young people.

Open College Networks operate throughout England, Wales and Northern Ireland.

INTRODUCTION TO NOCN ADVANCED AWARD FOR TRADE UNION LEARNING REPRESENTATIVES

Rationale

This qualification 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, and hence this proposal, 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 over 3000 Learning Representatives have been trained. Given government 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.

Target Group

The Advanced Award for Trade Union Learning Representatives is targeted at members and representatives of TUC affiliated unions.

Progression Opportunities

The Advanced Award for Trade Union Learning Representatives is unique and 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 recognised value (see letters of support from employers in the Appendix). 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.

The Advanced Award for Trade Union Learning Representatives provides a comprehensive range of learning outcomes, mapped against the Employment NTO Standards for Voluntary Trade Union Officers, and the Employment NTO Standards for Full Time Union Officers. The relationship to the TDLB standards has also been identified. This mapping makes it possible to locate the relevance of the programme of learning for this qualification to work in various parts of the trade union sector. This will support trade union activists in promoting workforce development. It also supports career development plans for learners.

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 Advanced Award for Trade Union Learning Representatives will be able to progress to:

- NOCN Advanced Award for Trade Union Representatives
- TUC National Programme
- Training and Development NVQ
- TUC National Framework Access Programmes

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

- TUC Certificate in Contemporary Trade Unionism
- TDLB Awards
- City & Guilds 7306/7
- Professional Officer's NVQ
- Education degrees
- Business Studies degrees
- Social Science degrees
- BA (Hons) in Contemporary Trade Unionism
- Other Advanced Level Qualifications

Qualifications Aims

The qualification aims to:

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

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 Trade Union Learning Representatives' Advanced Award 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 Trade Union Learning Representatives' Advanced Award 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.

For those learners wishing to achieve the full qualification, the requirements of external assessment must be achieved.

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

KEY SKILLS

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, level	Communication, level	Information Technology, Level
Identifying Learning Needs		C3.1a C3.1b	
Frontline Advice and Guidance		C3.1a C3.1b	
Working with Employers on Learning		C3.1a C3.1b	

Unit Title	Improve Own Learning & Performance, level	Working with others, level	Problem Solving, level
Identifying Learning Needs	LP3.1		PS3.2
Frontline Advice and Guidance	LP3.1	WO3.1 WO3.2	PS3.2
Working with Employers on Learning	LP3.1	WO3.1 WO3.2 WO3.3	PS3.2

OTHER 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.

References to the ways in which the qualification addresses these issues are signposted below.

Unit Title	Social, Cultural & Ethical Issues	Health & Safety	Equal Opportunities	Environmental Issues	European Awareness/ Legislation
Identifying Learning Needs	Widening participation	May be focus for learning	Work with less skilled		
Frontline Advice and Guidance	Promotes partnership working	May be part of knowledge base	Extension of opportunities		
Working with Employers on Learning	Fosters partnership		Raises awareness of needs	Promotes good work relationships	Point for comparisons

ACHIEVING THE QUALIFICATIONS

NOCN Advanced Award for Trade Union Learning Representatives

The Advanced Award for Trade Union Learning Representatives consists of:

- One compulsory unit.
- Two optional units.

To meet the requirements of the qualification a learner must **achieve the compulsory unit and one of the optional units**. In addition, the learner must **achieve the external assessment** requirements for the qualification.

Compulsory Units

Unit Code	Unit Title	Level	10 Hour Credit Value	Accredited Units: Unit Number
AJ33QQ072	Identifying Learning Needs	Three	3	T/101/2916

Optional Units

Unit Code	Unit Title	Level	10 Hour Credit Value	Accredited Units: Unit Number
AJ33QQ070	Frontline Advice and Guidance	Three	3	A/101/2917
AJ33QQ073	Working with Employers on Learning	Three	3	F/101/2918

External Assessment

Workplace Action Plan – the learner is required to produce a report based on an identified workplace learning initiative. The full specification and regulation for the external assessment is available in the Assessment Pack for this qualification.

In summary, to achieve the Award, a learner must meet all the assessment requirements for the Level Three compulsory unit and one of the optional units and achieve the externally set task.

QUALITY ASSURANCE

General Information

The units which make up this qualification, NOCN Advanced Award for Trade Union Learning Representatives, can also be found within the unit listing which make up the TUC Representatives' National Programme. TUC learners, then, have the opportunity to either make their primary learning goal the accumulation of these units as part of the National Programme or to use these units to achieve the Advanced Award.

The learner does not have to decide immediately on registration and it may be that the learners' decision is delayed until they have had the opportunity to complete part of the unit assessment and discuss their progress with a tutor.

NOCN believes that this gives the learner maximum flexibility to make decisions about the learning outcomes best suited to their chosen progression routes and the unitised nature of NOCN programmes makes this possible.

Registering Learners for the Qualification (or units from the Qualification)

Firstly, centres should ensure they have the endorsement of their TUC Regional Education Officer and then, inform the local OCN. It is crucial that the local OCN knows that you intend to register learners for units from the qualification even though the learners may have not expressed, at that stage, an intention to complete the whole qualification. The OCN will then provide the centre with **Approval Form NQ1** to apply for approval to offer the qualification or units from a qualification. This enables the OCN to ensure that the centre can demonstrate the ability to manage and deliver the units and/or the qualification/s including adherence to quality assurance and assessment regulations. This will include specific requirements concerning the record keeping and assessment management of the units for both the award of credits and the award of the qualification.

When the OCN has approved the **NQ1**, the centre will receive an **Administration Handbook** that enables them to register learners for external assessment (using form **NQ3**) as well as the **External Assessment Pack** which the centre must keep in a secure place until released at the appropriate time.

Meanwhile, Internal Assessment on all units will be carried out as for the existing National Programme and recommendations for the Award of Credit made. The TUC Internal Moderator and the External Moderator will arrange a time to consider the Recommended for Award of Credits and the External Moderator will scrutinise the evidence available before authorising. Successful learners will then receive unit certificates that detail their achievement on qualification units.

When the learners have completed the External Assessment, in the time scale specified, scripts should be sent to the local OCN with form **NQ3**.

NOCN have agreed a service standard with local OCNs, the National Lead OCN and the National External Assessors that centres will be informed of the External Assessment results within 33 working days of the local OCN's receipt of the scripts and form **NQ3**.

The local OCN will then check that each learner has achieved the necessary units and external assessment for the award of the Qualification before sending centres Certificates with printout/details of learners overall results.

External Assessors

External Assessors will be appointed by the national Lead OCN on behalf of the National Open College Network.

The external assessment pack for this qualification provides further details on centre management and administration of external assessment. In each case, external assessments are processed through the local OCN.

ASSESSMENT

The qualification is awarded to learners who meet the full requirements for both internal and external assessment. Units of the qualification are achieved through internally set tasks which are internally marked and externally moderated. In addition, learners are required to undertake the externally set task in order to fulfil the requirements for the achievement of the qualification. The externally set task will be made available to assessors through the OCN.

Internally Set Assessment Guidance

An assessment must be completed by each learner for each unit to be assessed, however one set of tasks could be used to evidence more than one unit.

Tasks are designed to test the achievement of the learning outcomes to the standard identified.

All learning outcomes for a unit (or units) should be assessed.

A variety of approaches/methods to tasks is desirable e.g. written work, short answer question, practical work and should include some or all of the range identified in the "Assessment information for each unit".

In designing the tasks, assessors should identify detailed information about how the tasks are to be marked.

Completing Tasks

Assessors are responsible for delivering tasks when they feel learners are adequately prepared to complete them successfully. Tasks are devised for assessment, not teaching, and it is essential that the assessor ensures each learner's work is their own (authentic) work. This is especially true of naturally occurring evidence where the assessor may wish to authenticate e.g. through questioning.

Assessment of different units can be completed in any order. Centres will be expected to organise the tasks in a logical order.

Marking Tasks

Assessment for a unit is made up of a single task or a series of tasks. Each task must be marked as either achieved or not achieved. Where a series of tasks are set, learners must demonstrate the achievement of the standard in all tasks in order to achieve the unit. The unit is either achieved or not achieved.

Recording Achievement

To record a learner's performance in each unit it is expected that a marksheet is included with each learner's assessed work.

UNITS

NOCN ADVANCED AWARD FOR TRADE UNION LEARNING REPRESENTATIVES

Identifying Learning Needs	Pg	17
Frontline Advice and Guidance	Pg	25
Working with Employers on Learning	Pg	31

Each unit of the qualification is presented as follows:

The Unit

Made up of a title, level, NOCN 10 hour credit value, learning outcomes and assessment criteria. A NOCN unit code and an accreditation code also appears in the unit specification.

Benchmark Assessment – Course Handbook reference tasks to support standardisation in internally set and internally marked assessments for use by tutors/assessors in order to establish what an assessment task should cover.

[This page is intentionally blank]

COMPULSORY UNITS

[This page is intentionally blank]

**UNIT TITLE:
Identifying Learning Needs**

ACCREDITED UNIT NUMBER: T/101/2916

**LEVEL: Three
10 HOUR CREDIT VALUE: 3**

[This page is intentionally blank]

UNIT TITLE: Identifying Learning Needs T/101/2916

LEVEL: Three

10 HOUR

CREDIT VALUE: 3

UNIT CODE: AJ33QQ072

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<p>The learner should be able to:</p> <ol style="list-style-type: none"> 1. Recognise methods for identifying individual learning needs. 2. Identify individual learning needs. 3. Produce a plan for responding to identified learning needs. 	<p>The learner has achieved this outcome because s/he can:</p> <ol style="list-style-type: none"> 1.1. Explain the approach to learning in own workplace. 1.2. Compare different methods for identifying learning needs. 1.3. Evaluate the advantages and disadvantages of different methods of identifying learning needs at work. 2.1. Make preparations to undertake a learning needs identification interview. 2.2. Carry out an effective learning needs identification interview. 2.3. Make an appropriate record of the interview. 3.1. Evaluate options for meeting learning needs. 3.2. Draw up a plan for responding to identified learning needs, to include significant information e.g. options available, referral points, funding.

BENCHMARK ASSESSMENT

Qualification Title: Advanced Award for Trade Union Learning Representatives

Unit Title: Identifying Learning Needs

NOCN Code: AJ33QQ072

Unit Status: Compulsory

Introduction

The Benchmark Assessments for this unit are a tool to support standardisation in internally set and marked assessments. Centre devised and marked assessments for this unit are to be benchmarked against this published sample. Actual assessments will be scrutinised and confirmed through quality assurance arrangements and standardisation activities.

Assessment Tasks

Five tasks are used to assess this unit, Identifying Learning Needs. However, fewer or more tasks may be set as long as all the learning outcomes for the unit are assessed through the task(s).

The tasks are intended to assess the learner's:

- Understanding and application of different methods of identifying learning needs
- Ability to produce a plan for responding to learning needs

All benchmarks below are in the course handbook and are found at the specific page reference identified.

TASK	ACHIEVEMENT CRITERIA	EVIDENCE
1. Reviewing experience (using Workplace Questionnaire) (Ref assessment task Pages 2-4, 6 &7)	<ul style="list-style-type: none"> • Clear exposition of learning opportunities in the workplace, drawing on evidence derived from questionnaire completed at work 	Completed questionnaire Completed worksheet
2. Identifying learning needs (Ref assessment task page 58)	<ul style="list-style-type: none"> • Informed contributions to group discussion comparing advantages and disadvantages of methods of identifying learning needs 	Learner Summary Sheet
3. Preparing for interviews (Ref assessment task page 60)	<ul style="list-style-type: none"> • Demonstration of awareness of preparation and contexts for carrying out interviews 	Learner Summary Sheet
4. Action planning for learning needs (Ref assessment task page 72)	<ul style="list-style-type: none"> • Comprehensive analysis of action points derived from survey to meet learning needs 	Action Plan
5. Interviewing members (Ref assessment task pages 64-65)	<ul style="list-style-type: none"> • Effective and informed approach to interviewing members and recording their learning needs 	Workplace Report Action Plan

[This page is intentionally blank]

OPTIONAL UNITS

[This page is intentionally blank]

**UNIT TITLE:
Frontline Advice and Guidance**

ACCREDITED UNIT NUMBER: A/101/2917

**LEVEL: Three
10 HOUR CREDIT VALUE: 3**

[This page is intentionally blank]

UNIT TITLE: Frontline Advice and Guidance **A/101/2917**
LEVEL: Three
10 HOUR
CREDIT VALUE: 3
UNIT CODE: AJ33QQ070

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<p>The learner should be able to:</p> <ol style="list-style-type: none"> 1. Recognise the role of the union representative in giving advice and guidance on learning. 2. Give advice and guidance. 3. Identify what is needed for an effective resource base for advice and guidance on learning in the workplace. 	<p>The learner has achieved this outcome because s/he can:</p> <ol style="list-style-type: none"> 1.1. Analyse the role of the union representative in giving advice and guidance on learning. 1.2. Identify individuals and organisations which they will need to work with, and explain how and why. 2.1. Demonstrate the skills and knowledge needed to carry out interviews with employees. 2.2. Give information, advice and guidance on learning. 2.3. Make a record of contact with learners and advice given. 3.1. Explain and justify what is needed for an effective resource base on learning. 3.2. Build and maintain a resource base.

BENCHMARK ASSESSMENT

Qualification Title: Advanced Award for Trade Union Learning Representatives

Unit Title: Front Line Advice & Guidance

NOCN Code: AJ33QQ070

Unit Status: Optional

Introduction

The Benchmark Assessments for this unit are a tool to support standardisation in internally set and marked assessments. Centre devised and marked assessments for this unit are to be benchmarked against this published sample. Actual assessments will be scrutinised and confirmed through quality assurance arrangements and standardisation activities.

This unit aims to:

- Gather information and establish contact with organisations that provide advice and guidance on learning, work or careers options.

Assessment Tasks

Four tasks are used to assess this unit, Frontline Advice and Guidance. However, fewer or more tasks may be set as long as all the learning outcomes for the unit are assessed through the task(s).

The tasks are intended to:

- Understanding of the role of the union learning representative
- Ability to gather information and establish contact with organisations that provide advice and guidance on learning, work or careers options
- Ability to build a resource base
- Interviewing skills

All benchmarks below are in the course handbook and are found at the specific page reference identified.

TASK	ASSESSMENT CRITERIA	EVIDENCE
1. Identifying the role of the union learning representative (Ref assessment task pages 23-24)	<ul style="list-style-type: none"> • Clear description of the role and responsibility of the union learning representative in the context of learning provision 	Completed worksheet
2. Finding information/developing contacts report (Ref assessment task pages 38-39)	<ul style="list-style-type: none"> • Detailed compilation of appropriate contacts for an effective resource base • Clear description of the basis of an effective resource 	Contact List Learner Summary Sheet
3. Interviewing members - workplace activity (Ref assessment task pages 64-65)	<ul style="list-style-type: none"> • Carry out an effective interview, demonstrating capacity to give appropriate advice and guidance, and make suitable records 	Records Workplace Report

[This page is intentionally blank]

UNIT TITLE:

Working With Employers on Learning

ACCREDITED UNIT NUMBER: F/101/2918

LEVEL: Three

10 HOUR CREDIT VALUE: 3

[This page is intentionally blank]

**UNIT TITLE: Working With Employers on Learning
F/101/2918**

LEVEL: Three

10 HOUR

CREDIT VALUE: 3

UNIT CODE: AJ33QQ073

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<p>The learner should be able to:</p> <ol style="list-style-type: none"> 1. Understand current initiatives for the development of learning and skills of the workforce. 2. Identify own union policy and practice on learning. 3. Identify options for working with employers to meet learning and skills needs of both individuals and the organisation. 	<p>The learner has achieved this outcome because s/he can:</p> <ol style="list-style-type: none"> 1.1. Assess the potential of current initiatives on learning for own workplace. 2.1. Identify own union policy on learning and skills. 2.2. Assess which union learning initiatives are most appropriate for own workplace. 3.1. Assess possible opportunities for discussing business and training plan(s) with employers. 3.2. Prepare a plan for taking up identified opportunities, specifying actions and arguments.

BENCHMARK ASSESSMENT

Qualification Title: Advanced Award for Trade Union Learning Representatives

Unit Title: Working With Employers On Learning

NOCN Code: AJ33QQ073

Unit Status: Optional

Introduction

The Benchmark Assessments for this unit are a tool to support standardisation in internally set and marked assessments. Centre devised and marked assessments for this unit are to be benchmarked against this published sample. Actual assessments will be scrutinised and confirmed through quality assurance arrangements and standardisation activities.

This unit aims to:

- Understand current initiatives for the development of learning and skills of the workforce.
- Identify own union policy and practice on learning.
- Identify options for working with employers to meet learning and skills needs of both individuals and the organisation.

Assessment Tasks

Four tasks are used to assess this unit, Working with Employers on Learning. However, fewer or more tasks may be set as long as all the learning outcomes for the unit are assessed through the task(s).

The tasks are intended to assess the learner's:

- Understanding of current initiatives for the development of learning and skills of the workforce
- Ability to identify own union policy and practice in relation to learning
- Ability to identify options for working with employers to meet learning and skills needs of both individuals and the organisation
- Ability to produce a plan for improvement.

All benchmarks below are in the course handbook and are found at the specific page reference identified.

TASK	ASSESSMENT CRITERIA	EVIDENCE
1. Identifying learning partnerships in the workplace (Ref assessment task Page 90)	<ul style="list-style-type: none"> • Clear analysis of existing provision in the workplace with accompanying description of support available from union 	Completed worksheet Learner Summary Sheet
2. Evaluating union policy and practice (Ref assessment task pages 88-89)	<ul style="list-style-type: none"> • Clear description of own union policy and practice on learning and skills 	Workplace Report Individual Learner Summary Sheet
3. Assessing opportunities for working with employers on learning (Ref assessment task pages 85-86)	<ul style="list-style-type: none"> • Identification of initiatives in own workplace • Clear assessment of opportunities to work more closely with employers 	Completed worksheet Learner Summary Sheet
4. Action planning on learning (Ref assessment task pages 72-73)	Plan which identifies: <ul style="list-style-type: none"> • Learning needs of members • Action points from prior survey • Problems and how to deal with them • Assistance needed 	Action Plan

[This page is intentionally blank]

ACCREDITATION OF PRIOR LEARNING (APL) FOR LEARNERS WHO HAVE COMPLETED UNITS OF THE FOLLOWING QUALIFICATIONS IN THE PERIOD SEPTEMBER 2001 – DECEMBER 2002:

**NOCN Advanced Award for
Trade Union Learning Representatives**

**NOCN Advanced Award for
Trade Union Health & Safety Representatives**

**NOCN Advanced Award for
Trade Union Representatives**

The units within the above qualifications have formed part of the TUC National Programme since September 2001. Thus Learners who have achieved the units which form part of any of the three qualifications will have been assessed to the standard required for the achievement of the qualification units. The following guidelines must be followed if learners are to meet the formal requirements for the qualification specification prior to undertaking external assessment. The following process does not apply to learners registered after January 2003.

1. A list of TUC Unit Titles and Unit Codes will be produced which match the specified qualification units.
2. Learners must have completed the relevant units between the period September 2001 and December 2002.
3. Learners must have had the achievement on the specific units verified by the external moderator.
4. Learners must have been certificated for the units of the national programme which match exactly the relevant units within the qualification.
5. Audit trails of all due moderation processes, internal and external, must be available.
6. Evidence of authorised achievement is also available for audit.
7. Learners wishing to claim the relevant units of the qualification, based on their prior achievement must be listed on a 'class' list along with the details of the unit achievements. All such lists must be accompanied with both a copy of the original credit and awards (signed and authorised Recommendation for Award of Credits), and a copy of the learner's unit certificate or a printout of the learner's achievement from the OCN. The latter must be signed by an OCN Officer.
8. The external moderator will scrutinise the evidence for prior achievement and verify that the learner's prior achievements match the evidence required for the award of the unit of the qualification. The external moderator must confirm that the units achieved are the relevant units for the qualification.

9. Units of the qualification will be issued to learners who have been authorised by the moderator as meeting the agreed requirements – no charge will be applied.
10. The learner must achieve the external assessment for the unit in order to meet the requirements for the award of the qualification – the external assessment charge will apply to this.
11. For learners who have achieved the qualification unit through this route, a brief session must be held for learners wishing to undertake the external assessment.
12. The learners will be given the external assessment at this briefing session.
13. The regulations and specification must be followed and learners must submit the external assessment within the agreed timescale.
14. The administration regulations and assessment regulations are in the Assessment Pack for the Qualification and the NOCN Administration Handbook.