

Scottish Union Learning


2011 2012 Annual Report



Union Learning:
A Better Way

stuc



A smiling woman with blonde hair, wearing a light blue short-sleeved button-down shirt and a yellow lanyard with a red ID badge, is holding a black box wrapped in silver tape. She is in a factory or warehouse setting with industrial lighting and equipment in the background.

Scottish Union Learning supports trade unions in accessing skills and lifelong learning opportunities that contribute to collective prosperity, fairness and equality, for workers across Scotland.

Introduction

Anne Douglas, Chair
Scottish Union Learning Board



During the year, there has continued to be a high demand for learning activity in workplaces across Scotland, as demonstrated by the number of applications

to the Learning Fund. Working in partnership with the Scottish Government and the European Social Fund, Scottish Union Learning has continued to support unions in delivering this learning. Over the year, hundreds of learners in Lowlands and Uplands Scotland and in the Highlands and Islands have participated in learning organised through their unions.

Scottish Government Policy continues to be focused on delivering accredited learning and skills based training which unions are currently delivering. However, we are aware that there is still a high demand for Everyday Skills and Scottish Union Learning continues to work with

unions to help them engage with the Digital Strategy for Scotland, supporting workers who want to improve their literacy, numeracy and digital skills.

There has, during this year, been an increased focus on employer engagement as well as continued support for skills development, increasing apprenticeships, and providing training for those facing redundancy.

The Scottish Union Learning Board recognises the importance of the funding provided by the Scottish Government and the European Social Fund. As we move towards 2013/2014, the Board is already active in its attempts to secure further funding to allow the vital work that unions do to continue. It is recognised that the role that unions play in engaging workers and employers in the learning agenda and in developing the skills of workers is unique and vital. We are hopeful that future funding, secured through Scottish Union Learning, will ensure the continuation of this role in years to come.

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Aims and Objectives

Scottish Union Learning works in partnership with unions in Scotland to deliver learning, upgrade skills, promote apprenticeships and engage employers in the learning agenda.

Scottish Union Learning secures and manages the funding which is available to unions to develop the required infrastructure to identify and meet the learning needs of workers across Scotland.

Scottish Union Learning has adopted this Statement of Purpose:

Scottish Union Learning supports trade unions in accessing skills and lifelong learning opportunities that contribute to collective prosperity, fairness and equality, for workers across Scotland.

The aims and objectives of Scottish Union Learning are to:

- ❖ promote trade union-led learning and skills development in line with STUC Policy on learning and skills;
- ❖ support unions in identifying and meeting the skills and learning needs of their members and in organising workplace learning opportunities across Scotland with specific resources dedicated to the Highlands and Islands;
- ❖ assist unions in identifying the needs of Union Learning Representatives and provide appropriate support;
- ❖ provide assistance to unions in accessing Everyday Skills opportunities for their members;
- ❖ encourage and support employer engagement in delivering learning and upgrading skills;
- ❖ manage and promote the Learning and Development Funds;
- ❖ ensure that the requirements of Scottish Government and ESF funding are met;
- ❖ establish relationships with partner organisations in the provision of learning and skills;
- ❖ continue to develop the Scottish Union Learning website and other resources for ULRs and learners;
- ❖ work with the TUC in ensuring the provision of a comprehensive trade union education service suitable to the needs of unions in Scotland; and
- ❖ improve the skills and knowledge of all union reps in the workplace and in their union by participation on the TUC Education Programme.

Structure

The role of the STUC is to co-ordinate, develop and articulate the views and policies of the trade union movement in Scotland. The STUC represents over 650,000 trade unionists from 36 affiliated trade unions and 21 Trade Union Councils.

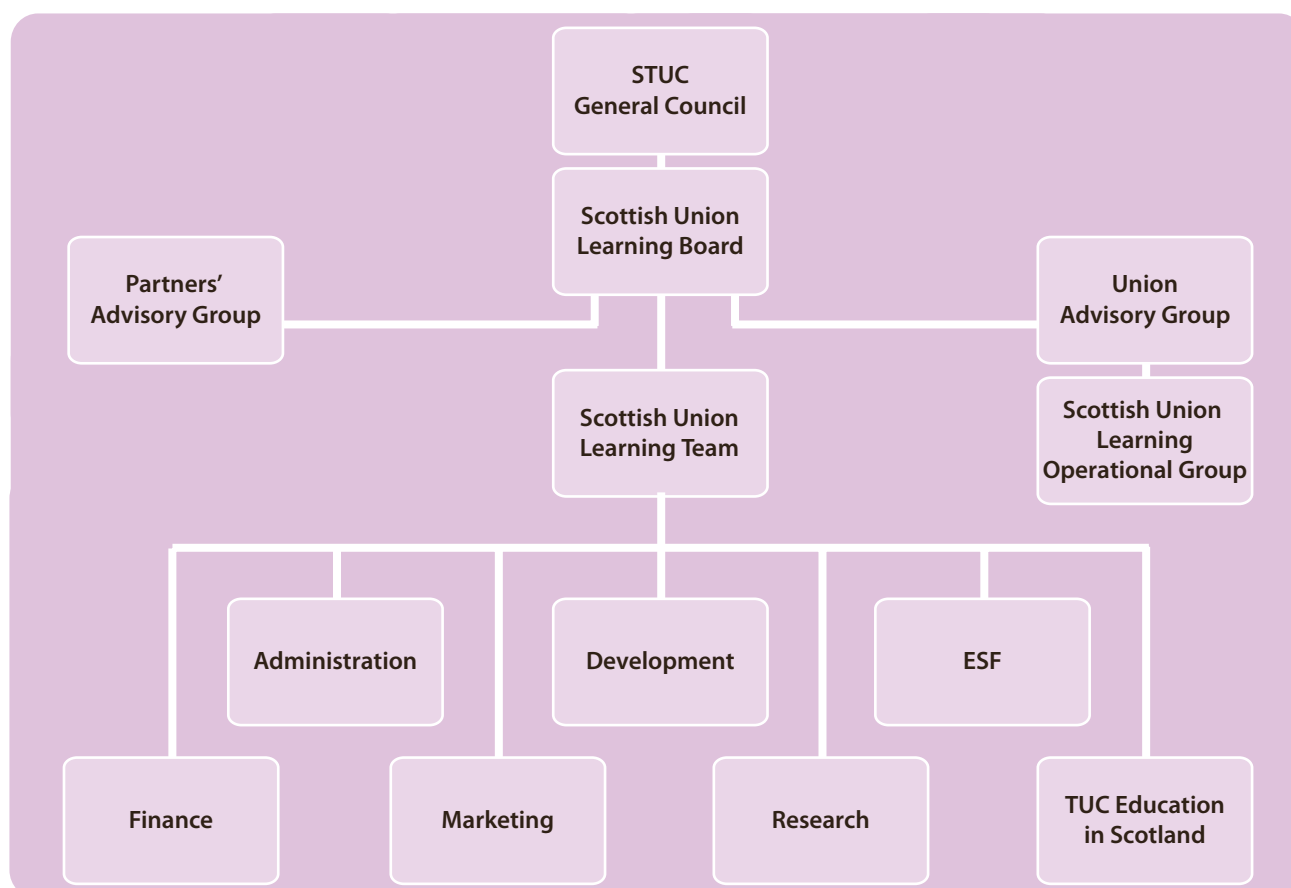
Within the structure of the STUC, Scottish Union Learning works with affiliated trade unions to develop a strategy for union-led learning in Scotland. Scottish Union Learning provides support, advice and funding to unions that provide learning and skills opportunities to their members.

The work of Scottish Union Learning is directed by its Board, which is appointed by the STUC General Council. It is made up of General Council Members and representatives of affiliated trade unions. The STUC General Secretary and a TUC

nominated member are also appointed as members of the Board. The Scottish Union Learning Board oversees the development and implementation of the organisation's strategy for advancing union-led learning in Scotland.

The Board is supported by a Partners' Advisory Group, which brings together representatives of partner organisations to work with the Board in promoting the value of union learning across Scotland. The Union Advisory Group provides advice to the Board as required, based on operational experiences of providing learning in the workplace.

The Scottish Union Learning Operational Group deals with operational issues in relation to the Development Fund, the Learning Fund and Everyday Skills.



The Board

The Scottish Union Learning Board governs Scottish Union Learning by agreeing and monitoring its business, operational and financial plans.

The Board's remit is to oversee the operation of Scottish Union Learning, with responsibility to:

- ✿ agree its strategic objectives and set and monitor its business and operational plans;
- ✿ set and monitor the annual budget of Scottish Union Learning;
- ✿ approve funding applications;
- ✿ oversee the allocation of ESF and other funds obtained to support learning by union members;
- ✿ oversee the allocation of funds to support the trade union education provided by TUC Education in Scotland.

Chair

Anne Douglas, Prospect

Vice Chair

Kevin Lindsay, ASLEF

Members

John Brown, CWU
Jackson Cullinane, Unite
Harry Donaldson, GMB
Harry Frew, UCATT
Lynn Henderson, PCS
John Keggie, UNISON
Mark Lynch, Young Workers' Rep
Lyn McClintock, EIS
Grahame Smith, STUC General Secretary
Liz Rees, TUC Education Manager

Staff

Sylvia O'Grady, Lifelong Learning Manager
Harry Cunningham, TUC Education Officer: Scotland
Ann Garscadden, Admin Manager/
Secretary to the Board

Observer

Hugh McAloon, Scottish Government



Louis Flood

Advisory Groups

Partners' Advisory Group
Union Advisory Group

Each of the Board's advisory groups has a distinct and important role in advising and informing the Board on issues that influence the strategic direction of Scottish Union Learning.

Union Advisory Group

The Union Advisory Group meets quarterly. The remit of the Group, as revised by the Board in November 2012, is to:

- ❖ provide operational information that will inform the Board in making strategic decisions;
- ❖ identify strategic or operational issues for the Board to consider;
- ❖ advise the Board of changes in the strategic direction of individual unions;
- ❖ provide the Board with examples of good practice in trade union learning.

Co-Chairs

Sylvia O'Grady, Lifelong Learning Manager
Harry Cunningham, TUC Education Officer:
Scotland

Membership

Membership is open by nomination from all STUC affiliated organisations.

Partners' Advisory Group

The Partners' Advisory Group meets bi-annually. The remit of the Group, as revised by the Board in 2012, is to:

- ❖ contribute to discussions about the strategic direction of Scottish Union Learning;
- ❖ advise Scottish Union Learning on ways in which it can develop in order to better achieve its objectives and further its role;
- ❖ share information on the strategic direction of partner organisations;
- ❖ champion the value of union learning in the wider world of learning and skills.

Chair

Grahame Smith, STUC General Secretary

Membership

Alliance of Sector Skills Councils
Dyslexia Scotland
Dyslexia Scotwest
Highlands and Islands Enterprise
Inverness College UHI
John Wheatley College
Open University
Scottish Learning Partnership
Scottish Enterprise
Scottish Government
SCQF
SCVO
Skills Development Scotland
SQA
Stow College
WEA

The Board reviews membership of this group on an on-going basis.

TUC Education

TUC Education has an unrivalled reach into Scotland's workplaces to provide education and training for workplace representatives. In 2011, TUC Education in Scotland trained nearly 3,000 union reps through its partnership with five colleges across Scotland.

Number of Reps Trained

Overall, UK figures for union reps training have produced another outstanding year with 48,000 workplace representatives accessing TUC Education training. The TUC Education programme offer includes core and additional courses with increasing flexibility of access to suit the needs of union reps. Numbers of reps participating on the TUC Education programme indicate a levelling off as the economic downturn begins to bite. The vast majority of affiliated unions participate in the programme, with some unions commissioning tailored courses to meet their specific needs. One in four of the UK's union reps access TUC Education courses each year.

The TUC Education Programme

TUC Education runs a fully accredited programme for union reps and despite increased pressure on release, overall enrolment numbers are holding up reasonably well in the 13th year of the TUC programme. Accreditation is widely taken up by workplace reps and their achievement is recognised within the Scottish Credit and Qualifications Framework (SCQF).

Continuing difficulties for trade union representatives in obtaining paid release and the decline of industries and sectors with strong, traditional release arrangements mean that the 10-day union reps programme and the 5-day course for Union Learning Reps continue to show a slight downward trend, despite the fact that there are legal rights to paid release in place to support rep's workplace activities.

Most union reps access their union learning through the TUC Education short course programme. Shorter courses are now vital to the programme, supporting TUC Education priorities and the work of affiliates. The wide range of short courses now offered varies from Organising, Workplace Accidents and Investigation, and Mental Health Awareness to Handling Grievance and Disciplinary Procedures.

Employers' support is vital to delivering the programme through release arrangements. Union presence in the public sector is well known. However, research carried out during 2011 showed that leading employers in the private sector sent union reps from their enterprises to TUC Education courses. This support is a further indication of the importance placed on high quality training for union reps. To improve take-up of paid release, a new booklet, 'An Employers Guide to Trade Union Training', designed to be a tool for reps, is now available. The hard work and dedication of TUC tutors, union education officers and their colleagues is vital to the success of the delivery of trade union education and remains key to maintaining high levels of quality and demand.



TUC Education Online

TUC Education Online is now established as a genuine alternative to its classroom based equivalent. It offers a convenient and effective solution to union reps who seek to develop their skills and knowledge. Around 500 learners in Scotland accessed TUC Education training online in 2011. TUC Education is developing short, topic based e-learning modules, eNotes, for union reps who wish to study online. Topics are now available online at www.tuclearning.net.

Course Development

The new TUC Education Equalities Diploma has been welcomed by experienced trade union reps in Scotland whose role benefits from a wider understanding of workplace equality issues. The Diploma develops values and skills needed for a higher level of study and activism. A new handbook for all

union reps, The TUC Workplace Manual, has been produced as a course text book and reference for all programmes.

Union Learning Representatives

In 2011, TUC Education in Scotland trained 137 Union Learning Reps and a further 58 reps also completed additional Everyday Skills training. Numbers for 2011 are slightly down on the previous year with many ULRs reporting increased pressure on release for training. This reflects a trend across Scotland and the wider UK that ULRs and other union reps are finding increasing difficulty in obtaining release for training beyond their statutory rights.

Paid Release for Rep Training

To improve take up of paid release, a new booklet, 'An Employers Guide to Trade Union Training', designed to be a tool for reps, and 'The Facts about Facility Time' are both available from TUC Education in Scotland.

Highlands and Islands

A key objective of Scottish Union Learning in the Highlands and Islands is to support trade union members and ULRs in the region with the aim of encouraging and helping workers based in the area to develop their learning and skills.

The Highlands and Islands covers some 15,000 square miles - more than half of Scotland's landmass, includes over 90 inhabited islands, but accounts for less than 10% of Scotland's population.

Recognising both the challenges and opportunities of supporting union members in accessing learning opportunities in this predominately rural, sparsely populated region, Scottish Union Learning has a dedicated Highlands and Islands team based in Inverness.

Some of the main priorities for Scottish Union Learning in the Highlands and Islands are to:

- ❖ support unions in increasing the number of Highlands and Islands ULRs and develop the Highlands and Islands ULR infrastructure to create opportunities for workers to participate in union-led learning;
- ❖ support ULR participation in union-led learning initiatives by increasing the number of local cross-union ULR forums in the Highlands and Islands and organising the annual Scottish Union Learning Highlands and Islands ULR Conference;
- ❖ support unions, including those with Development Fund activity in the area, to increase the number of union members in the Highlands and Islands who access learning and skills opportunities through the ESF-funded Learning Fund;
- ❖ co-ordinate and develop good practice models of cross-union working and explore and develop innovative ways to overcome potential barriers, such as remoteness and low density population, which characterise the region;
- ❖ work in partnership with trade unions, local colleges, learning centres and other key partners to develop union-led learning across the Highlands and Islands; and
- ❖ ensure the needs of the Highlands and Islands are incorporated in the development of Scottish Union Learning.





Case Study

Highlands and Islands
Mentoring Scheme



Union: UNISON

Location: Highlands & Islands

Funding: ESF

UNISON, through the migrant worker project, which is supported by the Scottish Union Learning ESF Highlands and Islands project, has developed a Mentoring Scheme for migrant workers. The aim of the scheme is to assist the integration of migrant workers into trade unions, workplaces and Highlands and Islands communities. It is also providing newcomers to the region with information about trade unions and workplace culture. Through the mentoring initiative, eight trade union activists, mainly ULRs, from a range of unions across the Highlands and Islands, have been trained as mentors and have been matched with migrant worker 'mentees.' The mentors and mentees meet on a monthly basis.

Marta Chaba, UNISON Learning and Organising Migrant Workers Fieldworker, said: "Feedback from the initiative has been very positive as the mentees, through the support provided by their mentors are slowly building up their confidence and are taking their first steps to be more active in their unions as well gaining more knowledge and understanding about workplace culture."

The initiative has also helped one mentee, a UNISON member who is a cleaner in local hospital, who with the support of his mentor was able to apply for a security job, something he has always been interested in, but never had the confidence to do anything about. Another mentor has arranged for her mentee to do voluntary work in her workplace to gain some knowledge about the tourist industry after the mentee highlighted that she was interested in knowing more about working in this industry.

Supporting ULRs

Scottish Union Learning
Events and Conferences

A Union Learning Representative (ULR) is a union activist who is trained to find out members' learning needs and aspirations and advise them about opportunities. ULRs add value to employers' efforts to engage workers in learning. ULRs liaise directly with fellow workers, employers and training providers to identify a range of learning opportunities and make them available to the workforce. Additionally, ULRs support innovative workplace development, such as Development Fund projects.

Scottish Union Learning holds conferences and events throughout the year to support ULRs and trade unions in lifelong learning and Everyday Skills.

Scottish Union Learning Conference

The 5th Scottish Union Learning Conference was held in Glasgow on 14 November 2012. Supported by Skills Development Scotland and SQA, the Conference focused on the crucial role of ULRs in delivering learning for workers across Scotland. Around 150 delegates from 19 trade unions and trade union councils attended this important annual event. Angela Constance MSP, Minister for Youth Employment, and Grahame Smith, STUC General Secretary, addressed the Conference. Workshops on a variety of topics were also delivered.

Scottish Union Learning Highlands and Islands ULR Conference

The 5th Scottish Union Learning Highlands and Islands ULR Conference was held on 15 June 2012. The theme was "Union Learning: A Better Way for Workers and our Planet" and it took place in Eden Court Inverness. The Conference was funded through the European Social Fund, and was aimed at Highlands and Islands ULRs and union members interested in union learning. Conference delegates participated in a range of workshops and sessions that linked learning with the green agenda. In support of this environmental theme, the Conference was paper-free! A total of 57 participated in the conference with representation from: ASLEF, BECTU, GMB, NUJ, PCS, Prospect, RCM, RMT, UCATT, UNISON and Unite.

Scottish Union Learning Everyday Skills Event

The 4th Annual Scottish Union Learning Everyday Skills Event was held in the STUC on 23 February 2012, and the theme was 'Skills for Everyday Life: A Better Way'. The event was attended by 75 delegates from 13 different unions and was addressed by Grahame Smith, STUC General Secretary, and Steve Stillwell from the Money Advice Service. In addition, David Kendall of The Reading Agency spoke about the 'Six Book Challenge', and Daniel Sellers of Education Scotland provided an update on Adult Literacies in Scotland 2020. Breakout sessions explored the topics: 'Money Matters at Work'; 'Money Talks? What with?'; 'Trade Unions and Digital Participation'; and 'Dyslexia Screening'. The workshops were facilitated by various partner organisations.



Other Events

Scottish Union Learning supports and contributes to a number of events throughout the year. A few examples are:

- ❖ Unions Into Schools: Songs for Social Justice, January 2012
- ❖ Conference on Promoting Youth Employability and Rights, February 2012
- ❖ Trade Union Week at the Scottish Parliament, February 2012
- ❖ First Minister/CWU Workplace Visit to the Glasgow Royal Mail Centre, March 2012
- ❖ Digitally Agile Seminar, March 2012
- ❖ STUC Annual Congress, April 2012
- ❖ Ministerial Visit to Community at RSBi Blindcraft, May 2012
- ❖ Learning at Work Day, May 2012
- ❖ Modern Apprenticeship Week and CRER Seminar: 'Race Equality in Modern Apprenticeships', May 2012
- ❖ STUC Youth Conference, June 2012
- ❖ Unionlearn Conference, June 2012
- ❖ PCS Learning at Work Day at HMRC Livingston, June 2012
- ❖ British-German Trade Union Forum, July 2012
- ❖ STUC LGBT Conference, September 2012
- ❖ Women's Employment Summit, September 2012
- ❖ Ministerial Visit to BFAWU at Dawnfresh Seafoods, October 2012
- ❖ STUC Black Workers' Conference, October 2012
- ❖ STUC Disabled Workers' Conference, October 2012
- ❖ UNISON: Celebrate Learning Day, November 2012
- ❖ STUC Women's Conference, November 2012
- ❖ Dyslexia Awareness Week, November 2012
- ❖ Book Week Scotland, November 2012
- ❖ Bite Size Briefings Series, Winter 2012

Event Spotlight

Bringing Learning to
STUC Annual Congress

The STUC's policy framework is set by Annual Congress, which is attended by delegates from affiliated trade unions and trades union councils in April each year. At Congress, Scottish Union Learning showcases the work that is being carried out by unions in providing learning in workplaces across Scotland.

The 115th STUC Annual Congress was held in Inverness in 2012. As well as providing information to Congress delegates, the Scottish Union Learning exhibition proved to be a focus of attention for the political leaders who visited Congress. Over the three days of Congress, the exhibition was visited by the First Minister, Alex Salmond MSP, the Leader of the Scottish Labour Party, Johann Lamont MSP and the Leader of the Scottish Conservative Party, Ruth Davidson MSP.



Each year, delegates at STUC Congress discuss and debate working conditions, and many fringe events are organised outwith the debating chamber. This year, Scottish Union Learning in the Highlands and Islands organised a fringe event that told the story of the herring lassies. This docu-drama was produced by Dr Issie MacPhail and Open Book PW Ltd. Another fringe event held at Congress promoted the STUC "Unions into Schools" programme, which is supported by Scottish Union Learning. Unite the Union and The Open University also organised a fringe event to highlight Unite's Learning Strategy for Scotland and Workplace Learning Model, including the role that ULRs play. Featured workplaces included Rolls-Royce and First ScotRail.



Louis Flood

Supporting ULRs

Local Learning Forums



Local Learning Forums give Union Learning Representatives and other union officials who are interested in the union learning agenda an environment where they can meet and discuss the issues they face in the workplace.

Local Learning Forums are a positive and effective method of bringing together local ULRs from different unions and different workplaces to swap good practice, discuss obstacles and explore ideas for new learning opportunities. Forum members put forward their ideas around learning and invite guest speakers to attend meetings to help provide ideas and solutions to further develop local union-led learning activity.



Lowlands and Uplands Scotland

Local Learning Forums meet in Dumfries, Edinburgh, Fife, Glasgow, Lanarkshire and Tayside. Local Learning Forums present an opportunity for ULRs across different unions and workplaces to meet and discuss their experiences of organising union-led learning. They also provide an opportunity to engage with the wider trade union movement through linking up with the local TUC. Guest speakers are often invited to the Forums to talk about local learning opportunities support for learners, and other issues. In 2012, the Forums in Lowlands and Uplands Scotland have had speakers from One Workplace Equal Rights, the WEA, The Open University, EIS, local FE colleges, Poverty Alliance, Oxfam, Show Racism the Red Card and the Dundee TUC (on local history).

Highlands and Islands Scotland

In the Highlands and Islands area, the Local Learning Forums are established in Inverness, Caithness, Orkney and Western Isles. As is now established practice, the March meeting links the Forums together via a multi-link video conference, allowing a pan Highlands and Islands ULR meeting to take place. As well as inviting various speakers on topics such as supporting individuals in the workplace with dyslexia, the Forums also arranged a number of local cross-union courses. The courses organised included IT, British Sign Language, CV Writing and Interview skills, Introductory Management and Planning for Retirement. They were delivered in the Western Isles, Caithness, Sutherland and Inverness, and were funded through the Highlands and Islands Learning Fund.

Funding Learning

The Learning Fund
Lowlands and Uplands Scotland



To fund learning, the STUC was successful in gaining additional support from the European Social Fund (ESF) for a further two years from April 2011 to March 2013. The project, which commenced in April 2011, is supported under ESF Priority 5 Strategic Skills Pipeline.

The project has a core aim of developing and embedding an infrastructure which will provide learning opportunities for up to 3,000 individuals, enabling them to upskill and remain competitive in the current and future economy. This embraces the overall aim of Priority 5 which looks to “equip individuals with the flexible competencies they require to access and hold onto jobs now and prepare them for the job opportunities of the future”.

The Learning Fund is an innovative source of funding which allows learning to be taken to the learner in the workplace and delivered at a time and place which suits their needs. Individual union's approaches has reflected the diversity of the needs of workers and has resulted in a wide range of learning provision, including support with numeracy and literacy skills, vocational training and personal development including CV writing. Delivery of this ESF project has confirmed that there is a huge demand for learning in the workplace across Scotland and there is much that still needs to be done to ensure that lifelong learning opportunities are accessible to all workers who want to develop and progress.

A total of 295 applications were submitted to the Learning Fund from April 2011 to October 2012. Of these, 155 were non-accredited and 140 were accredited leading to a full or part qualification. These included a wide range of course types (see table, opposite). To date, the Priority 5 project has supported over 1,800 learners to access training and learning opportunities. A further 2,000 are expected to attend training courses prior to project completion in March 2013. This will depend on maximum attendance at courses and some learners will attend more than one course which supports a progression route from a non-accredited to an accredited course. In addition, the project aims to support a total of 1,500 to achieve a part qualification and 400 people to achieve a full qualification during the two year project, providing people with a recognised qualification to support their progression. Courses supported by the Learning Fund have been delivered all over Lowlands and



I have enjoyed this course. I have never done anything like this before so it has been an eye opener.

PCS Union Learner Feedback
Introduction to Accounting and
Bookkeeping, Edinburgh



Learning Fund Applications – April 2011 to October 2012

Course Type	Number of Courses
British Sign Language (BSL)	56
IT (including European Computer Driving Licence (ECDL) and Microsoft Office Specialist)	59
Modern Languages	14
Personal Development (including Accounting and Management)	54
New Technologies (including Digital Filming & Editing and Web Design)	40
Everyday Skills (including ESOL)	35
Vocational Training	37
Total (all LF)	295

Uplands Scotland including Dumfries, Aberdeen, Elgin, Dundee, Gourock, Hamilton, Leven and Alloa.

Addressing ESF Horizontal Themes

The project addresses equality of opportunity by creating and developing an infrastructure to embed lifelong learning in the workplace for all workers – both union and non-union members. The ESF project is helping to overcome specific barriers which prevent many workers from undertaking learning. The Learning Fund has supported delivery of courses at different times throughout the day to accommodate those of different shift patterns. Learning is delivered in the workplace using existing learning centres and resources or in mobile learning buses or venues which are accessible to all workers. All this contributes to the removal of financial, time and access barriers which prevent people from learning.

The very nature of the project is to provide workplace learning and training, which means that local solutions to training and learning are identified which will reduce the need for travel, impacting positively on the environment. Social inclusion in the project is addressed by targeting ESF resources towards workers who face the greatest barriers to participation in learning: that is, the low skilled, those with poor literacy and numeracy skills and migrant workers. Part-time workers are also a key target group of the project as research shows that these workers are less likely to participate in learning than full-time workers. Many of the learners engaged through union learning are non-traditional, hard to reach learners. By engaging workers in learning and increasing skills, the project will directly contribute to the government aim of increasing equality across Scotland's people, communities and generations.

Case Study

BECTU helps young workers
hit the ground running

BECTU
VISION



Union: BECTU

Duration: 1 day

Location: Glasgow

Attendees: 12

Funding: The Learning Fund

The TV drama sector is a highly competitive labour market where contacts and networks are vital in securing employment. The first day on a TV drama set can be daunting, frightening and confusing in equal measure. There is no rule book on what to do and often, new entrants are left to work it out by themselves in a highly time pressurised environment. This why BECTU organised a "Hit the Ground Running Course" course through the Learning Fund. The course aims to equip young workers with the knowledge, tools and experience they

need to break into the industry. This enhances employability and helps to ensure equal opportunities for young people not traditionally attracted to the sector. Alison Goring, BECTU Project Worker, said: "My own experience entering the sector many years ago reminds me how important this course is. Giving learners that initial bit of inside knowledge of what to expect and how to act can be the crucial difference for a young person surviving and building a career in the sector or leaving. The fact that it is the union that gives that helping hand at the very outset of their journey is precious."

The feedback has been so positive that the main challenge is meeting the high demand for this type of intervention. One learner said: "This course was very informative and great fun. I learned from professionals how to best present my CV, what they're looking for and what's expected from me as a runner. I was offered my first running position within two weeks – it helped me land at a sprint!"





Case Study

Council workers are introduced to computers in UNISON



Union: UNISON

Duration: 6 weeks

Location: East Renfrewshire

Attendees: 6

Funding: The Learning Fund

Lynne Rankin, UNISON ULR at East Renfrewshire Council, undertook research within the local authority to determine the level of demand for lifelong learning. UNISON then organised a British Computer Society (BCS) 'Introduction to Computers' accredited course, funded through the Learning Fund, to take place at the Auchenback Resource Centre in Barrhead, Glasgow. As this pilot course was successful, more will follow. UNISON has also signposted the learners to further learning in local adult education.

Lynne said: "It is good to be able to successfully organise learning for our members. The learners are employed in a variety of roles, so they don't get many training opportunities as part of their jobs. We're tackling the mystique of computers by building the learners' confidence and introducing lifelong learning as a way of enhancing skills and knowledge."

Learners who took part work in different areas of the local authority. Claire McCloy, a Chargehand at Calderwood Lodge Primary School said: "I recently became a Chargehand, so I want to build my IT skills. As a Dinner Lady I didn't need to use computers but now I do. So much is computerised now, it's important to have the ability to confidently use computers."

Sharon Docherty, a Home Care Worker, said: "I want to build my confidence in IT, I increasingly need to use computers in my job. Getting a certificate at the end of the course is important; it helps increase my employability."

Funding Learning

The Learning Fund
Highlands and Islands Scotland



Scottish Union Learning in the Highlands and Islands has been successful in securing £415,000 European Social Funding (ESF) for the period April 2011 to March 2014.

Over three years, the funding will support:

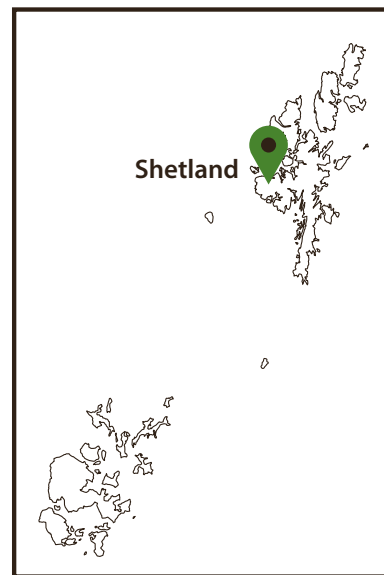
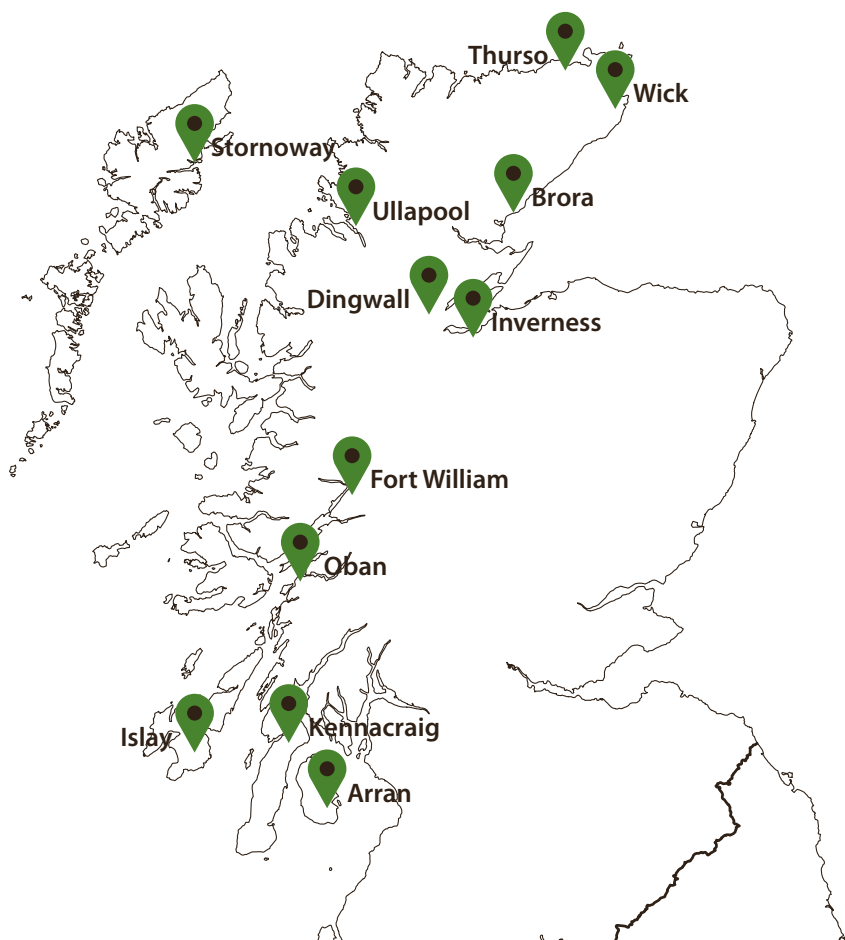
- ❖ a Learning Fund to provide the opportunity for 900 workers to upskill;
- ❖ access to lifelong learning opportunities for a further 2,000 workers;
- ❖ a two-year part-time study programme for workers with no or low qualifications to gain a Higher National Certificate;
- ❖ a Ready Study Go pilot, providing opportunities for ULRs to train as tutors to deliver this pre-access course in their workplace; and
- ❖ a migrant worker initiative to support migrant workers in the workplace. This initiative will build on the work carried out over the last two years and look specifically at developing a mentoring scheme to assist migrant workers integrate in the workplace and the trade union, identify the barriers that stop migrant workers from progressing in employment and seek solutions to overcome these barriers.

At the core of the ESF Highlands and Islands project is the Learning Fund which is supported by Priority 2 ESF - to aid workers progress through employment. The overarching aim of Priority 2 is to "improve the skills of the workforce to enhance employability, productivity, adaptability, inclusion and entrepreneurial expertise." The Learning Fund is also supported by funding from the Scottish Government. Having identified learning/training that is not the responsibility of the employer and that contributes to the aim of upskilling the workforce, trade unions submit applications to the Learning Fund to support collective learning opportunities in the Highlands and Islands.

Learning Fund Applications April 2011 to October 2012

Course Type	Number of Courses
IT (ECDL & PC Passport)	16
Modern Languages & BSL	15
Management (CMI & Certificate Higher of Education Open)	6
Bespoke (training supporting particular industries)	4
Everyday Skills	3
Maths and Accounting	5
Other	8
Total (all Learning Fund)	57

Locations of Learning Fund Courses April 2011 - Oct 2012



Locations are approximate.

Source: © Crown copyright 1999



Applications to the Learning Fund are generated by unions in three ways:

- trade unions with Highlands and Islands Development Fund projects are allocated 'notional budgets' from the Learning Fund to support the demands for collective provision of learning identified by their projects;
- trade unions that do not have Development Fund projects in the Highland and Islands are able to submit applications to the Learning Fund to meet the collective demand for learning identified by ULRs in their workplaces; and
- Highlands and Islands Local Learning Forums are able to submit cross-union applications to the Learning Fund when they identify a collective local need for a course in a particular area.

From April 2011 until October 2012, 57 applications for courses were approved by the ESF Advisory Panel. Of the 57 courses, 14 were non-accredited and 43 were accredited leading to a full or part qualification.

Courses have been delivered in various workplaces including a call centre, a leisure centre, on board a few ships, colleges, a union office, learning centres and local community centres. For the first time, online courses (ECDL and maths) have been delivered to ferry workers serving the island communities and a cross-union CMI Introductory Certificate in Management course was delivered to Inverness and Caithness workers simultaneously by video conferencing.

Case Study

Cross-union working for Higher National Certificates



Union: Cross-union



Duration: 2 years (part-time)



Location: Inverness



Attendees: 15



Funding: The Learning Fund

One of the objectives of the Highlands and Islands ESF project is to deliver a two-year part-time study programme for workers with no or low qualifications to gain a Higher National Certificate (HNC).

Supported by the Highlands and Islands Learning Fund, fifteen workers have started a part-time, two-year online learning journey with the Open University to complete the equivalent of an HNC - a Certificate in Higher Education Open (CHEO) in Business Management. Over

40 applications were received for the course, and following an evaluation of the applications and interviews, 15 workers were successful in gaining a place.

Scottish Union Learning in the Highlands and Islands wanted to ensure that the course was accessible to workers anywhere in the Highlands and Islands. That aim was realised through the efforts of ULRs who publicised the course across the region. Six of the learners are from the Western Isles, two are from Orkney, four are from the Inverness area and two are from Argyll.

In August 2012, a two-day induction and orientation workshop for the learners was held in Inverness. Following the workshop, CHEO student and UNISON member, Susan Simpson, said: "I was so nervous about returning to study, but feel so much more confident." The union learners began their studies in earnest in October with the first module, Introduction to Business Studies.



Funding Learning

The Development Fund

The Development Fund helps trade unions establish a learning infrastructure in the workplace. The Development Fund does not directly fund learning, but supports activity which improves the capacity of trade unions to deliver learning and skills development, the upgrading of basic and occupational skills and the reduction of skills gaps.

The Development Fund complements existing union strategies on lifelong learning. It supports developmental work which increases the capacity of trade unions to deliver courses that are funded by both the Learning Fund and external funding for learning that unions can access. It is also used to support unions with a range of other activities such as skills utilisation, employer engagement, Union Learning Rep training, opening up new sectors and developing new innovative approaches to delivery.

A total of £728,000 was allocated to a total of 19 projects that started in the period 2012/2013. Sixteen projects are in the Lowlands and Uplands Scotland area and three are in the Highlands and Islands. Projects are delivering in a range of sectors from retail and transport to media and journalism. Unions continue to use the fund to expand their activities into new workplaces and sectors.

Lowlands and Uplands Projects

ASLEF: ASLEF Education

BFAWU: Reinvigorating Union Learning + Delivering Skills

BECTU: Employment Skills Project

Community: Union Added Value - Skills for the Future

CWU: Improve Your Skills

EIS: Building a Learning Rep Structure for the Future*

FBU: Skills for Employability

NUJ: Skills for Employability in the Digital Age

PCS: Licence to Skill

POA: Learn to Be Better

RCM: Personal and Professional Learning in the RCM Scotland

RMT: Life Line Learning

UCATT: Increasing Vocational Skills in the Construction Industry

Unite : Widening Access to Quality Learning

URTU: Driving the Learning Agenda within the Workplace

Usdaw: Developing a Sustainable Learning and Skills Strategy

Highlands and Islands Projects

NUJ: Skills for Employability in the Digital Age

RMT: All Aboard for Learning

UNISON: Embedding Lifelong Learning in the Highlands and Islands

*EIS - project commenced in August 2012

Case Study

Raising the dough for learning within the BFAWU



Union: BFAWU

Location: Lanarkshire

Funding: The Development Fund

The relationship between the BFAWU and Warburtons is a good example of how unions and employers can work together to enhance learning opportunities for workers and supports the employer meet the challenges of a highly competitive sector. Warburtons is a long standing company that established a base in Scotland two decades ago. It produces bread and related products to over 2,000 customers. The BFAWU has organised within the plant since inception and is very proud to have close to 100% membership. There has been learning activity for a number of years, but the need for a more strategic approach resulted in the formation of a Steering Group. This

brought the senior management in the plant and the BFAWU Development Fund project together on the skills and learning agenda. A programme of workplace learning that utilises the Learning Fund is now being organised. New co-operation between the union and the employer on the content of the provision ensures all learning meets the twin goals of helping workers within their personal life and also within employment. This is an area that helps workers' employability and ability to advance within the workplace. The activity was a precursor to a wider discussion on workforce development, which included contacting Skills Development Scotland to develop a programme on Modern Apprenticeships. This is the first time Warburtons has engaged with the skills agencies, as urged by the union. The model has proven to be such a success that the BFAWU implemented it to establish a Steering Group with Dawnfresh Seafoods. The project also plans to extend it to two other employers in the future.





Case Study

Skills for Employability
in the Digital Age



Union: NUJ

Location: Highlands & Islands

Funding: The Development Fund

Widespread redundancies and changing working practices mean many members may be forced to consider freelance work in the years to come. Accessing high quality training to help them has, until now, been a challenge in such geographically remote areas as the Highlands and Islands of Scotland.

Catherine Deveney, NUJ Project Worker for the Highland and Islands, said: "The number of people applying for the first courses we have run shows just how keen our members are to make the most of this fantastic opportunity. One member told me it was the first media training she had been offered in twenty years that had been supported by her employer. This is such a worthwhile project."

The project aims to offer training provision for 60 new learners within the Highlands and Islands and is on track to achieve this target.

The media industry has been subjected to seismic change in the last twenty years. As methods of delivering and accessing news have changed, so too have members' jobs in the journalism and media sector. The NUJ's Highlands and Islands Development Fund project aims to give members the expertise to deal with the fast changing nature of media technology by offering courses such as filming and editing using smartphones. At the same time, the NUJ does not want to forget about the core skills of journalism. One of the first courses offered by the project was in feature writing.

Improving Everyday Skills

General Information

Scottish Union Learning is actively involved in Everyday Skills activity. The term 'Everyday Skills' defines the language, literacy, numeracy and basic IT skills required both in the workplace and at home.

Everyday Skills activity also includes English language learning for those who do not have English as their first language, and support for learners who may have dyslexia and/or other learning differences and disabilities.

Scottish Union Learning promotes Everyday Skills activity through Development Fund Projects, Everyday Skills Events, Learning Conferences and Local Learning Forums. Scottish Union Learning works with the Scottish Government, Education Scotland and other partners to raise awareness of Everyday Skills needs and suitable means of support, and to assist unions in developing relationships with delivery partners; for example Local Authority Literacies Partnerships, Workers' Educational Association and further education colleges.

2012 has been a challenging year for Everyday Skills. The current economic climate has raised issues relating to financial capability, and the increased dependence on technology has seen a rise in the number of learners who require digital skills, in addition to the general workplace literacies / Everyday Skills courses.

Scottish Union Learning is represented on the Scottish Government's Adult Literacies in Scotland 2020 (ALIS 2020) Strategic Implementation Group, and the ALIS 2020 sub-group 'Literacies for employability and the workplace', and is working with partners on these groups to source opportunities for learners throughout Scotland.

In order to support the work of these groups, and to help implement Scottish Government strategies on Adult Literacies and Digital Participation, Scottish Union Learning established the ALIS 2020 Working Group with Development Fund Project Workers. In addition, the Scottish Union Dyslexia Group has continued to meet regularly. This Group is comprised of members from affiliated unions, Dyslexia Scotland, Dyslexia Scotwest and Scottish Union Learning, and is the Group that developed the Dyslexia Guide for Union Learning Reps; this Guide has recently been updated and reprinted, and is also available from the Scottish Union Learning website. In addition, the Dyslexia Group has organised dyslexia awareness sessions for unions, employers and workers, including workplace events for Dyslexia Awareness Week 2012.

In November 2012, the ALIS 2020 Group and Dyslexia Group merged to become the Everyday Skills Group, and will discuss all aspects related to workplace literacies, digital participation and dyslexia.



Dyslexia Awareness Week

Scottish Union Learning worked with unions and local dyslexia organisations to deliver a series of events throughout Dyslexia Awareness Week 2012.

Featured Union Activities

✿ The Communication Workers' Union (CWU) organised a Learning Day at O2 in Glasgow on 8th November 2012. Dyslexia awareness was one of the main topics highlighted at this event. Prior to this, the CWU had organised Dyslexia Awareness Events at British Telecom in Glasgow, which were a great success.

✿ The Fire Brigades Union (FBU) promoted dyslexia awareness in Aberdeen, Edinburgh and Glasgow, and also supported a programme of events organised by Dyslexia Scotland throughout Perth and Kinross.

✿ The National Union of Rail, Maritime and Transport Workers (RMT) promoted dyslexia awareness throughout the Caledonian MacBrayne network in the Highlands and Islands.

✿ The Union of Shop, Distributive and Allied Workers (Usdaw) held events at Tesco branches in Rutherglen and Ayr and the Tesco depot in Livingston, and Morrisons branches in Stevenson and Glasgow. There was a dyslexia awareness stall at each of these events, featuring information leaflets and a quiz.

In addition, several other unions used the Dyslexia Guide for Union Learning Reps to raise awareness of dyslexia in their various workplaces at meetings, during lunch breaks, and before and after shifts during Dyslexia Awareness Week. Dyslexia Awareness Week was also covered widely on Twitter.

Case Study

Lighting a Fire for Employability in the Fire and Rescue Service



Union: FBU



Location: Various

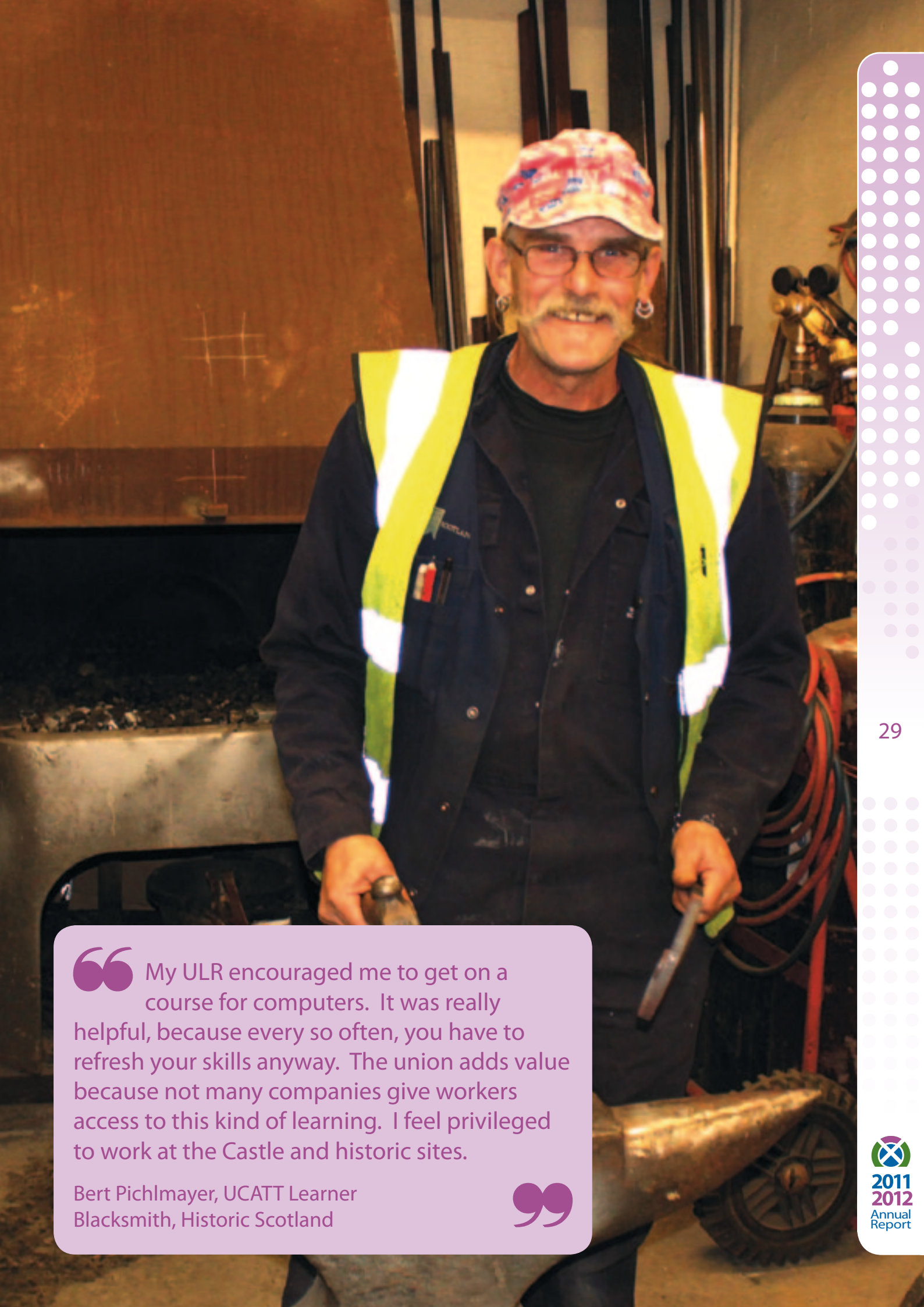


Attendees: 31

Employability skills have become increasingly important in the current economic climate, with many people working to improve these skills in order to remain in employment, or to compete for jobs in an extremely difficult job market. The move from eight regional Fire and Rescue Services in Scotland to one national service in April 2013 will see a reduction in jobs, and many workers will face re-deployment or voluntary severance over the next three years. The Scottish Government has announced that there will be no redundancies in front-line services. The FBU has recognised that there is a need for FBU members and Fire Service employees to improve their employability skills and has started to

address this by offering accredited courses in employability skills. These courses aim to promote personal development by improving confidence, motivation, communication skills and personal effectiveness. They cover skills such as business and customer awareness, problem solving at work, working in a team and time management. In addition, learners are given an awareness of the TUPE: the Transfer of Undertakings (Protection of Employment) Regulations 2006. Members also learn how to prepare CVs, complete job application forms, and interview skills. The FBU is supporting Everyday Skills by assisting members to improve their literacy, numeracy, basic IT and digital skills. Alistair "Jock" Munro said: "As the FBU Project Worker, I am pleased to be able to offer these courses to fire service members giving them the opportunity to develop skills that will help them in their employment. I am confident with assistance from Scottish Union Learning that members and staff will be better placed in the employment market."





“ My ULR encouraged me to get on a course for computers. It was really helpful, because every so often, you have to refresh your skills anyway. The union adds value because not many companies give workers access to this kind of learning. I feel privileged to work at the Castle and historic sites.

Bert Pichlmayer, UCATT Learner
Blacksmith, Historic Scotland



Knowledge Management

This Knowledge Management Project, a joint venture between the STUC and the University of Strathclyde, began in June 2010 and finished in September 2012.

The main aim of the Knowledge Management Project was to support the strategic development of union-led learning in Scotland, by bringing together the knowledge and expertise of the project partners and other key stakeholders.

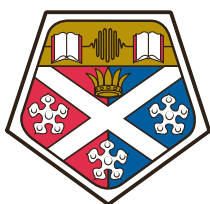
Key outcomes from the Project were the development of an evidence base on skills, learning and union-led learning; the sourcing and recording of relevant academic publications, policy documents and in-house research papers; and the collation of headline union learning statistics for the period 2000 to 2010. During this period, over 65,000 learners benefitted from support from unions who had SULF Projects and approximately

2,000 new ULRs were trained. All of this data is now embedded in a Knowledge Management system (SharePoint) which was developed as a result of the Project. The Project has provided the foundation for the strategic expansion of STUC learning activities, generating direct and indirect benefits to Scottish Union Learning, the STUC, its constituent unions, union members, working people, employers and the Scottish economy. It has:

- ✿ enhanced the awareness of the demand for union-led learning and helped to identify gaps in current learning provision;
- ✿ enhanced the awareness of different funding sources for learning;
- ✿ helped to increase the number of opportunities to secure funding for research on learning in collaboration with academic partners;
- ✿ provided the evidence base to support a continuous improvement of STUC learning services; and
- ✿ helped to create a Strategic Learning Network which will sustain the evidence base beyond the period of the Knowledge Management project and will provide a forum for creative thinking around union learning and skills. This will contribute to the STUC's aim of becoming a more authoritative and influential voice on learning and skills policy.

The long-term success of this project will depend on continued commitment from each partner in contributing to and maintaining the evidence base, the Knowledge Management system and the Strategic Learning Network.

Knowledge Transfer Partnerships



University of
Strathclyde
Glasgow

Working with Partners

Scottish Union Learning can better meet its objectives by working with partner organisations. That is why it has established a number of programmes of work with many leading organisations.

Scottish Union Learning works with many partners, including various departments of the Scottish Government, Workers' Educational Association, SCQF, Sector Skills Councils, TUC Education Colleges, further and higher education colleges and universities.

Scottish Qualifications Authority (SQA)

Scottish Union Learning supports and promotes work with SQA. Scottish Union Learning has supported unions to allow ULRs to gain PDAs in various subject areas. SQA is also long-time supporting partner of the Scottish Union Learning Conference.

Education Scotland

Scottish Union Learning has strong links with Education Scotland, particularly in relation to adult literacy and numeracy. Part of Education Scotland's remit is responsibility for the Scottish Government's Adult Literacies in Scotland 2020 (ALIS 2020) Strategic Guidance and Scottish Union Learning is represented on the Strategic Implementation Group, which meets regularly.

Dyslexia Scotland and Dyslexia Scotwest

Scottish Union Learning continues to work with local dyslexia organisations to increase awareness of issues relating to dyslexia in the workplace. Joint work in the delivery of dyslexia awareness sessions, including sessions for Dyslexia Awareness Week, and Learning at Work Day Events took place in 2012. In addition, Scottish Union Learning has referred learners to these partners for further information and support.

Skills Development Scotland (SDS)

Scottish Union Learning has built a successful relationship with SDS. A joint meeting was held in May 2012 to re-establish internal contacts and identify potential areas of joint work going forward. SDS was also represented at the 2012 Scottish Union Learning Conference as a special supporting partner.

The Open University in Scotland (OU)

Scottish Union Learning and the OU continue to work closely together, despite a challenging funding environment. Eleven unions attended a meeting in November 2012 to discuss future strategy. It was agreed that over the coming year, Scottish Union Learning and the OU will work together to organise workplace workshop sessions as a means to leverage employer buy-in for future accredited learning. Scottish Union Learning and the OU will also stage an event to promote the idea of a sustainable funding model for workplace degree level provision to incentivise employers, unions and individuals to collaborate on funding for degree level courses in the workplace.

Transnational Working

Scottish Union Learning works with a variety of partners to share views, methods and best practices across international lines. This is important in terms of expanding the union-led learning agenda in Scotland and promoting the work that unions do around workplace learning and skills.

Delegation from All China Federation of Trade Unions

In January 2012, the STUC General Council hosted a visit by a delegation from the All China Federation of Trade Unions. During the visit, a number of presentations were made to the delegation on various aspects of the work of the STUC. This included a presentation on the work of Scottish Union Learning. The delegation was given an outline of the role of Scottish Union Learning and the support which it provides to unions in delivering workplace learning for trade union members. The Chinese delegation was particularly interested in the network of ULRs which has been established in unions across Scotland.



Project for Promoting Lifelong Learning in Turkey

In April 2012, a delegation made up of Government officials and trade unionists visited Scotland to gain a better understanding of lifelong learning delivery within the workplace. Alongside SCQF and Cardonald College, the organisers requested that Scottish Union Learning present an overview of the union-led learning undertaken in Scotland, which also covered Modern Apprenticeships. Two days later, Scottish Union Learning also joined a Q&A panel session with SCQF to further explore lifelong learning, accreditation and the role of unions.

Workplace Learning and Skills in the UK and Sweden

A delegation from Scottish Union Learning and the University of Strathclyde visited Sweden in May 2012 to explore future links around union learning and skills. The delegation met with trade union representatives, employers, academics and those working in education and lifelong learning, and were given an insight into various projects and initiatives where workplace learning and skills play a central role. The visit to Sweden was a fantastic opportunity to meet different stakeholders who are involved both in union-led learning and workplace learning and skills development. Armed with new contacts and information, there is now the possibility of working with European partners on a collaborative union learning project.

STUC Union Rep Awards

STUC Helen Dowie Award
for Lifelong Learning

The STUC Union Rep Awards consist of three awards: the STUC Helen Dowie Award for Lifelong Learning, the STUC One Workplace Equality Award and the STUC Health & Safety Award.

The recipient of the 2012 STUC Helen Dowie Award for Lifelong Learning was Janette Dunbar, a Unite Union Learning Representative at Diageo in Kilmarnock. Sponsored by Inverness College UHI, the award was presented at STUC Annual Congress in April by First Minister Alex Salmond MSP. After Diageo Kilmarnock announced controversial plans in late 2009 to close the Johnnie Walker Whisky plant, Janette was at the forefront, fighting to save the hundreds of jobs at the site. Upon being elected as the Site Convenor in 2010, Janette put her organising abilities into action as she became the driving force behind supporting members through the 'ins and outs' of the redundancy situation.



Janette decided that a lifelong learning programme for the site was the best avenue to support workers during the site closure and was trained as a ULR. In just over a year as the Lead Union Learning Rep for the site, Janette analysed 730 learning requests and collectively bargained around these with the employer and external learning partners, including PACE, to provide courses for Unite members at Diageo Kilmarnock. Janette addressed the frustration felt by the workers on site by organising learning in the workplace and delivering them around members' shift times and days off. In September, Janette was also presented with the TUC ULR of the Year Award at the TUC Congress from Shadow Chancellor Ed Balls. This marks the first time a ULR from Scotland has been chosen to receive both prestigious awards, dually recognised by the STUC and TUC.



Louis Flood



“ I cannot believe I can do all of this now, after all those years of hiding it from friends, colleagues and my son. If my learning story even helps one person to do the same thing and access learning, all of this will be worth it. This has been the best year of my life.

Robert Higgins, 2012 Learner of the Year
Cleaner, First Bus



Learner of the Year Award

from Scottish Union Learning

The Learner of the Year Award was introduced by Scottish Union Learning in 2011 to recognise the range of learning journeys currently undertaken by lay learners in the workplace, supported by trade unions.

Scottish Union Learning presented the 2nd Annual Learner of the Year Award to Unite member Robert Higgins, who is a Cleaner for First Bus in Blantyre. Robert was presented with the award in November by Grahame Smith, STUC General Secretary.

Robert dropped out of school at a very early age due to personal difficulties, and when he started working with the tutor, he could not count nor recognise numbers beyond 13. Earlier this year, Robert Higgins approached his ULR, Ewan McLean, in the workplace learning centre for help with his everyday core skills in the workplace.

Through support from its Development Fund project, Unite arranged for the Adam Smith College 'Catalyst for Productivity' project to provide a tutor on a weekly basis to assist depot staff with literacy and numeracy. The ULR encouraged Robert to attend.

Through support from the ULR and his tutor, Robert has progressed immensely over the weeks and is now able to recognise numbers in tens of thousands and add, multiply and divide. He has also been learning how to calculate and budget money. Robert gained his SVQ level 2 in reading and writing, and is currently working towards a SVQ level 2 in numeracy.

Robert has reacted positively to informal learning at work in a non-structured environment. Evidence of his continued progress has been retained, and the next steps for Robert is to work towards SVQ level 2 in numeracy and SVQ level 3 in all literacies.



Louis Flood



Learner of the Year Award

Resources and Communications

The Scottish Union Learning brand has grown since its launch in 2008. Scottish Union Learning has been covered in learning media, newspapers and trade union and partner publications and websites.

www.scottishunionlearning.com



The Scottish Union Learning website has received over 7,500 hits in the past year and is a targeted

source of resources, publications, events and news for trade union-led learning in Scotland. The website layout was updated in the late summer of 2012 and continues to be a valuable resource for ULRs and unions.

Scottish Union Learning Calendar

Scottish Union Learning celebrated the achievements of learners in the Highlands and Islands by producing a 2012 Calendar. The calendar featured photos and comments from some of the learners who have benefited from courses funded through the Learning Fund in the Highlands and Islands, as well as the ULRs who helped organise the learning. Photographs of learners were supplied voluntarily by workers who completed the digital photography courses that were funded through the Learning Fund. The calendar was distributed to trade unions, ULRs, MSPs, MPs, MEPs, Highlands and Islands Councillors and various partners.

Scottish Union Learning News

www.scottishunionlearning.com/ulr



The Scottish Union Learning quarterly newsletter, 'Live & Learn - Scottish Union Learning News' is aimed at ULRs and is distributed free of charge. The newsletter is printed twice per year and

is available in a digital format twice per year. Demand for this publication is high in unionised workplaces throughout Scotland.

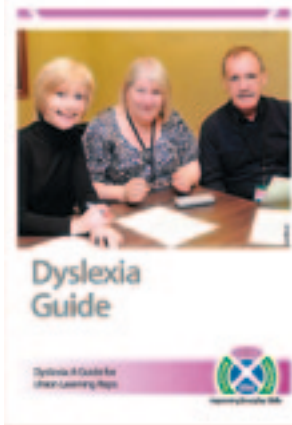
Scottish Union Learning Highlands and Islands e-news



Scottish Union Learning in the Highlands and Islands distributes an e-newsletter on a bi-monthly basis that is designed to keep ULRs in the Highlands and Islands and Development Fund

Project Workers up-to-date with local learning activities. This is sent to every known ULR in the Highlands and Islands, local union members with an interest in learning, Development Fund Project Workers and partners in the Highlands and Islands.

Dyslexia Guide



The Dyslexia Guide was designed by the STUC Dyslexia Group to help ULRs support and signpost people in the workplace who may have dyslexia, and to encourage them to contact relevant

organisations that can provide the expertise required. The Dyslexia Guide has been in circulation for almost two years. Due to its success, the Dyslexia Guide was updated and reprinted in October 2012. The Guide is also available for download on the Scottish Union Learning website.

Bite Size Briefings



Four meetings took place at the STUC from September to December 2012 in a series of workshops called "Bite Size Briefings". These workshops,

run by the Scottish Union Learning Marketing Officer, were aimed at Project Workers and union officials interested in learning more about raising the profile of union learning in Scotland. Topics included:

- ❖ Case Studies for Beginners;
- ❖ An Introduction to Social Media;
- ❖ Effective Award Nominations; and
- ❖ Writing Press Releases.

Feedback from participants was 100% positive. Scottish Union Learning intends to continue Bite Size Briefings in the future.

Social Media

Social media allows users to engage in two-way communication, and is increasingly becoming a tool for real-time feedback for unions. Scottish Union Learning can be found on Facebook and Twitter.



Facebook
www.facebook.com/scottishunionlearning



Twitter
www.twitter.com/unionlearning

The Scottish Union Learning Facebook account is "Liked" by more than 100 people and organisations. It is an instantaneous way of communicating news, information, resources and photos to union members, regardless of location. The Scottish Union Learning Twitter account is followed by nearly 600 people and organisations. By using and following the hashtag #unionlearning, users can be kept up-to-date with news and information from Scottish Union Learning and affiliates.

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