



Scottish Union Learning

Annual Report

2021 – 2022

Learner Quotes

"The course has been brilliant, thank you so much, I've learnt loads"

"I feel online training courses open up so many opportunities for professional learning, especially for those living in remote areas or with busy home lives."

"It was very easy to get involved in and I felt I got a lot out of it."

"Thanks so much, the course has been very informative and especially accessible for less experienced users."

"That creativity also has a place in organising, and you can utilise a wide range of things to promote solidarity. Don't be afraid to think outside the box."

"I learned about the shared language of union members, that people in unions aren't scary but approachable, that art is a very powerful organisational tool."

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Mission Statement: Scottish Union Learning supports trade unions in developing, organising, and delivering work-related learning and skills programmes for their members that contribute to collective prosperity, fairness, and equality for workers across Scotland.

Introduction

Peter Hunter, Chair, Scottish Union Learning Board



Plus ça Change? If SUL ran philosophy courses we might look at the year gone by and say, “Plus ça change”. Unions face constant change, but the negative impact on workers and families remains the same. Radical and disruptive change is a constant fact of life. The changes are real and long-lasting. Workers are trapped in overlapping crises - health, climate, and economic crises; nothing will stay the same. Thankfully, SUL staff and affiliate projects remain as agile and innovative as ever, and I will take the chance to formally record our profound gratitude for all they do. COVID-19 demanded radical change in the format, content, audience, and delivery of union learning. Our people delivered, and those changes are now

embedded in our programmes for the permanent benefit of learners, unions, and the wider economy.

The climate crisis is an example of a threat that requires a range of lasting changes in our work. We have more focused and technical learning options that support the greening of current jobs and pathways for workers to transition away from work that is under threat. SUL is also the home of learning for Fair Work, and we support reps with the knowledge and skills to demand and deliver “just transitions”. The speed and quality of Scotland’s shift to sustainable work depends on fairness in the change process. Carbon jobs may become redundant, but our people cannot and will not be thrown on the scrap heap. This emphasis on just transition extends SUL’s long-standing commitment to support Fair Work and equality across the whole economy. We share Scottish Government’s Fair Work and equality priorities within an inclusive economy, and those commitments run deep, but none of us could have anticipated the scale of the economic crisis we now face – as members, reps, unions, and Government. Learning won’t pay the gas bill this winter, but we are reviewing all our programmes to meet the challenge.

Yes, we can use learning and skills to preserve jobs, or create new careers caught by the crisis. Yes, we can help reps build the skills to place Fair Work at the heart of the crisis response - but we will do more. Scotland’s economy has faced crisis after crisis - bank collapse, austerity, COVID-19, climate change, and the cost of living. It is important for members to learn how to mitigate those disruptions. The movement has always invested in learning that equips workers to lead progressive change – building public services, delivering the welfare state, and returning democracy to Scotland by re-convening the Scottish Parliament. These are just some of the landmark achievements recorded in the recent publication, “Mon the Workers” which celebrates 125 years of the STUC. In the year ahead, SUL will invest in the continuation of those fine achievements by equipping our members to be the leaders who shape positive change in the years to come.

So, I will finish by returning to the mythical SUL philosophy course, and say “Tempora mutantur, nos et mutamur in illis”. Everything changes, and we must change with it, but our history shows we can’t be victims of disruptive change and always aspire to shape the changes we face. Our voice is a vital voice for good, and learning has always been the foundation of that response to change. In saying that, I am very mindful that none of our work would be possible without our dedicated and talented staff or the strong support of Scottish Government, to whom we all extend sincere thanks.

SUL Structure

The Scottish Union Learning Board

The STUC General Council established Scottish Union Learning to deliver, in partnership with unions, workplace learning opportunities in all sectors across Scotland, in line with STUC policy on learning and skills. Appointed by the STUC General Council, the Scottish Union Learning Board oversees and directs the work of Scottish Union Learning. The SUL Board has responsibility for agreeing the strategic objectives of SUL and setting and monitoring its business and operational plans and budgets, in line with STUC policy.

The SUL Board consists of members of the STUC General Council, representatives of affiliated trade unions, the STUC General Secretary and a TUC nominated member.

Board Membership 2021-22

Chair: Peter Hunter (UNISON) Vice Chair: Susan Quinn (EIS)

Members: Brian Linn (Aegis the Union); Jim Baxter (ASLEF); Steven McGurk (Community); Craig Anderson (CWU); Karen Foster (PCS); Satnam Ner (Prospect); Esther O'Hara (Unite the Union); and Robert Mooney (Disabled Workers' Representative).

Rozanne Foyer, STUC General Secretary, is an ex-officio member of the Board. Ian Borkett, unionlearn, was replaced during the year by Carl Roper, National Organiser, as the TUC nominated member. A representative of the Scottish Government's Fair Work Directorate attends meetings of the Board as an observer.

Staff in Attendance: Wendy Burton, SUL Director; Tommy Breslin, SUL Senior Development Officer, Catherine Garvie, SUL Senior Development Officer; Jill Little Woodhouse, TUC Education Officer (Scotland).



Union Advisory Group

The Union Advisory Group comprises of nominated representatives of trade unions. It provides advice and information on strategic and operational matters, at the request of the Board, and advises on any changes in the strategic direction on learning and skills made by individual unions.

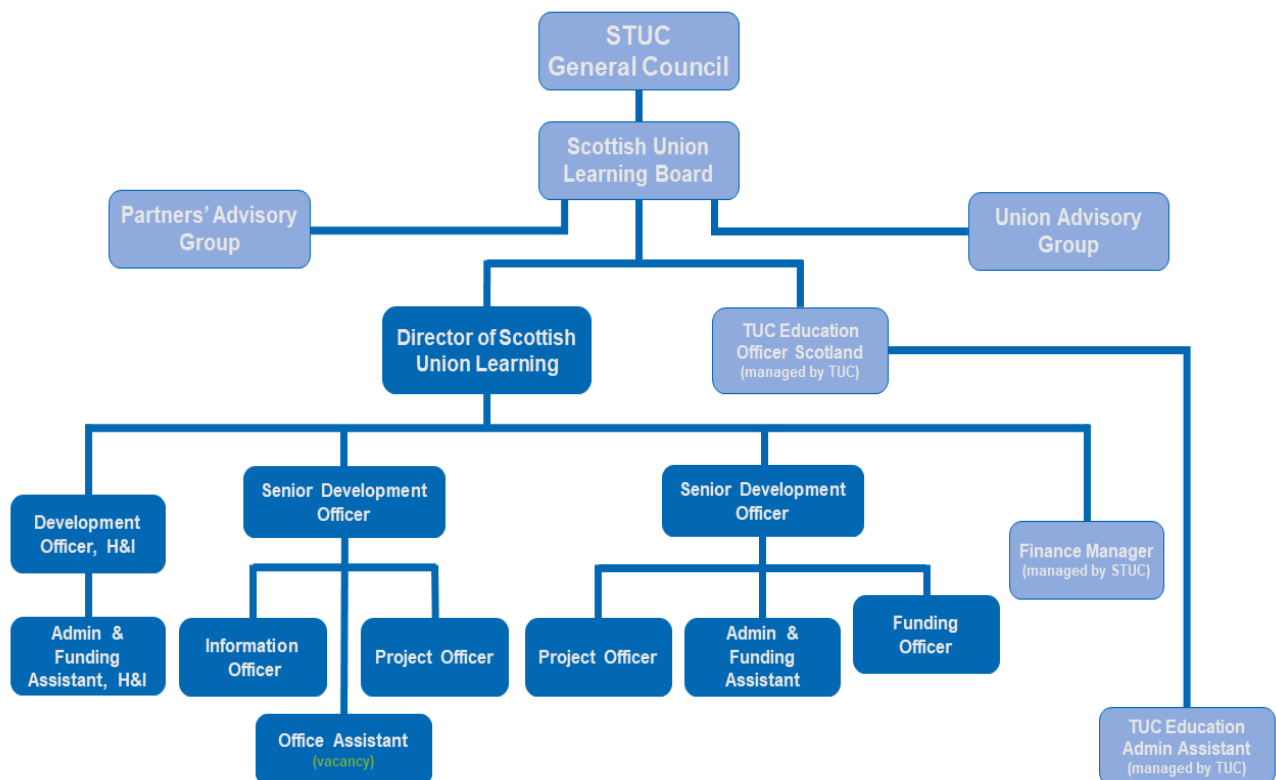
The Union Advisory Group supports the Board by:

- Providing information to inform the Board in making strategic decisions;
- Identifying strategic or operational issues for the Board to consider;
- Advising the Board of changes in the strategic direction of individual unions;
- Providing the Board with examples of good practice in trade union learning.

Membership is by nomination from all STUC affiliated organisations.

Scottish Union Learning Staff

Scottish Union Learning has staff located in the STUC offices in Glasgow and Inverness. Staff deliver the work of Scottish Union Learning in line with the annual Business Plan, Workplan and Budget approved by the SUL Board and Scottish Government.



SUL Aims and Objectives

The aims and objectives of Scottish Union Learning are to:

- work with the Scottish Government's Fair Work Directorate and unions to agree an approach that ensures that union-led learning fulfils its full potential in addressing Scotland's workplace and workforce development challenges;
- support the implementation of the recommendations contained in the Fair Work Framework in delivering fair work: providing effective voice, opportunity, security, fulfilment and respect for workers across Scotland;
- adapt existing measures to deal with issues arising from COVID-19;
- ensure that the Scottish Government's Fair Work principles are adhered to as an employer and funder;
- work with the Scottish Government's Fair Work Directorate and unions to promote and give access to PACE;
- develop and 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 Highlands & Islands;
- assist unions in identifying the needs of Union Learning Representatives (ULRs) and provide appropriate support;
- provide assistance to unions in accessing Everyday Skills, Digital Skills and Cyber Resilience skills in line with Scottish Government strategies;
- encourage and support employer engagement in delivering learning and upgrading skills particularly in relation to Workforce Development and Workplace Transformation;
- manage and promote the Development Fund and the Learning Fund and publicise the benefits of these funds;
- ensure that robust processes and procedures are in place to manage the funding requirements of the Scottish Government and any other funding that may become available;
- continue to develop resources for ULRs and learners including the Scottish Union Learning website;
- work closely with Scottish Government, SDS and trade unions to support the development and governance of Scottish Apprenticeships;
- further develop relationships with partner organisations, including SDS, in the provision of learning and skills;
- work with the TUC to ensure the provision of a comprehensive trade union education service suitable to the needs of unions in Scotland;
- co-operate with the reporting and monitoring requirements of the Scottish Government;
- record data detailing the numbers of courses delivered through the Learning Fund and the number of participants on each course;
- facilitate an external audit of at least six union projects funded through the Development Fund;
- continue the development of Scottish Union Learning.

Working with Partners

Scottish Union Learning has developed strong working relationships with many learning and skills organisations throughout Scotland. These organisations provide support to SUL by contributing to discussions on the strategic direction of SUL, sharing information on the strategic direction of partner organisations, and championing union learning in the wider world of learning and skills.

Partner Organisations include: Scottish Government, Skills Development Scotland, Highlands and Islands Enterprise, The Open University in Scotland, SCQF, SQA, WEA Scotland, Digital Skills Education Scotland Ltd, Scottish Book Trust, Dyslexia Scotland, Learning Link Scotland, Newbattle Abbey College, Zero Waste Scotland.

The following are some of the partners SUL worked with during the last year.

Skills Development Scotland (SDS)

SUL has a strong focus on working with SDS around the apprenticeship programme through membership of the Scottish Apprenticeship Advisory Board groups: the Standards and Framework Group, the Employer Engagement Group, and the Apprenticeship Approvals Group. The work under-taken with SDS ensures unions can influence apprenticeships and engage across the skills landscape.

The Open University in Scotland

STUC and The Open University in Scotland signed a refreshed Memorandum of Understanding at STUC Congress in April 2021. The work undertaken with The Open University in Scotland has continued to evolve and grow, with recent work focusing on:

- RMT: Women and Scottish Railway History
- Women in Scotland 1900-2020: Workplace Struggles Project
- Microcredentials
- Open Learning Champions

Scottish Book Trust

SUL continued to work with Scottish Book Trust to promote the Book Week Scotland campaign. Through access to additional funding, unions develop and deliver book-related events and activities for workers each year.

Digital Skills Education Ltd

SUL worked with Digital Skills Education Ltd to deliver training on cyber security, digital detoxing, information management, and the ways in which learners can cultivate a more positive relationship with technology.

The Development Fund

The Development Fund complements existing trade union learning strategies and supports developments in workplace transformation by increasing the capacity of unions to offer learning and development opportunities to workers across Scotland.

Fourteen Development Fund projects in the Lowlands and Uplands area of Scotland and five in the Highlands and Islands area were allocated funding for 2021-22 to support and increase workplace learning opportunities. This funding helped unions to develop capacity through building networks of Union Learning Reps (ULRs), create and develop strong working relationships with new and existing employers, and identify and address skills needs of their members in a wide range of sectors and industries.

Lowlands and Uplands Projects:

- Aegis the Union (Aegis): Developing Skills in Financial Services
- Bakers, Food and Allied Workers' Union (BFAWU): A Fitter Future for Workers
- Community: Increasing your Skills with Community Learn
- Educational Institute of Scotland (EIS): EIS Professional Learning Programme
- Fire Brigades Union (FBU): FBU Scottish Union Learning
- National Union of Journalists (NUJ): The Way Ahead: Evolving Needs in Digital Journalism
- National Union of Rail, Maritime and Transport Workers (RMT): Developing Skills in Rail Passenger, Rail Infrastructure, Ferry Passenger and Offshore
- Prospect: BECTU Vision
- Public and Commercial Services Union (PCS): Union Learning – Building, Growing, Winning
- Scottish Artist Union (SAU): *AltWORK*
- Union of Shop, Distributive and Allied Workers (Usdaw): Respond, Recover, Revive – Roadmap for USDAW Workplace Learning 2021 to 2023
- UNISON: Social Care & Education, Covid and Beyond
- Unite the Union: Reflecting, Rethinking, Rebuilding
- Young Workers' Project (YWP): Controlling the Future

Highlands and Islands Projects:

- National Union of Journalists (NUJ): Crisis and Opportunity: Positive Pathways for the Media Industry
- National Union of Rail, Maritime and Transport Workers (RMT): All Aboard for Learning
- Scottish Artist Union (SAU): *AltWORK*
- UNISON: Member Learning in H&I
- Unite the Union: Learn with Unite

Development Fund Case Study

Union: Prospect/BECTU Section



Amber Saunders, Trainee Script Editor, took part in the BECTU Vision Trainee Script Editor scheme. The placement scheme was an incredible opportunity to progress in her career and to be able to gain valuable experience in preparation for working in the industry.

Throughout the placement, Amber was able to learn on the job, gaining real-life experience of script editing whilst being supported by training courses that perfectly complemented what she was learning on the job. She was able to gain a well-rounded knowledge of working in development by working on projects at various stages on Synchronicity's Development Slate.

Early in her placement, Synchronicity gave her a day's work experience at their distributor's office - DRG. At DRG, after a session with their scripted acquisitions team, she was tasked with looking at scripts and TV series which were then discussed from a distributor's point of view. This considered change format rights and how shows could sell to an international audience. This session opened her eyes to another side of the industry and allowed her to apply her learning to the projects she was working on at Synchronicity.

Throughout her placement, she was responsible for reading books and scripts that the company were interested in as possible projects. She would then write a report, giving her opinion on the material, thinking about possible writers for the project, what channel and slot the project could be a potential for and how it would fit onto the current development slate. To assist in learning what each broadcaster is looking for, she was able to sit in on meetings with broadcasters such as BBC, Amazon, and Sky. This allowed her to have direct knowledge of the type of shows each broadcaster is looking for and how potential projects could fit into a slot with them.

She was able to sit in on discussions with writers from general introductions and pitch meetings to early story-lining discussions. To assist with the story-lining meetings, she was also tasked with writing breakdowns of the books they were adapting. This helped when they were beginning to plot out the story over the series as they could easily see the key story beats from the book and begin to map them out. It was a great experience to sit in on these discussions and see how the team worked together to begin shaping a series arc.

During the placement, she was able to progress when working on a new project in development as she was able to work closely with the new writer with guidance and support from Synchronicity. She was involved with the early stages of the project, creating a script schedule to ensure the writer was able to deliver drafts on target for the broadcaster. She was then able to meet with the writer and plot out the series and first episode with them. Then, she would give verbal and written feedback on the outlines and

scripts to the writer with feedback given to her internally from the team, to ensure she was developing as a script editor. As they progressed, she was able to take more of a lead on the project and develop an episode over multiple drafts.

Alongside Amber's experience at Synchronicity, BECTU Vision provided additional support and courses. At the start of the placement, taking part in the Final Draft training session meant she was able to hit the ground running whilst using the software. It allowed her to complete tasks using the software with confidence, even from the early days of her placement.

The John Yorke Story course allowed her to begin thinking about scripts critically. This would become a key skill at her placement and allowed her to begin writing notes for writers in a practice environment with feedback, that she was then able to learn from and translate into her work. Through taking part in the placement, she is now much more comfortable being able to write notes and deliver them to writers in a constructive manner, aiding with the development of projects. The Understanding Contracts session allowed her to be able to grasp a basic knowledge of business affairs which will stand her in good stead as she progresses in her career and starts working with writers' agreements and option agreements. Meeting with guest speakers on Zoom was a great way to gain insight into career routes in the industry and it was brilliant networking for the future. It also allowed her to gain an insight into how writers-rooms work and where to look for new writers coming into the industry.

As a result of the traineeship, she plans to continue working as a Script Editor in Scotland. Scotland is at a very exciting time for Film and TV, and she hopes to remain in the industry and progress as part of the ongoing growth and development of the Scottish industry. Amber is currently working as a Junior Script Editor with Synchronicity Films on a high-end Scottish production, and Amber feels she would not have been able to take this step in her career without the placement and the continued support of BECTU Vision.



Development Fund Case Study



Union: Scottish Artists' Union (SAU)

The Scottish Artists' Union organised an online school for members to engage with during COVID-19 lockdowns, titled the 'School of Survival'. It was designed and organised to equip members with the tools needed to react during the ongoing COVID-19 pandemic, and acknowledged the often isolating, freelance, and precarious nature of working as an artist, especially in pandemic times.

The course comprised two sessions: the first was on the ways in which the pandemic affected the arts industries; the second covered the ways in which members of SAU could organise and mobilise during these precarious times. For the first session, the SAU invited three academics to discuss the importance of class, race, and gender identities in the creative arts industries; they also presented research which showed that marginalised groups were more likely to be hit hardest during the pandemic. This session was also permitted to be recorded, so that it could be shared with other learners and members in future.

In the second session, writer Heather Parry and illustrator Maria Stoian, presented their guide, which had been recently published, to the attendees; this guide covered several different aspects of working as a freelancer in the creative arts industries. This was delivered as a seminar style workshop, where audience participation was widely encouraged.

Both sessions were spoken of highly, and this was the highest attended course ran by SAU (in LUPS) funded by SUL this funding year.

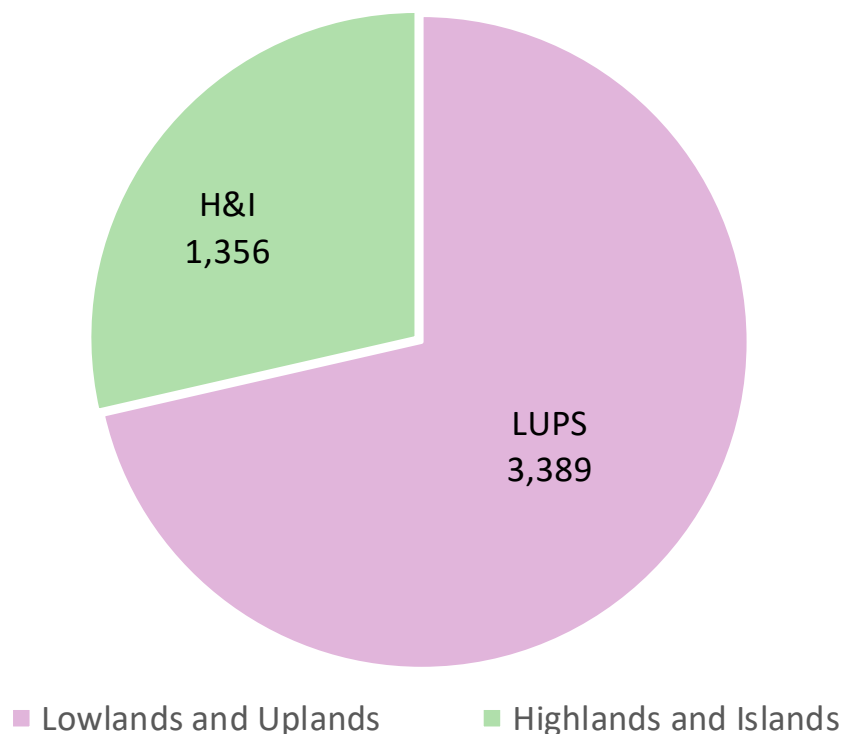


The Learning Fund

The Learning Fund supports unions in engaging with workers, employers, and learning providers to identify and address skills needs across a wide range of industries and sectors. The Learning Fund covers the course costs for Development Fund projects, and it enables unions to support thousands of workplace learners each year to upskill and reskill, to protect and enhance their employment prospects, and to improve the skills base within workplaces. While 19 learning projects were supported through the Development Fund, nine unions obtained Learning Fund Only projects during 2021-22.

Since the beginning of the COVID-19 pandemic, learning has been delivered online. This has enabled unions to engage with learners who faced barriers around face-to face delivery, including disabled workers, those with caring responsibilities, and those in rural and remote areas. Almost 5,000 learners participated in courses through the Learning Fund during 2021-22. The type of learning offered has reflected the different learner, workplace, and industry needs, and includes Everyday Skills, IT and cyber resilience skills, vocational and trade skills, and social and health care skills including awareness sessions in mental health, suicide intervention, trauma, autism, and dyslexia. The improved skills, knowledge, and qualifications gained by learners taking part has increased their confidence and can empower them to move into higher level roles. In addition, many at risk of redundancy have been able to retain employment with their existing employer or to seek alternative employment.

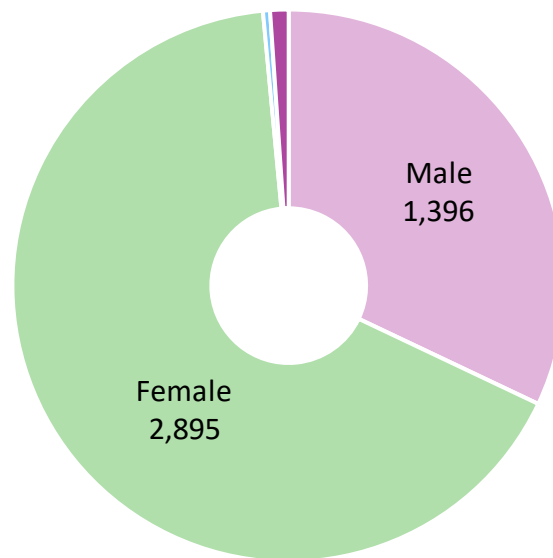
The Learning Fund: number of learners 2021 – 22



Learning Fund: Who are our Learners?

Gender identity

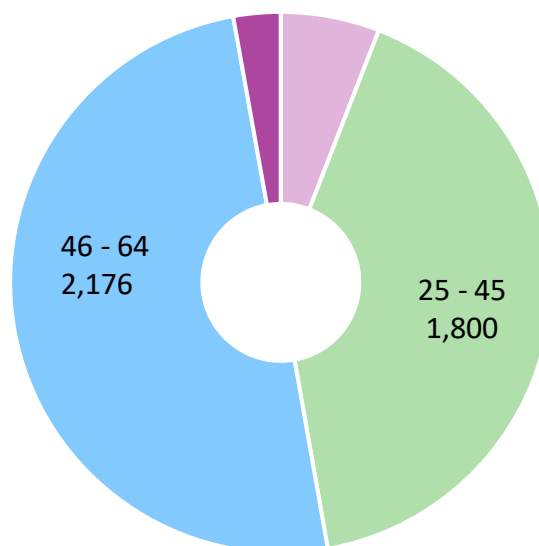
Male (32%)
Female (66%)
PNTS (1%)
Other (1%)



Male Female Other Prefer not to say

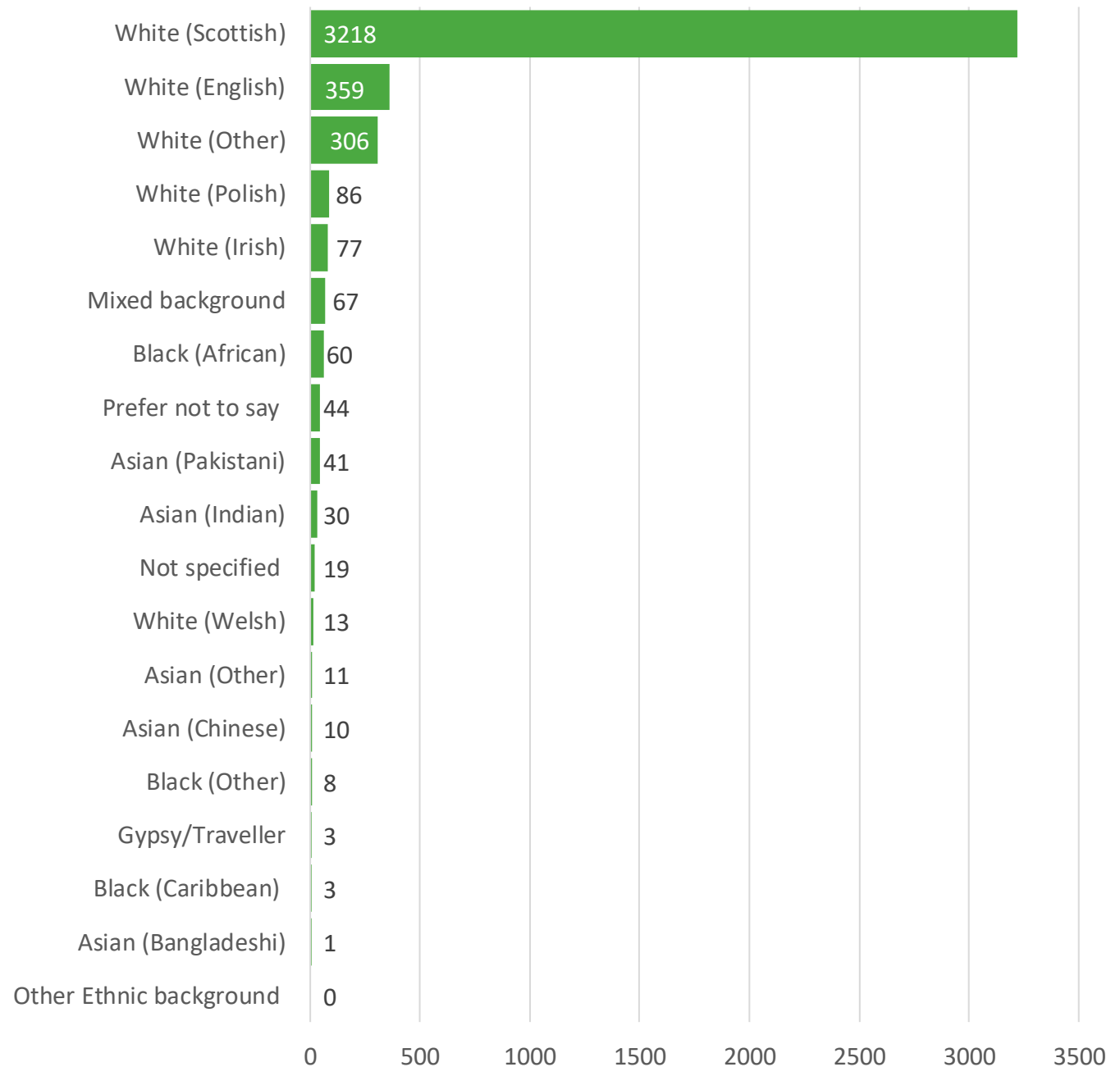
Age Range

Under 25 (6%)
25 – 45 (41%)
46 – 64 (50%)
65 and over (3%)



Under 25 25 - 45 46 - 64 65 and over Not specified

Ethnic origin



*Based on data from 4,356 completed Participant Equalities forms returned to SUL during 2021-22

Learning Fund Case Study



Union: NUJ Climate Emergency Training

An initial cohort of ten journalists undertook Climate Emergency Training with Keep Scotland Beautiful in July 2021. Keep Scotland Beautiful is Scotland's only certified Carbon Literacy Training Organisation and collaborated with NUJ to create a bespoke Climate Emergency Training course relevant for journalists in the lead up to COP26 in November.

The training sessions explored the science and impacts of climate change on infrastructure and highlighted practical steps members can take to influence change and public perceptions to cut greenhouse gas emissions. The sessions culminated in a final assessment, requiring members to select one individual action to reduce carbon emissions which demonstrated their learning and understanding of carbon emission sources and solutions. Nine out of ten of the members attending were awarded official Carbon Literate accreditation.

"I have written two stories today that have been framed differently because of this course. It really is valuable for understanding the climate emergency. I think everyone in Scotland should be encouraged to do it."

"This was a course that I have become evangelical about. It increased my knowledge and allowed me to see people from across the nation. Thank you."



Learning Fund Highlands and Islands

Union learning projects in the Highlands and Islands have seen a significant increase in activity over the last year in response to levels of demand from workers across the region in a broad range of sectors and professional roles.

Online learning has continued to work well for the National Union of Journalists (NUJ) in Highlands and Islands, enabling the project to reach out to members in rural communities and bring them together in learning programmes which would not previously have been viable. It is clear that this way of learning will continue to be advantageous. New courses such as Presenting for Podcasting and Radio and Creative Writing for Wellbeing were tailored specifically for workers to develop key skills for a modern media sector where employment is often insecure and temporary. In addition, NUJ continues to work in partnership with major media employers in the Highland and Islands including Highland Free Press which is the only employee-owned title in the UK.

Scottish Artists' Union (SAU) in Highlands and Islands delivered its largest number of bespoke courses this year with the aim of professionalising artists' everyday sector skills. The project works to ensure that its programme is members-led and responsive to the key issues of the arts sector, and has worked with its members to manage the challenges of freelance working. The programme of learning includes courses on Menopause, Collective Self Organising, Social Media for Artists, Finance and Gaelic Visual Art.

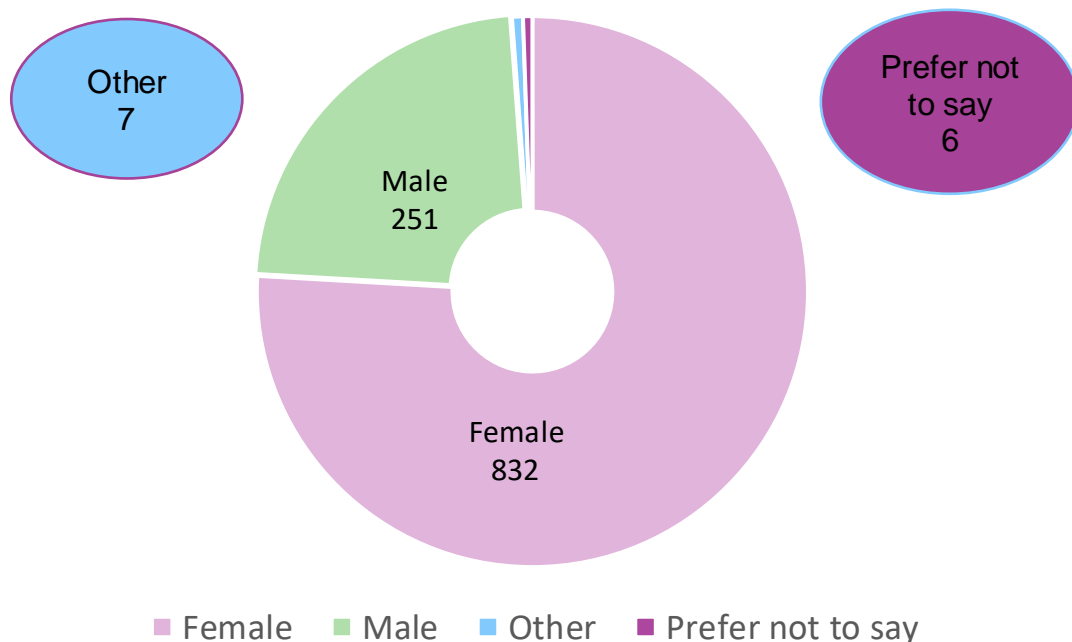
The move to online learning has been instrumental in UNISON's project exceeding all learner targets of previous years. The project offers a substantial programme of learning to workers in four key areas: Health and Social Care, Early Years, Fair Work, and Everyday Skills. In addition, raising awareness about plastic pollution has been a priority in the past year and the project has been working with UNISON Green Reps in the Highlands and Islands to assess training needs in the area of climate change and expand its learning offer by new courses designed to tackle climate change. The Project also used SUL funding to run a course on Plastic Pollution so members could learn what can they do to reduce, reuse, recycle plastics in workplaces.

The National Union of Rail, Maritime and Transport Workers (RMT) in Highlands and Islands combined an effective online learning programme with a successful return to face-to-face learning through its Modern Apprenticeship Programme, which takes place each September. Key areas for the project this year were Health and Wellbeing, Diversity and Inclusion, and Young Workers. Working closely with employer CalMac, the project leads on company-wide initiatives which promote fair and progressive working practices across the organisation. One such initiative is Inclusive CalMac, a group which was formed as a result of work with the RMT project's Learning Fund activities from 2019. This group continues to represent workers from all parts of the business and the RMT Learning Organiser holds a permanent position on the group to ensure this important work is supported by effective learning interventions.

Supporting workers at risk of redundancy by re-skilling for the green jobs market is a priority for Unite the Union's Highlands and Islands project which continues to develop employer relationships, both current and new, to establish inclusive learning cultures in workplaces across the region. In the past year the project has delivered a broad programme of learning which is directly responsive to the learning needs of workers. This includes enabling a cohort of workers at risk of redundancy to successfully to take part in the accredited Global Wind Safety Training programme which will open up future employment opportunities as the country moves towards sustainable jobs and industries. Other key areas for the project include important mental health and wellbeing programmes for frontline workers who continue to deliver essential services in the most challenging of circumstances.

Finally, collaboration and teamwork characterise all of the work that goes on in Highlands and Islands and, throughout the past year, projects have come together regularly to share ideas and resources whilst exploring ways in which workers' learning and skills needs can be most effectively met. In-work poverty and rural inequality continue to present significant challenges. These issues will continue to characterise future work.

Learning Fund: Gender Identity in Highlands and Islands?



Male (23%)
 Female (75%)
 Other (1%)
 PNTS (1%)

Highlands and Islands Case Study



UNISON: Creating a dementia friendly workplace

UNISON Highlands and Islands worked with Age Scotland over the summer to organise and deliver a number of learning sessions around the theme of Age Inclusive Workplaces. An age-inclusive workplace is one in which all employees, regardless of age, have an effective voice, feel respected, valued and able to fulfil their potential. Sessions were designed for workers in a variety of professional roles, many of whom are local authority employees in public facing roles. Here's why:

- Around 90,000 people in Scotland live with dementia, a number expected to double in the next 25 years.
- As changes to retirement and state pension rules make working beyond age 65 common, more people experience early symptoms of dementia while in employment.
- 20% of people living with dementia are under 65 and continue to work.
- 39% of those living with dementia would not want their employer to know.

(Dementia Statistics (2018); Age UK (2021); and Age Scotland (2022))

Figures like these suggest there are likely to be some people living with dementia within any ageing workforce – who may have not made their employer aware through fear of losing their job. The rights and wellbeing of older workers is something that is becoming recognised more generally in workplaces as a vital issue, and UNISON's H&I Project continues to seek opportunities to develop workers' knowledge and understanding of this important area.



Highlands and Islands Case Study

Scottish Artists' Union: Instagram for Artists



"In today's climate, social media is a great leveller that brings artists into contact with the people who love their work. ... for artists working in visual media, Instagram is an incredibly useful tool that can fuel your success when used effectively."

Navigating the Art World: Professional Practice for the Early Career Artist, Delphian, 2020

Following on from previous initiatives, SAU wanted to continue its learning programme of digital skills in collaboration with Digital Skills Education Ltd to cover social media and in particular, Instagram. Increasingly, Instagram is becoming the home of visual artists, craft makers, and art workers. It's a place to share their practice, find opportunities, and sell work, especially for artists based rurally in H&I who are not in proximity to galleries or artist networks. Research into art on Instagram revealed 94% of the audience wanted to see real exhibitions by the artists they follow online, 79% see more art online than in person, and 57% think the art they find online is as important as what they see in person (Paul Weiner, 2020).

During the COVID-19 pandemic the Instagram hashtag #ArtistSupportPledge became an international success story, and generated an estimated £60m in sales in less than a year. The Artist Support Pledge was instigated by artist Matthew Burrows, as the first lockdown took hold and the art world shut up shop, taking with it many of the ways artists earn a living. The result is a mutually-supportive online market-place, fuelled by both necessity and a culture of generosity. SAU shared a series of 11 bite-sized online video tutorials to members who wanted to use Instagram professionally. It took learners approximately two-three hours in their own time to complete the course. These videos are now accessible via the members area of the SAU website. The video tutorials were supported by three weekly lunchtime advice sessions and this format really helped to gauge how people were getting on, and the course tutors directly addressed any questions which had arisen. Two speakers were also invited to present how artists can use Instagram to sell their work via the platform; firstly, Rachel Adams, who shared her experience of setting up the *Urpflanze* shop, followed by Matthew Burrows, who shared details of #ArtistSupportPledge campaign.

This course was well received, with 187 members registering to receive the video tutorials and an average of 50 members attending the weekly lunchtime Zoom advice sessions. Overall, the feedback showed that this format was flexible to meet members' changing work plans as they could access the content in their own time. Some members shared their success with creating Reels and there was also a great moment of solidarity where everyone shared their Instagram handles - these were then circulated via email so that they could follow and support each other on the platform.

Highlands and Islands Case Studies



RMT: Equality and Diversity at Calmac

Inclusive CalMac is a cross-network group comprising of employees from different workplaces, areas and backgrounds but all included in the maritime industry. It came into being directly as a result of RMT's recent SUL-funded programme on LGBT+ awareness programme and is now an established part of the organisations progression towards Fair Work outcomes.

In recent months, the RMT project has undertaken a range of learning programmes in support of Inclusive CalMac's work, including a programme delivered by Show Racism the Red Card which was designed to provide young workers with the opportunity to develop their understanding of the various types of discrimination, while exploring how beliefs, values and attitudes drive behaviour.

These successful sessions are a massive step forward since the initial awareness sessions around LGBT+ issues and are just a part of Inclusive CalMac's inclusion programme. RMT's learning project continues to be an integral part of this work.

UNISON: Mental Health Awareness in the Pandemic



UNISON members across the Highlands and Islands have been developing their understanding of mental health through a virtual course that has proved very popular through the pandemic. NessCare Training Manager, Audrey Lee, who has delivered the Mental Health Awareness course 10 times in the past 20 months, has noticed how the profile of learners has changed over that time.

Before the pandemic, it was mostly health and social care. However, since the pandemic, learners have come from other workplaces in which UNISON is involved, including the police and the fire service. The virtual course is significantly different from the face-to-face version that Audrey originally designed and delivered. It's now very much focused on helping learners improve the way they face the mental challenges of the pandemic. Audrey says she has developed the course from a more generic understanding of mental health to focus particularly on anxiety, depression, and stress, both personal stress and workplace stress:

Audrey said, "We're focusing on what people can do pragmatically to help themselves and looking at what is available in terms of support from voluntary and professional organisations in different areas of the Highlands and Islands".

Due to changing needs of staff, these workshops will be replaced by courses helping staff to cope with COVID-19 burnout.

NUJ Schools Programme: Media Skills for Schools



Background: What is it all about?

The NUJ has piloted an educational project offering media training to teachers and pupils in schools across Scotland. Training in both traditional media skills and basic media technology is delivered, enabling staff and pupils to set up newspapers, magazines, and internet radio stations in their own schools. This project avoids placing demands on already overburdened teachers. Instead, it offers practical training, ideas, advice, and support to enhance what teachers are already doing and shows them how to use existing methods and materials in innovative ways.

Rationale: Why are we doing it?

The project aims to support the media industry by giving pupils and teachers an insight into the opportunities that exist in the industry and in the process, nurture new, young talent. We aim to motivate staff and inspire young people, but also give them the practical skills that will enable them to produce high quality school media products with high journalistic and ethical standards. The project also aims to link up schools and local media employers and offer logical pathways through school, further, and higher education to young people who are interested in pursuing a career in the media. This includes the new Foundation Apprenticeships, Modern Apprenticeships, and university courses, depending on the needs of the young people involved.

Training:

At the end of training, learners will have acquired a set of journalistic skills that will equip them to set up a school newspaper, magazine or internet radio station. Training is offered firstly to teachers, then to senior pupils from 4th-6th year, in their own schools. It is delivered in two stages:

1. Media skills training which includes news principles, information gathering, storytelling, feature writing and interviewing.
2. Technical skills which shows how to record, edit, and transmit audio packages.

Each stage of training involves two consecutive days for teachers, followed by two for pupils. (Teacher and pupil training can be at different times of year.) It is hoped that the staff and pupils involved in the training will form the basis of the editorial committee for a school newspaper or magazine. It is possible, but not necessary, for the same teachers to attend both media skills and technical training.

Local media employer: who will help?

The NUJ supports schools over the course of two - three years. They also try to establish links between schools and local media employers. This may involve workplace visits and placements for students, as well as the appointment of a liaison journalist for the school to provide support when the NUJ training is finished.

Why get involved?

All training is free and offers a unique insight into the modern media industry. It offers a high-quality school-industry partnership, as recommended by the Wood report. The project gives your school a new expertise that enables you to brand your school with its own newspaper, magazine or internet radio station. The project builds on existing materials and methods.

Feedback: what have other teachers said about the project?

Feedback from teachers and pupils has been outstanding with teachers commenting:

- “This is the best two days of in-service I have experienced in my career.”
- “Brilliant. Really interesting – loads of ideas. A big thank you!”
- “This was one of the best CPD courses I have attended. The tutor was welcoming, experienced and totally engaging. A huge thank you to Skills Development Scotland and the National Union of Journalists. I look forward to the project.”
- “The course was very well delivered and the activities engaged with the theory well.”
- “I learned a great deal and am enthused as to the possibilities.”
- “Extremely clear and some incredibly in-depth information which will help me boost the quality of the production of media work at my school.”
- “I am really looking forward to taking what I have learned back to school. Lots of content covered in both days. All really helpful. A really excellent two days. Tutor was fab.”
- “Both days have been very engaging and informative, the perfect balance between theory and practical activities. So many ideas for using with my news group and English classes.”

Past Funding

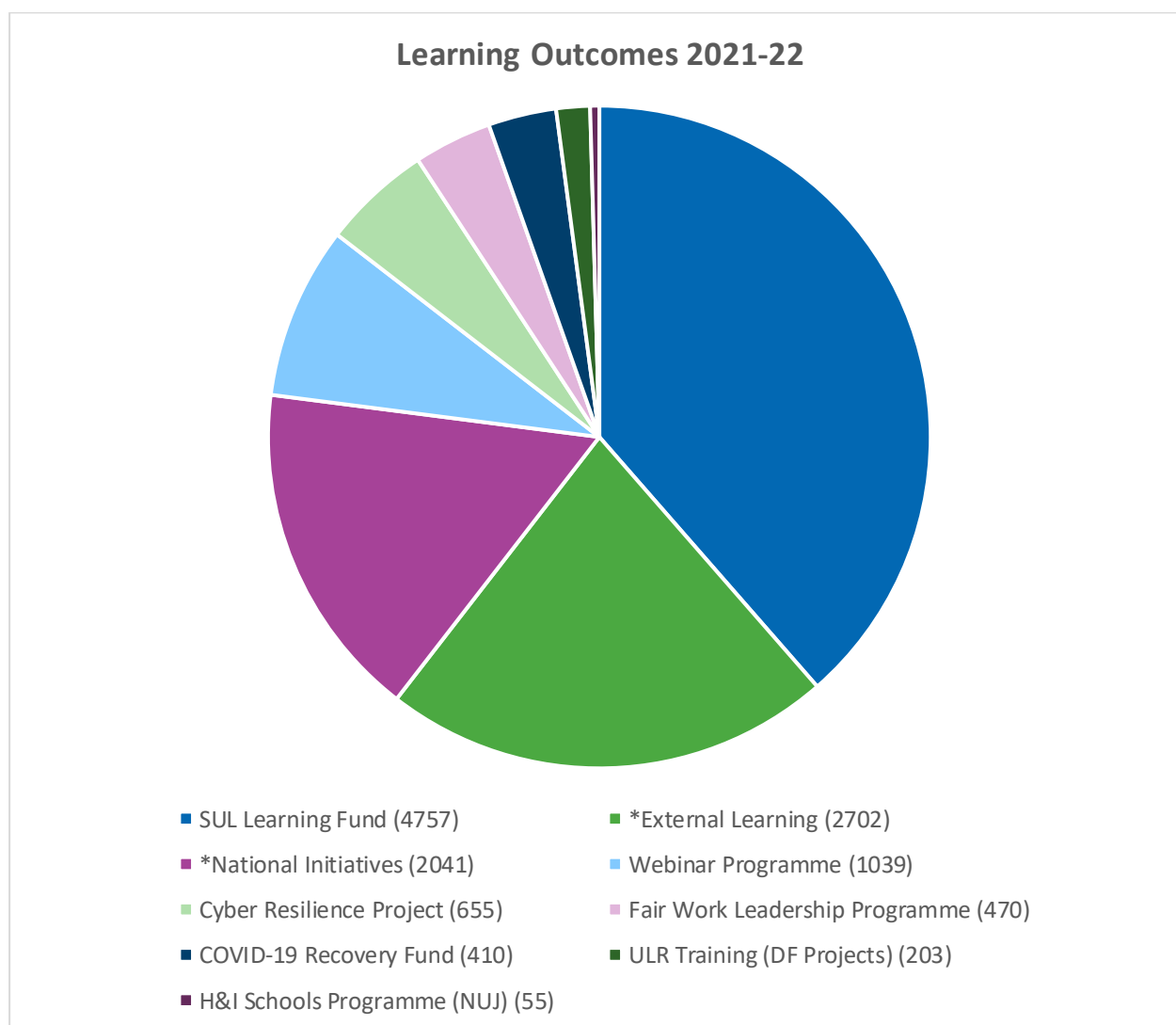
Highland Council funded the original pilot project with £15,000 to train schools across the Highlands and Islands. Skills Development Scotland then contributed £30,000 to widen the project out across Scotland. The schools involved were:

- Bannockburn High School, Stirling
- Bishopbriggs Academy, Glasgow
- Portree High School, Highlands and Islands
- Shawlands Academy, Glasgow
- Tain Royal Academy, Highlands and Islands
- Wallace High School, Stirling

Developing the Young Workforce contributed to schools in Argyll and Bute to train pupils and teachers at Hermitage Academy, Helensburgh. Most recently the Scottish Libraries and Information Council contributed money for a project in Aberdeen at Ellon Academy and Peterhead Academy. **Three pupils from the project are currently in their first year at Robert Gordon university studying journalism.**

Learning Outcomes

Scottish Union Learning records outcomes from a range of learning activity throughout the year. These include outcomes from the SUL-funded union learning projects, in addition to outcomes from externally funded sources. During the period 1st April 2021 to 31st March 2022, SUL recorded 12,332 learning outcomes.



*External Learning

This learning activity is funded by unions and employers, and also through partnerships with learning providers.

*National Initiatives

Additional learning outcomes achieved during 2021-22 include our work with Scottish Book Trust to promote the Book Week Scotland Campaign, Dyslexia Awareness Week, and Maths Week.

Improving Everyday Skills

Scottish Union Learning promotes Everyday Skills activity through Development Fund projects, STUC Conferences, Learning Conferences, Everyday Skills Events and Union Rep Development Days.

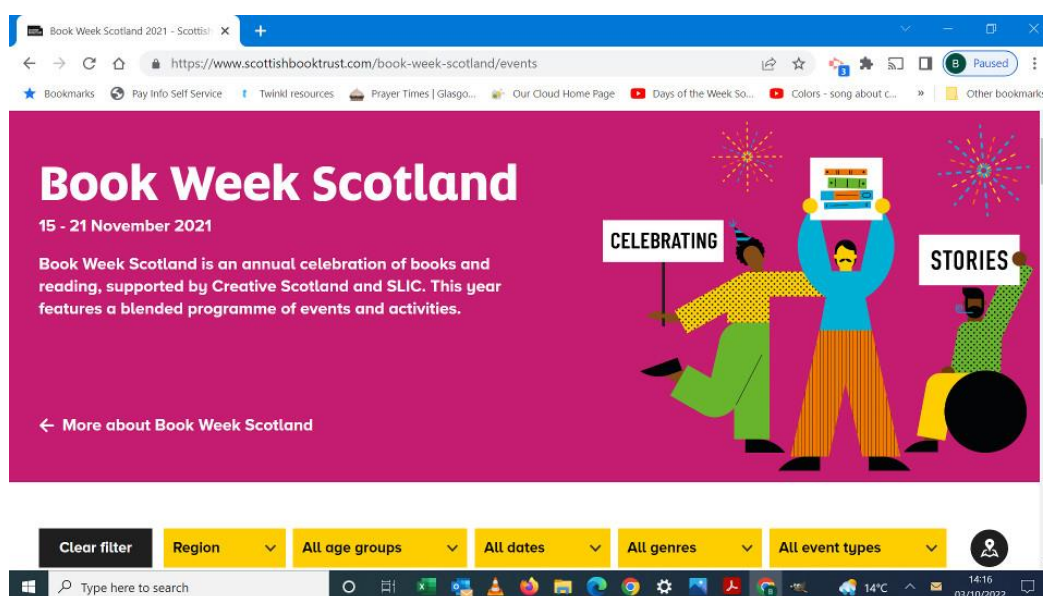
Scottish Union Learning works with Scottish Government, Education Scotland, Dyslexia Scotland, Dyslexia Scotwest, Scottish Book Trust, Workers' Educational Association, and other partners to raise awareness of Everyday Skills and suitable means of support.

Scottish Union Learning defines Everyday Skills as the language, literacy, numeracy, basic IT, digital and cyber 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 abilities.

Everyday Skills Group

Through the Scottish Union Learning Everyday Skills Group, unions are encouraged to engage with Scottish Government strategies, including those for Adult Literacies, Cyber Resilience, Science Technology Engineering and Maths (STEM) Education and Training, and Mental Health. Unions are also supported in participating in national initiatives such as Book Week Scotland, Dyslexia Awareness Week and Maths Week Scotland.

The Group is comprised of members from affiliated unions, Scottish Union Learning, Dyslexia Scotland, and Workers' Educational Association. The Group meets quarterly to discuss all aspects relating to workplace literacies, digital participation, cyber security, dyslexia, and additional learning support needs; it is also responsible for contributing to the planning of the annual Everyday Skills Event.



Digital Unions: Cyber Resilience

This project secured further funding from Scottish Government's Cyber Resilience Unit and continued to build the cyber capacity of organisations, unions, reps, and workers. This was achieved by embedding virtual cyber resilience training into their learning offer on virtual platforms. In partnership with Digital Skills Education Limited, the project provided reps and workers with the opportunity to continue to improve their cyber security and cyber resilience skills.

Throughout the year, over 650 learners participated in cyber security workshops, with 300 registering to attend four-hour double training sessions. Over 70 percent of the learners were from the Public Sector and over 20 percent had protected characteristics or were from underrepresented groups. In addition to delivering workshops, a new cyber resilience online workers' toolkit was developed at the end 2021 resulting in over 100 downloads and over 70 demonstration sessions with reps and workers.

Case Study: Practical Cyber Resilience Course

With funding from the Scottish Government's Cyber Resilience Unit, Scottish Union Learning offered a new Practical Cyber Resilience Course to all workers. The online course, delivered by Digital Skills Education Ltd., consisted of four one-hour sessions covering key cyber resilience topics. The course was designed to give workers the knowledge and confidence needed to make improvements to their cyber security habits at home, and at work. Content was informed by the National Cyber Security Centre's guidance.

The four sessions covered: Social Engineering and Phishing, Protecting Online Accounts, Protecting from Viruses and Malware, and Recovering from A Cyber Attack. A follow-up survey found that 94% of attendees made changes to their security habits after participating. Sessions were open to all workers, on a cross-union basis. The full course was run five times between September 2021 and February 2022. Specific evening sessions were arranged in partnership with EIS. Over 600 learners were reached. Workers could attend the sessions in any order, 85% of those who participated completed the full four hours of learning. The high uptake demonstrates an appetite for more in-depth courses on cyber resilience topics within the workforce.

Attendees said that the course is:

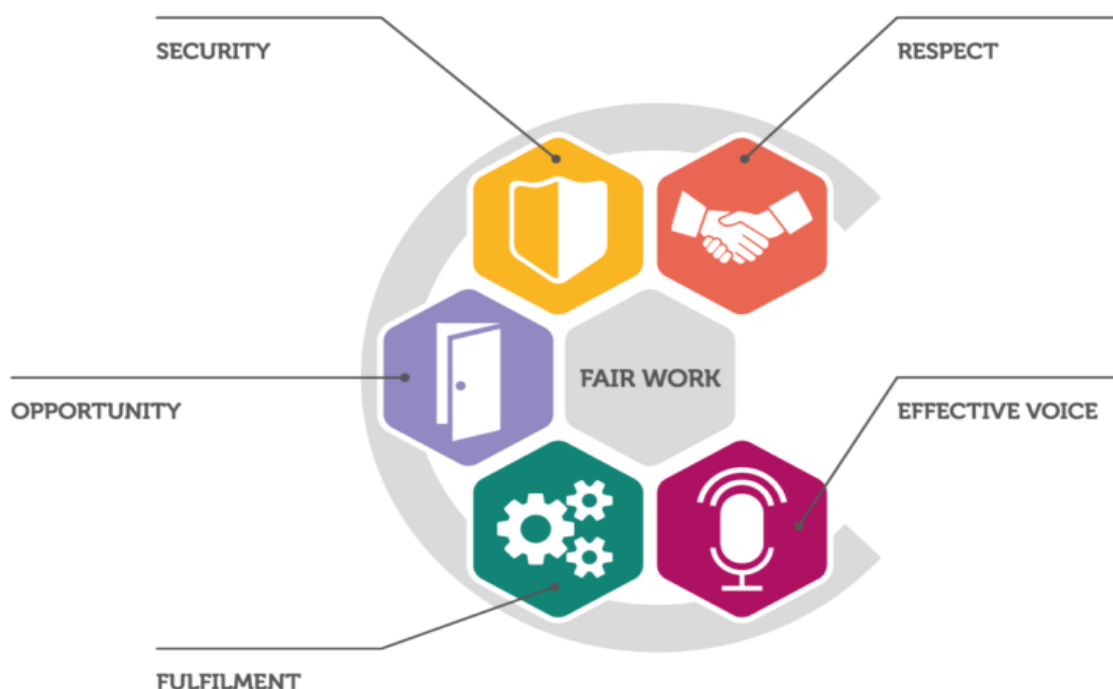
- *"friendly and non-patronising"*
- *"entertaining and informative" "first class"*
- *"very clear and not full of tech language"*
- *"thoroughly enjoyable"*
- *"clear and non-judgmental"*
- *"just what I needed but was too afraid to ask".*

A refreshed version of the Practical Cyber Resilience Course is being offered in the 2022-2023 year with further funding from the Cyber Resilience Unit.

Fair Work: Leadership and Equality Programme

The STUC obtained funding from the Scottish Government's Fair Work Directorate to help develop leadership capacity within the trade union movement in Scotland. This programme is managed by Scottish Union Learning. This programme is aimed at developing leadership capacity at all levels within the trade union movement in Scotland, with a focus on under-represented groups.

The following participated during 2021-22: BFAWU, EIS, FDA, NUJ, PCS, PFAS, SAU, UNISON, Unite, Usdaw, STUC Young Workers' Project, STUC Cross-union Health & Safety Reps, Joint STUC Black Workers' and Disabled Workers' Committees, and a Highlands and Islands Cross-union project. A total of 470 people took part, and on completion of the leadership activities, a dissemination event took place online, allowing participating unions to share good practice in relation to the development and delivery of leadership and equality training.



SUL continued to develop the National Equality Rep Network and hosted quarterly Equality Rep Networking sessions. The sessions were designed to give reps an opportunity to discuss the challenges of their role, share good practice, and discuss any learning needs. Presentations were delivered by The Open University in Scotland, Visibility Scotland, Digital Skills Education, Scottish Women's Autism Network and Age Scotland. These sessions led to several pieces of learning being organised, including Homeworking using Zoom, Employment Law and Equalities Legislation, Show Racism the Red Card, Fair Work, Mental Health, Neurodiversity and Hidden Disabilities, Human Rights, Digital skills, Deaf awareness, and preparing for retirement. Further funding has now been secured to allow work to continue through the Fair Work: Leadership and Equality Programme during 2022-2023.

SUL COVID-19 Recovery Fund



Scottish Union Learning worked with Unite the Union to obtain funding from the National Training Transition Fund (NTTF) to provide specific support for the Aviation sector following the impact of the COVID-19 pandemic. The funding, managed by SUL, is part of the SUL COVID-19 Recovery Fund. Below are three case studies highlighting the importance of supporting workers in this sector.

Employers: Dalcross Handling Ltd, Highlands & Islands Airports Ltd, AGS Airports
Locations: Aberdeen Airport & Inverness Airport

Unite the Union signed a Recognition Agreement with Dalcross Handling Ltd at Aberdeen Airport and Inverness Airport in January 2022. During the period of negotiation, the employer and union were able to work together to address skills needs amongst the workforce through the NTTF (SUL COVID-19 Recovery Fund).

The extension of the NTTF from April to August was helpful due to the ongoing impact of COVID-19 on staff availability. During this phase, Dalcross Handling Ltd and Unite signed a Learning Agreement to demonstrate an ongoing commitment to workforce development. Through developing a learning and skills partnership with the employer, Unite is increasingly recognised by the workforce and the employer as the effective voice within the workplace. Unite's membership at these workplaces increased by 15% over the period. John McCallum, CEO, Dalcross Handling (Inverness) said, *"The fund is a fantastic asset and has really focused minds on personal development. However, the business sector has/is suffering unprecedented and well documented problems; therefore, we've been unable to utilise the fund to its fullest."*

The Conflict Resolution course ran both online and face-to-face, bringing together employees from different aviation workplaces. One employee and Unite member said, *"I enjoyed the training and found the techniques to handling difficult people and situations helpful. I also think it was beneficial to bring colleagues together from different departments and locations to give us a better understanding of where we all fit in."*

Employer: Menzies Aviation
Locations: Glasgow Airport

Unite negotiated a halt to compulsory redundancies at Menzies Aviation in January 2021. Unite found that the employer was keen to work with Unite to organise workforce development programmes; this activity was supported through funding from Scottish Union Learning.

The utilisation of the NTTF (SUL COVID-19 Recovery Fund) supported further negotiations between Unite and Menzies. These negotiations impacted on up to 200 workers, including dispatchers, allocators, airside agents and controllers at Menzies Aviation. Unite worked with the employer to address recruitment and retention problems within the workplace through agreeing:

- a 9.1 % pay raise for up to 200 workers backdated to January 2022
- a resolution to a long-standing pay disparity between ground services crew employed by Menzies Aviation based at Glasgow Airport and Edinburgh Airport
- a lower threshold to access premium overtime rates
- an increase to holiday entitlement, based on service
- a reinstatement of up to five days of additional holidays for those with twenty-five years' service
- to work with Unite Learning Organisers and Unite Industrial Officers on workforce development through the NTTF (Covid Recovery Fund)

Pat McIlvogue, Regional Industrial Officer, Unite the Union said, *"Hailed as the best in the sector, this deal is a fantastic result which ensures members' pay keeps pace with living costs and removes a historical pay disparity between workers at Glasgow and Edinburgh airports. The pay award sets a benchmark for Menzies Aviation across the UK."*

Employer: AGS, Airfield Operations
Highland & Islands Airports Limited, Airfield Operations
Locations: Aberdeen and Inverness Airports
(Learners from Edinburgh, Dundee, Kirkwall, Sumburgh, Tiree, Islay, Wick, Benbecula, and Stornoway Airports)

Across the aviation sector, there have been significant problems with recruitment and retention of staff. Unite has negotiated with employers to make the sector more attractive to current and potential employees. At AGS Airports (Aberdeen), Unite negotiated a 5% pay increase. The NTTF (COVID-19 Recovery Fund) supported these negotiations through creating a common ground to negotiate on workforce development, which subsequently supported the broader negotiations.

At AGS Airports (Aberdeen), Unite's Union Learning Rep worked with the employer and the union's Learning Organiser to identify a need for a Grass Habitat Management skills programme. This programme was viewed as an essential and progressive learning opportunity for the efficiency of airfield operations, and a major catalyst in their aim to comply with environmental policy in becoming carbon neutral. Such was the popularity of this course, Airfield Operators and Airfield Managers from Dundee, Edinburgh, Sumburgh (Shetland) and Kirkwall Airports travelled to join the course. Subsequently, a second iteration was organised to run in Inverness with learners coming from Inverness, Islay, Tiree, Wick, Benecula (Uist) and Stornoway (Lewis) Airports.

Learners had advised that since the break-up and sale of Glasgow, Aberdeen, and Edinburgh Airports in 2012 and 2014 by Heathrow Airport Holdings (formerly BAA), that cross-airport sharing of expertise has been limited. An important outcome from the course was that the learners were as much appreciative about the opportunity to network with other Airfield Operators from other airport, as they were of the opportunity to undertake this training. GIP (Edinburgh Airport) is currently engaging with Aerodrome Habitat Engineering Ltd (the learning provider) with a request to deliver further courses to airfield workers at Edinburgh Airport.

John Donald, Union Learning Rep at AGS Aberdeen Airport, Unite the Union said, *“For someone like Brian Robinson from Aerodrome Habitat Engineering Ltd, with his vast knowledge and experience, to be able to pass a small part of that on to airfield operations staff is invaluable. The topic is such a vital component to get right and, if things can be identified at an early stage, can have massive benefits to the airport workers and the airport itself, not only financially but environmentally too.”*

Robert Paterson, Airport Operations Manager, Aberdeen Airport added, *“Poor habitat management can cause damage to aircraft through bird strikes and further unnecessary delays for passengers waiting for aircraft to be assessed or maintained. This is an essential part of aerodrome management and risk reduction. Furthermore, Brian’s course included the crucial topic of carbon sequestration as a result of the use of specific grass types and their maintenance, and the positive impact this could have in the long-run in enabling the airport to adhere to environmental policies in their aim to become carbon neutral.”*

“The opportunity to present a seminar was appreciated as it helps change people’s conception that it is ‘only grass’. Without maintenance bird activity will increase, carbon sequestration will reduce, and habitats will become an unsafe area. Environmental issues such as carbon sequestration (not commonly known) created from the habitat grasses can help the airports in their aim to become carbon neutral.”, said Brian Robinson, Aerodrome Habitat Engineering Ltd.

STUC Learning - Crowdcaster

https://www.crowdcaster.io/stuclearning

STUC Learning @stuclearning

STUC represents trade unionists across Scotland, the members of 39 affiliated trade unions and 20 Trades Union Councils. We work across all occupational sectors throughout Scotland. Scottish Union Learning supports trade unions in accessing skills and lifelong learning opportunities.

Scotland

Followers: 163

Upcoming events

STUC Learning has no upcoming events scheduled

Apprenticeships

Scottish Union Learning has continued its work with Skills Development Scotland (SDS) on the growing 'Apprenticeship Family' programme through representation on the Apprenticeship Approvals Group and Scottish Apprenticeship Advisory Board. SUL has worked with affiliates to ensure appropriate trade union representation in the now established Technical Expert Groups.

Throughout the COVID-19 pandemic, SUL has participated in consultations and proposals to address the impact on Apprentices and Apprenticeship opportunities.

Apprenticeship Case Study



Union: UNISON

Employer: South Lanarkshire Council

UNISON works nationally and locally through its branches, engaging with and negotiating organisational procedures, providing learning opportunities and encouraging positive behaviours that embed respect and the other Fair Work dimensions in the workplace for apprentices and all staff.

In South Lanarkshire Council, the local UNISON Branch worked with the UNISON Regional Learning and Development Organiser to engage with the employer positively around the rights and fair treatment of apprentices and to encourage learning which goes beyond the Apprentice Frameworks. Apprentices in South Lanarkshire have the same policies and procedures applied to them as permanent staff and through negotiation, it was agreed they would be paid the Living Wage as a minimum wage, which is significantly greater than the National Minimum Wage rate.

It was also understood that as, predominantly younger people coming into a workplace for the first time and meeting people from a variety of backgrounds, a range of life-skills would benefit many of them on their journey, enhancing and reinforcing the need to be treated and treat others with dignity and respect. South Lanarkshire Council recognised the value in investing in the extra learning and development time and worked in partnership with UNISON to deliver courses on Dealing with Conflict, Social Media and Equality and Diversity, which all served to instil positive behaviours around interaction with others, and helped develop a culture of respect.

The apprentices were also afforded the same vocational learning opportunities that their permanent colleagues had to update their skills and practice, ensuring they felt a valued part of the workforce.

Conferences and Events

Scottish Union Learning organises conferences, webinars, and development events throughout the year to support trade unions and Union Learning Reps in promoting and accessing learning opportunities.

SUL Highlands and Islands Learning Conference

The Scottish Union Learning Highlands and Islands Learning Conference took place in September 2021. The conference brought ULRs, SUL-funded Project Workers, and partner organisations together in a secure, virtual space to find out about new developments in workplace learning focused on supporting workers, workplaces and communities as the Highlands and Islands recovers from the challenges posed by COVID-19.

The Conference was addressed by Roz Foyer, STUC General Secretary and Richard Lochhead MSP, Minister for Just Transition, Employment and Fair Work. The event also included a programme of workshops delivered by partner organisations and key stakeholders:

- Age Inclusive Workplaces – Age Scotland
- Staying Safe Online – Digital Skills Education
- Panel Discussion: Reskilling and Upskilling in Highlands and Islands.

Over 50 delegates took part, and themes of upskilling and reskilling for workers ran throughout all of the day's activities, enabling effective discussion, reflection and planning for collective working in the months to follow.

Annual SUL Learning Conference

The annual SUL Conference took place online in November 2021, with over 100 delegates in attendance. The theme of the Conference was 'Skills for economic recovery: the role of union learning'. The Conference was chaired by Susan Quinn, Vice-chair, Scottish Union Learning Board. Speakers included Roz Foyer, STUC General Secretary; Richard Lochhead MSP, Minister for Just Transition, Employment and Fair Work; Marie Hendry, Depute Director, The Open University in Scotland; Julie Cavanagh, Head of Partnerships & Communications, SCQF; David Coyne, Senior Policy Adviser - Labour Market, Fair Work and Employability, Skills Development Scotland; and Daniel Gray, Writer and Broadcaster.

Workshops were held on 'Cyber Resilience: Tools for resilience and recovery' and 'Organising through learning'. The Conference culminated with a Panel Session on 'Upskilling and Reskilling – supporting workforce development'.

Everyday Skills Event

The Everyday Skills Event was held virtually in February 2022. The theme of the Event was creative learning opportunities which support learners with autism, dyslexia, and dementia, and also to launch the new Cyber Security e-learning Toolkit. The event was addressed by Lyndsay Macadam, Scottish Women's Autism Network (SWAN); and Catherine Garvie, Senior Development Officer, Scottish Union Learning, who provided a summary of the sessions and closing remarks. Interactive sessions included:

- Digital Skills Education Ltd - E-Learning for Cyber Security toolkit demonstration
- Dekko Comics – a comic-book company that provides simple, easy to follow steps for learning, which can be shared with learners
- Playlist for Life – a dementia-friendly organisation, which aims to improve the symptoms of the condition, and hopefully reduce the need for medication. The charity has had success with Health and Social Care workers



Fair Work Leadership and Equality Dissemination Event

The Leadership Dissemination Event took place virtually in March 2022. Unions and STUC Equalities Committees that received funding through the Leadership Development Programme delivered presentations on the activities they had undertaken, sharing experience and good practice.

STUC Congress 2021

Due to the ongoing COVID-19 pandemic, the STUC Annual Congress was again held online, from 19th – 21st April 2021. SUL held several online fringe meetings as part of STUC Congress. The first of these took place on Monday 19th April, and was held in the format of a fringe meeting, to discuss potential joint work between the STUC and The Open University in Scotland. There were two additional fringe events held by Scottish Union Learning, which both took the form of webinars: the first was on Learning and Mental Health, the second on Social Media and Trolling.

SUL Webinar Programme 2021 – 2022

Since the pandemic, Scottish Union Learning has continued to deliver a series of webinars on a range of topics throughout the year. Between April and September 2021, 16 webinars were organised by SUL and STUC in partnership with external organisations, including The Open University in Scotland, Skills Development Scotland, Thompsons Solicitors, and Show Racism the Red Card.

Date	Webinar
9 th April 2021	STUC & The Open University in Scotland: Organising learning for a fairer future (OU, STUC)
20 th April 2021	What next for learning and mental health?
20 th April 2021	Redundancy: The National Transition Training Fund and how unions can work with PACE (SDS)
22 nd April 2021	Social Media and Trolling Awareness (NUJ)
9 th June 2021	Planning for Retirement (Affinity Connect)
28 th July 2021	Presenting Yourself Online with LinkedIn (Digital Skills Education Ltd)
4 th August 2021	Deaf Awareness Session (Lesley Kerr)
12 th August 2021	Employment Law: An Introduction (Thompsons Solicitors)
19 th August 2021	Equalities Legislation: An Introduction (Thompsons Solicitors)
25 th August 2021	Women & Autism in the Workplace (Scottish Women's Autism Network)
26 th August 2021	Show Racism the Red Card in the workplace: Islamophobia (Show Racism the Red Card)
31 st August 2021	Human Rights Legislation: An Overview (Thompsons Solicitors)
1 st September 2021	Fair Work in practice (SUL, Fair Work Convention)
8 th September 2021	The Relaxation of COVID19 Protections: The impact for workers and unions (Scottish Hazards, STUC, SUL, TUC)
27 th September 2021	Health & Safety: Regulation, Enforcement, Unions and Fair Work (STUC and Scottish Hazards)
28 th September 2021	Climate Crisis: The need for re-skilling and up-skilling (OU, STUC and SUL)

TUC Education Scotland

TUC Education in Scotland works in partnership with Scottish Union Learning to develop and deliver training opportunities for Reps across the country. From April 2021 to March 2022, 91 TUC Education courses were delivered to over 880 learners in Scotland – across a wide variety of topics including employment law, health and safety, union learning, organising and mental health.

TUC Education trains union reps to work with union members and officers to make a difference in their workplace. Training is run in partnership with further education colleges and online across the UK. Union reps attend from a wide range of industries and unions. There are two trade union education centres across Scotland, based within City of Glasgow College and Fife College. Reps in Scotland can choose from self-study online training, supported tutor-led delivery of learning, a webinar or an interactive guide. From the start of the new academic year, TUC Education will see a move back to the classroom for some course delivery, with some delivery remaining fully online. TUC Education is keen to make delivery as flexible and responsive to the needs of reps in Scotland.

In addition to tutor-led and self-study rep courses, TUC Education delivers interactive guides and webinars. Interactive guides are short, bite-sized chunks of online learning that contain a mix of text, video, and quizzes, and there are over 30 to choose from. Webinars have been very popular during the pandemic, with over 1000 reps attending. TUC Education in Scotland works to ensure materials and learning in Scotland are relevant and accessible for Scottish reps. Work is ongoing to refresh and update core training to better reflect Scottish-specific policy and sector organisations. This will see the launch of a new stand-alone self-study module for Scottish ULRs this year, as well as working with colleagues within the STUC and Scottish Union Learning to continue work on the shared development of a Fair Work resource and course materials.

TUC Education in Scotland is also working on the SUL Fair Work and Equality Programme, developing a survey for Equality Reps asking them to reflect on their learning and training needs. The next step in development of this work strand is bespoke Equality and Fair Work sessions. These findings will inform a new work strand on updating and enhancing Equality Reps' training pathway. Both partner colleges also continue to work with many different affiliates in Scotland, developing and delivering bespoke training materials and courses. We are keen to broaden this work and share resources and experiences across the movement in Scotland.

For more information on the work of TUC Education in Scotland please contact Jill Little Woodhouse, Education Officer on or to look for TUC courses, training, events, webinars and eNotes visit our training page at: www.tuc.org.uk/training



Resources and Communications

Scottish Union Learning has continued to raise its profile throughout the year, through social media, online events and the SUL website, as well as through trade union and partner websites.

Scottish Union Learning Website

The Scottish Union Learning website provides access to resources, publications, events and information and is a valuable resource for unions, ULRs, learners and partner organisations.

Website: www.scottishunionlearning.com

Social Media

Scottish Union Learning can be found on Facebook and Twitter. Facebook: @scottishunionlearning Twitter: @unionlearning

There is also a Facebook Group for ULRs in the Highlands and Islands, accessible via the main Scottish Union Learning Facebook page.

You can watch recorded webinars at www.crowdcast.io/stuclearning

Contact Us:

Email: learning@stuc.org.uk

Glasgow Office

Scottish Union Learning
STUC
Margaret Irwin Centre
8 Landressy Street
Bridgeton
GLASGOW
G40 1BP
T: 0141 337 8111

Highlands and Islands Office

Scottish Union Learning
UNISON Building
53 Shore Street
INVERNESS
IV1 1NF
T: 01463 248905

Learner Quotes

"It was helpful and informative, I now understand the role of the ULR more clearly."

"It's great to have these live additions to the videos - thanks"

"I felt more part of the union during the pandemic with all the online offerings. Please keep things accessible and thank you for your hard work."

"The sessions gave an opportunity to meet others from across the service, discuss aspects of our work/life that all impact on our mental health. It allowed a space away from work that helped us to focus on how to support not only our colleagues, family, but just as important ourselves."

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