



Scottish Union Learning

Annual Report

2022 – 2023

Learner Quotes

"All the training offered was interesting, thank you very much for organising it."

"The course provided a fascinating insight into remote reporting and was taught at an accessible level, while also challenging me to develop skills in new areas."

"Thank you so much for the course. It exceeded my expectations. Tutor was excellent."

"The course was very informative! Learned a lot from the two days. So much so looking into more courses as a result."

"Good introduction to the subject. Provided with links to look more in-depth at the subject. Liked the interactive method used."

"The tutor was excellent. Good to hear other people's experiences, very informative. Would recommend the course to others."

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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



This has been another successful, although challenging, year for union learning. We have faced so many issues in recent years, including the nature of annual funding, precarious employment, automation, Brexit, COVID-19, climate change, and the cost-of-living crisis. However, we are still here, and Scottish Union Learning, working with unions and partner organisations, has delivered a learning and skills programme aimed at meeting the needs of workers across Scotland. This programme is closely aligned with Scottish Government priorities, particularly the National Strategy for Economic Transformation. It also supports learners in overcoming the barriers that otherwise prevent access to learning.

The work undertaken through union learning supports skills development in a range of industries, and enables workers to undertake courses that improve their everyday skills, employability and vocational skills. It also provides pathways to qualifications and accreditation. It supports unions in influencing employer behaviour in relation to skills, training, and development. Union learning also promotes Fair Work and equality by giving workers an effective voice and creating opportunities, which lead to fulfilment, security, and respect.

Union learning has proven to be very agile in meeting the many challenges it continues to face, including the radical changes demanded by COVID-19 in the delivery of the SUL programme. Those changes are now embedded in our work for the long-term benefit of learners, unions, and the wider economy. We offer more focused technical learning and skills options that support the greening of current jobs and pathways for workers to transition from areas that are under threat. It must always be remembered that SUL offers access to learning that would otherwise not be achieved, and it is crucial to the union movement that we continue to recognise, value, and support all of this work.

We are grateful for the opportunity to continue our work, and to be able to expand the delivery of union learning and skills opportunities to workers across Scotland over the next year. As Chair of the SUL Board, I would like to take this opportunity to thank our funders, Scottish Government, and all of our partners and learning providers, for their continued support. I would also like to express my sincere thanks and congratulations to all the members of the union learning community. We look forward to working together to deliver our next learning and skills programme, and to continue in our aim to provide access to high-quality learning opportunities for all workers across Scotland.

SUL Structure

The Scottish Union Learning Board

The STUC General Council and Scottish Government established Scottish Union Learning to deliver, in partnership with unions, workplace learning opportunities in 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 2022-23

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); and Esther O'Hara (Unite the Union).

Rozanne Foyer, STUC General Secretary, is an ex-officio member of the Board.
Carl Roper, TUC National Education and Organising Manager, is 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.

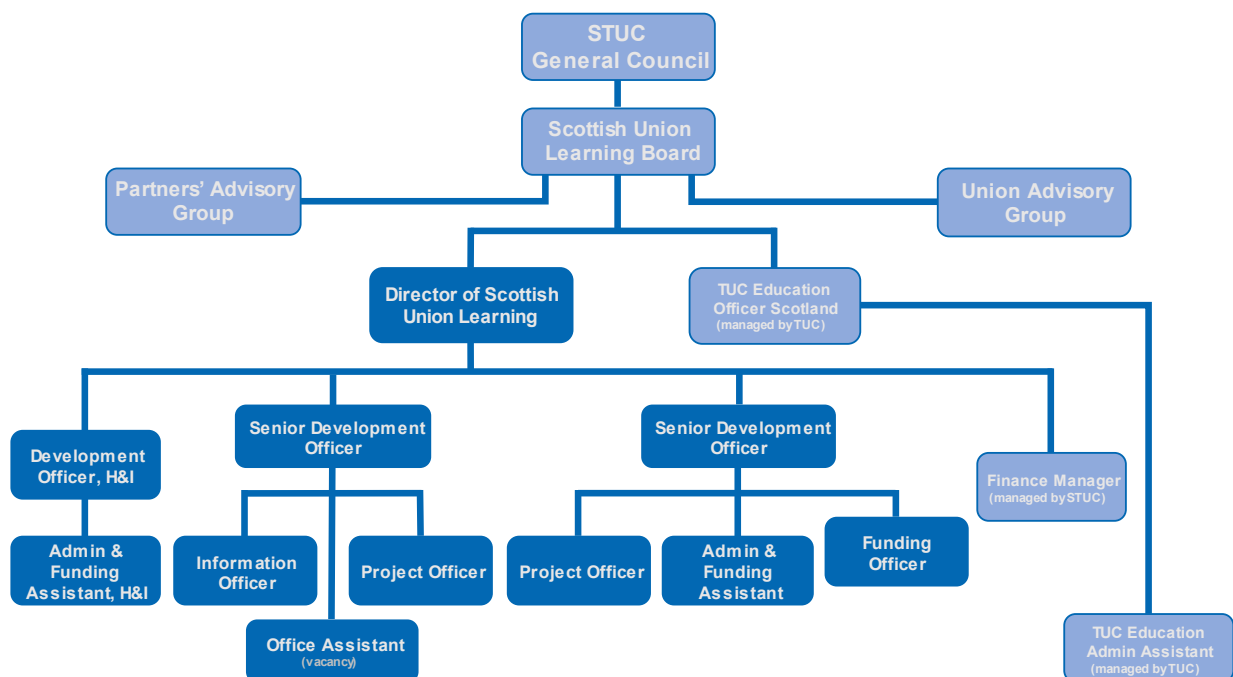
The Union Advisory Group supports the Board by:

- 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 in the UNISON office in 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 strategic discussions and promoting 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, and Zero Waste Scotland.

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

Skills Development Scotland (SDS)

SUL works with SDS across the Partnership Action for Continuing Employment (PACE), the Careers Service and Scottish Apprenticeships. The work undertaken in these areas ensure that unions can effectively engage across the three areas to the benefit of union members across Scotland.

The Open University in Scotland (OUiS)

SUL works closely with OUiS to develop strategic interventions to ensure union members are able to access effective learning opportunities and to develop broader skills to engage with online learning through additional routes. OUiS participated in SUL webinars, conferences and events over the year and have supported union members in applying for funded microcredentials.

Scottish Book Trust

SUL continues 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 continues to work with Digital Skills Education Ltd to provide reps and workers with the opportunity to improve their cyber security, data protection, and cyber 'Train the Trainer' skills.

ENABLE Works

SUL continues to work with ENABLE Works which is part of ENABLE Scotland. ENABLE Works champions the rights of disabled people to gain sustainable work and supports employers to realise the benefits of an inclusive workplace. ENABLE works delivered diversity and inclusion workshops for ULRs at the Everyday Skills Event in February 2023.

Money Advice Scotland (MAS)

SUL continues to work with MAS which is Scotland's money charity. The organisation helps people in debt, supports money advisers, influences policy, and provides financial wellbeing training sessions. MAS delivered financial wellbeing workshops for ULRs at the Everyday Skills Event in February 2023.

Playlists for Life

As well as supporting people affected by dementia across Scotland, Playlists for Life offer training and learning opportunities around digital and interpersonal skills for workers in relevant roles and sectors. Playlists for Life take part regularly in SUL events and will contribute to our Everyday Skills meetings going forward.

Highlands and Islands Climate Hub

The Hub currently works with SUL to support workers across Highlands and Islands in developing their knowledge and understanding of climate change within the context of their work, community and family lives. SUL supports the Hub's activity across the region which focuses on action around climate change

SCQF Partnership

SUL has a Partnership Agreement with the Scottish Credit and Qualifications Framework (SCQF) Partnership, and works with unions to promote the benefits of recognising learning and of having learning programmes credit rated, in addition to how this can be utilised to support wider workforce development priorities. SCQF Partnership has contributed to SUL Conference and events throughout the year.



SCQF at the 2023 Everyday Skills Event. Image courtesy of Martin Shields.

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 2022-23 to support and increase workplace learning opportunities. This funding helped unions to develop capacity through building networks of Union Learning Reps (ULRs), to create and develop strong working relationships with new and existing employers, and to 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 Artists 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 Artists Union (SAU): *AltWORK*
- UNISON: Member Learning in H&I
- Unite the Union: Learn with Unite

Development Fund Case Study

Union: Unite the Union (Lowlands and Uplands)



Net Zero Ambitions

The Learn with Unite project has been organising upskilling opportunities for electricians to drive, deliver, and influence change in relation to the climate emergency and wider Government net zero ambitions. During the recent redundancy situation at Cummins Diesel Recon in Cumbernauld, the Unite project supported mechanics whose work experience focused on traditional large-scale diesel engines to upskill and undertake accredited IMI (Institute for the Motoring Industry) learning in Electric and Hybrid Vehicle System Repair.

Funding provided by Scottish Union Learning has enabled Unite to organise accredited learning provision in Electric Vehicle Charging Equipment Installation courses to over 150 electricians since 2020. This has been through two iterations: the City and Guilds accredited face-to-face college course, or the online remote NICEIC (National Inspection Council for Electrical Installation Contracting) course. Feedback from members undertaking this learning has been wholly positive and there are now Unite the Union members working within these job roles, directly helping to improve the infrastructure across the UK to enable greater usage of electric vehicles and reduce carbon footprint.

Feedback from learners who have completed the Electric Vehicle Charging courses includes:

“Good course, great content, lecturers very professional, knowledgeable and approachable.”

“Great course; the added information about earthing and the practical elements around EV inspection and testing very worthwhile.”

“Covers extra things relevant to industry.”

As demand for this course outstrips supply of funding (with a long waiting list), Unite has been successful in obtaining funding through the Energy Skills Partnership’s allocation of the National Transition Training Fund. This is for two City and Guilds Electric Vehicle Charging courses and nine spaces on an upcoming Global Wind Organisation Basic Technician Training course. Unite, through engaging with members working in oil and gas who want to transition into wind energy, has received a great appetite from members for this type of training.

Ultimately, Unite wants to be a leader in these growing sectors, and by expanding the learning offer and providing meaningful and relevant pathways to transition (in most cases, already with high level skill sets and transferable skills), it is hoped this can support a Just Transition and influence meaningful change in relation to the climate emergency. This has also proved to be a good recruitment, retention, and organising tool for Unite the Union.

Development Fund Case Study

Union: **BECTU Vision**



Developing a Talent Pathway for Script Supervisors in Scotland

Script Supervisors are an essential part of any film crew. They are most commonly found beside the Director with a stopwatch, keeping track of the duration of scenes, notating the coverage of each camera set up and being the Editor's eyes on set. The increase in productions in Scotland has highlighted a shortage of Script Supervisors and the lack of a pathway for new talent to develop the skills required to do the role. Opportunities for training are limited as the department usually consists of one person, with no assistant or trainee roles available to nurture new talent.

Following consultation with Script Supervisors based in Scotland, BECTU Vision created a six-month traineeship for two trainees, Cat Napier and Tayler Norris. Both trainees had a small amount of industry experience which through consultation had been identified as important, as the role involves being in the centre of a filming crew and liaising closely with directors and cast. Therefore, an existing understanding of crew structure and on-set etiquette would allow the trainees to focus more on learning about the role.

"I have a degree in film and television production and worked as a Production Runner for three years. I began training as a Script Supervisor in 2016 but had to stop due to disability. During my time away from the industry I did several other jobs that did not bring me the enjoyment film making does. I knew I wanted to continue my training as a Script Supervisor and when I heard about the traineeship, I decided to go for it."

Cat Napier, BECTU Vision Script Supervisor Trainee.

"I had not long completed my film degree at Napier University, and soon after I got the opportunity for a few weeks training with a Script Supervisor, Dolina MacFarlane, on a production called Crime. I knew it was what I wanted to do and had for a while, so after this I went down south to National Film and Television School (NFTS) and completed their Script Supervision course. Upon completing this, I came back to Scotland and I knew that home was where I wanted to start on my career as a Script Supervisor."

Tayler Norris, BECTU Vision Script Supervisor Trainee.

The traineeships began with placements at Scotland's continuing drama, River City, which saw the trainees get to work with experienced Script Supervisors. This was an ideal initial placement as it allowed the trainees time to learn about the role with established cast, crew and directors, as well as utilise training spaces that were used regularly such as the interior sets and the back lot. Having the postproduction happen on site also allowed the trainees to learn about the impact of their role, how their work impacts upon other departments, and see footage they had worked on being edited.

The trainees then went onto shadow on a variety of productions varying in size including Anansi Boys, Molly & Mack, Borderland, Outlander, Six Four, and The Scotts.

By spending time on several productions, the trainees were able to see how different Script Supervisors worked, how directors and cast interact with the role, and different ways to write up notes and liaise with post productions.



“I learned the basics of the job – timings, note taking, wrap reports. But I also learned the finer points to the job, how to edit the shots in my head whilst we shoot so I know what needed to be re-shot and what can be used, how to speak to the Director and Actors and when to bring up issues. How to communicate with other departments and how the role fits in with the entire crew.” Cat Napier, BECTU Vision Script Supervisor Trainee

“In my role, I assisted the script supervisor with paperwork, learned from working alongside them and then also had days stepping up into the hot seat. Because you don’t have the full responsibility of the role as trainee – it allows time for you to really practice the fundamentals of the role like the paperwork including continuity notes, tramlines and progress reports. I would then fill in as time went on as the Script Supervisor which gives you great practice and helps your confidence.” Tayler Norris, BECTU Vision Script Supervisor Trainee.

Alongside the placements the trainees attended training courses. Their traineeships began with a four-day National Film and Television School – Scotland, Introduction to Script Supervising with an experienced Script Supervisor. Throughout the traineeships, as they gained more experience, both trainees were given the opportunity to work as the sole Script Supervisor for 2nd unit filming and also on days when the Script Supervisor was unavailable, which gave them great experience.

Since completing the traineeships, both trainees have gone on to work on productions as Script Supervisors. Both have also been offered individual blocks on River City, where they spent their first placements.

Union: RMT (Lowlands and Uplands)

Progressing learners from Mind the Gap to Chartered Institute of Rail Operators

In utilising the Learning Fund to organise the first Mind the Gap course in 2017, RMT initiated a learning journey for rail workers to develop skills to study an accredited programme of learning in partnership with Network Rail, Scotrail, Caledonian Sleeper, Avanti West Coast and LNER. On successful completion of this course, which was delivered by Glasgow Caledonian University (GCU), learners were able to progress on to the Chartered Institute of Rail Operators (CIRO) accredited programmes. To lower barriers to participation, RMT negotiated an agreement with the employer to contribute towards the cost of the course.

Supported by RMT, Alan Crawford, a Rail Planner with Network Rail, embarked on his learning journey through undertaking the first iteration of Mind the Gap and on successful completion of the first Certificate of Higher Education in Railway Operations Management was given a promoted post at Network Rail. Alan was keen to continue to develop his skills through studying a Certificate of Higher Education in Railway Operations Management, which he is now close to completing.



Alan said, "The RMT gave me the opportunity and confidence to study the Mind the Gap course, I was keen to develop skills to go on to study the industry-recognised Chartered Institute of Rail Operators courses. With the backing of RMT and Network Rail, I have now completed the Certificate of Higher Education in Railway Operations Management. I am currently studying a Diploma of Higher Education in Railway Operations Management, which is challenging but I am progressing well. I am keen to continue this learning journey and further enhance my career prospects through studying the BSc in Railway Operations Management. Studying at Glasgow Caledonian University has had a positive impact on both my career and my personal life."

Dennis Fallen (RMT Learning Co-ordinator) added, "Through the Development Fund, RMT has been able to develop an essential programme of skills development in partnership with Network Rail, Scotrail, Caledonian Sleeper, Avanti West Coast, LNER, GCU, the CIRO and RMT members to ensure workers have access to personal development to gain accredited industry recognised qualifications. This work ensures Rail employers develop and retain their highly skilled workforce and workers can progress within their chosen fields.

The continuity RMT has been able to develop across rail employers has had a positive impact on both the employers and the workforce. The work which RMT started in 2017 is ongoing, with courses taking up to 18 months to complete, and the commitment from the union, employers and learners is commendable. Since 2017, RMT has worked with rail employers to support 36 workers on Mind the Gap courses with 13 moving through to study the CIRO programmes.”

RMT continues to develop skills planning and pathway strategies across rail employers to the benefit of Scotland's rail workforces.



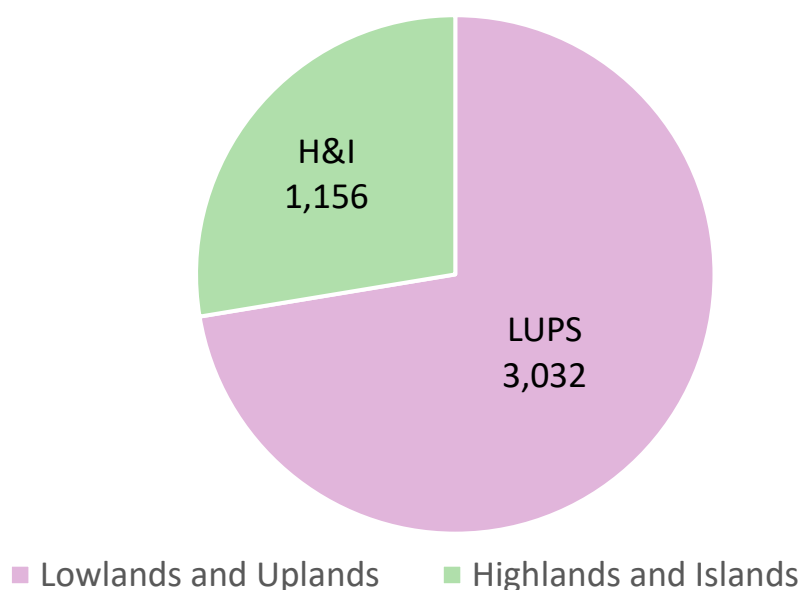
Meeting with Scotrail on young apprentices and CIRO joined with a representative from Scottish Rail Holding

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.

The beginning of the COVID-19 pandemic saw the move to online delivery of learning. This 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. The Learning Fund supported courses delivered through 19 Development Fund projects and eight Learning Fund Only projects during 2022-23, with over 4,000 learning outcomes achieved. The type of learning facilitated has reflected the range of learner, workplace, and industry needs and includes Everyday Skills, Financial Wellbeing, IT and Cyber Resilience skills, vocational and trade skills, and social and health care skills. The improved skills, knowledge, and qualifications gained by learners increases their confidence and helps them to move into higher level roles. In addition, workers at risk of redundancy have been able to retain employment with their existing employer or to seek alternative employment, through re-skilling, up-skilling and undertaking a range of employability skills.

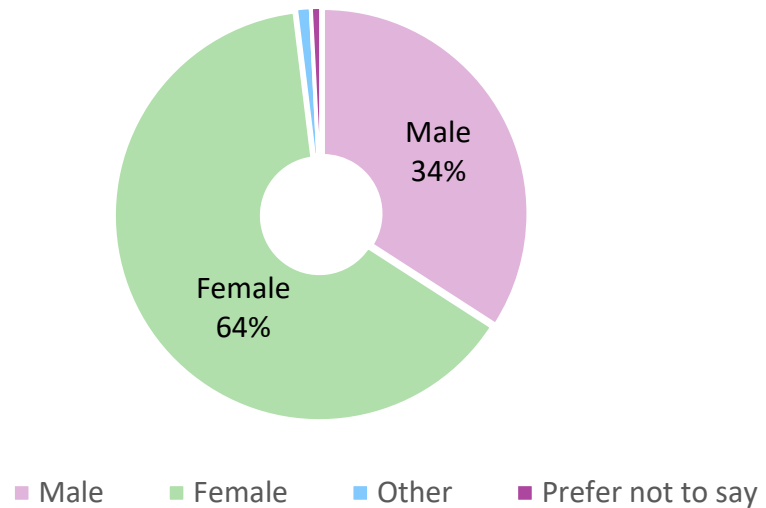
The Learning Fund: number of learners 2022 – 23



Learning Fund: Who are our learners?

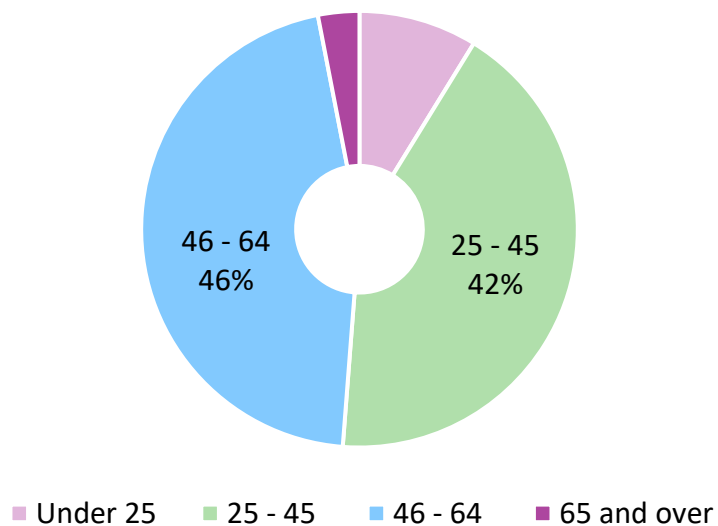
Gender identity

Male (34%)
Female (64%)
Other (1%)
Prefer not to say (1%)

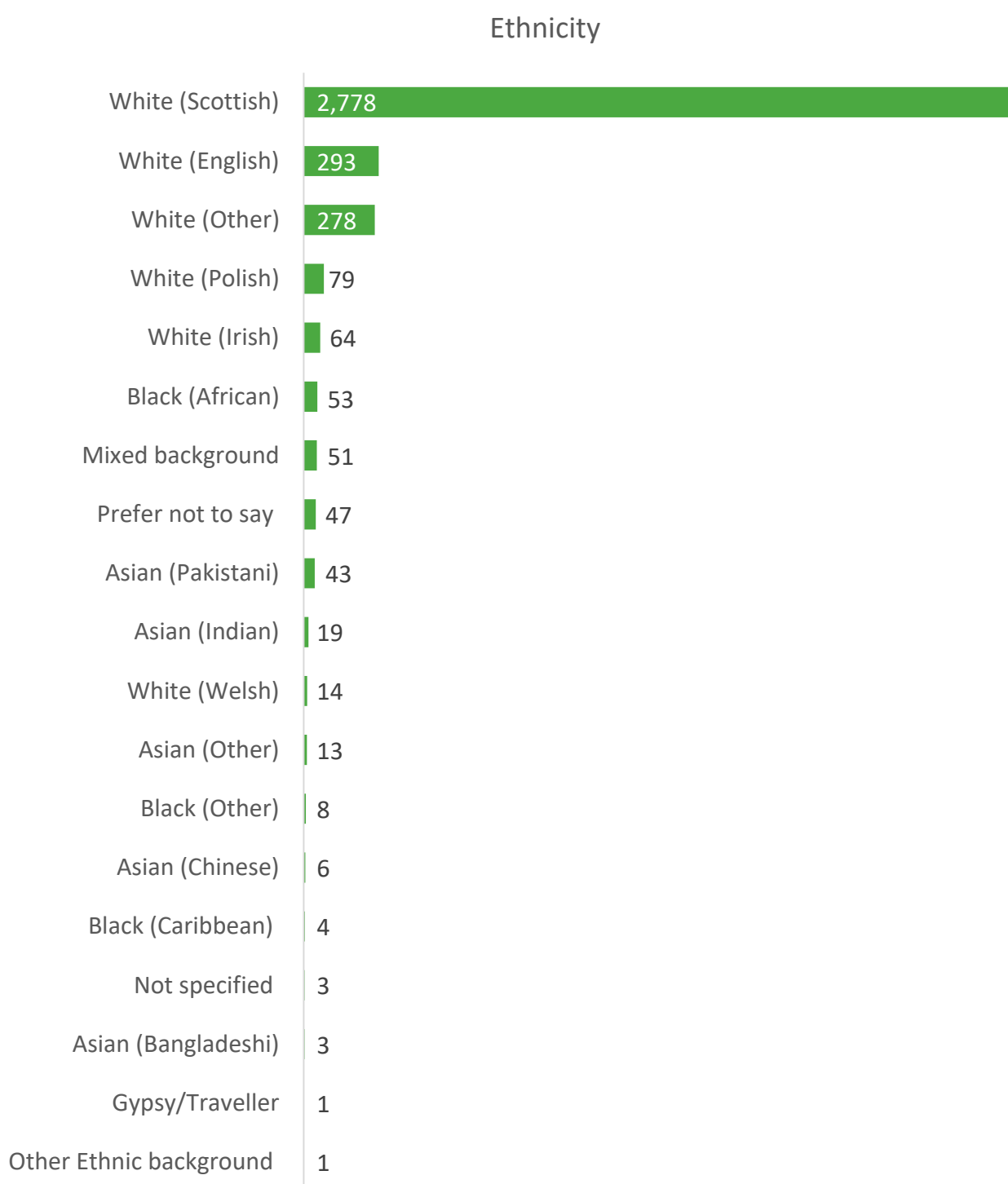


Age Range

Under 25 (9%)
25 – 45 (42%)
46 – 64 (46%)
65 and over (3%)



Ethnic origin



*Based on data from completed Participant Equalities forms returned to SUL during 2022 – 2023 (90% of Learning Fund Participants)

Learning Fund Case Study

Union: EIS (Lowlands and Uplands)

Through the Learning Fund, the EIS has developed and delivered a series of professional learning courses and workshops course, specifically developed for Early Years and Primary Teachers. This responsive, adaptive, and evolving programme ensures impactful professional update and upskilling opportunities for learners.

Ailie Rankin is a peripatetic Early Years Teacher based in Inverclyde, a long-time EIS member, and member of the newly formed EIS Early Years Teacher Network. In March 2020, Ailie was poised for the very first EIS Early Years Teacher event due to take place in Edinburgh, bringing together members from across the country. Wider global events took over; the event was postponed, and quickly moved online, to become one of the very first webinars EIS delivered during the COVID-19 Lockdown. Participating in the webinar led Ailie to realise two things: the need for greater representation of Early Years Teachers, and the fact that she had a voice, and was ready to use it.

Since beginning her journey, Ailie has progressed from participating in webinars, to presenting her experiences for the learning benefit of others, becoming a member of the EIS Early Years Network, and representing the views and experiences of colleagues at a time of fast paced change in the Early Years Sector.



Here, Ailie tells us about her motivations, and hopes for the future of Scottish education.

EIS: Ailie, what prompted you to first get involved in EIS professional learning?

“I was nervous about coming along to a big, national event in March 2020, but curious too, which is why I was happy when the opportunity wasn’t lost and we got to meet online.

“After the first webinar, I knew I had to make my voice heard, for me, and also for the sector. So, I contacted EIS to share my views, which led to me being a presenter at future webinars, alongside fellow Early Years Teachers, and Academics.”

EIS: How has participating in seminars, webinars and courses impacted on your practice?

“My first time as a speaker, I talked about what I knew, and as it turned out, a lot of people connected with what I was experiencing day-to-day. The positive feedback helped me realise I’m doing a good job, and pushed out some of the self-doubt we can all experience from time to time.

“I came along to a leadership course in Stirling in November 2022, organised by EIS and delivered by City of Glasgow College. The content and opportunities to see people in person was great and got better when others recognised me from the online webinars! That confidence boost and validation helped me apply for a promoted post.

“Time to learn can be a huge barrier, so I make opportunities as accessible as possible, for example, sharing the EIS webinars I’ve been involved in, with colleagues.”

EIS: What are your hopes for the future of Early Years Teachers?

“When asked to be a member of the EIS Early Years Teacher Network earlier in 2022, I again questioned ‘What have I got to give?’. It turns out, a lot. I want to share my experiences, as well as the experiences of others at a time when we’re seeing so many changes, and huge cuts to services in our area alone.

“I wanted to hear more voices of Early Years Teachers at activities such as the National Discussion event in November 2022 where we discussed the future of education. As practitioners, we all need to speak up if we want our jobs and the role of GTCS registered teachers to survive in the pre-school sector. The expertise required to have impact (not to mention respect) within the pressures of working hours and budget cuts puts stress on us all and has implications for professional learning and initial teacher training.”

Learning Fund Case Study

Union: Scottish Artists Union (Lowlands and Uplands)



At the end of 2022, Scottish Artists Union (SAU) delivered Arts in Work training in Aberdeen. Using methods from liberatory educational practices, the course provided learners with a critical understanding of the disadvantaged position of artists in relation to workers' rights and labour struggles, as well as the key skills and knowledge members need to protect themselves in a hyper precarious labour market.

Using consciousness-raising and radical pedagogical techniques, participants used their lived experience as workers in the art sector to develop a collective understanding of labour dynamics in the industry and how power relations shape employment conditions, creating a communal knowledge of common forms of exploitation. Speakers from Black Cat Workers Collective were very well received and engaged participants in a very productive discussion on power relations inherent in casualised employments and how worker collectives combat these issues through solidaristic working practices.

Participants were very keen to continue discussions initiated in the session and continued to work with SAU staff on plans for establishing a regional branch in Aberdeen, the first of its kind for SAU. This will hopefully help to support plans for developing SAU's ULR structure in the future.

Participant feedback included:

"This one-day course was excellent, and I feel every artist and arts worker should attend one! Understanding one's own role and position within art world structures is critical for understanding your rights, and for the sector to become more progressive.

"The workshop was very thoroughly researched and planned, the exercises were thoughtful and thought-provoking, and everyone seemed to agree they had learned a lot both from the exercises mapping power relations and from each other's approaches. I would love to see more similar events in the future."

The Learning Fund in the Highlands and Islands



SUL-funded learning projects in the Highlands and Islands continue to grow in terms of reach, scope and capacity as Project Workers seek to meet high levels of demand from workers across the region in a range of key sectors and locations. While there has been much more face-to-face activity throughout 2022-23, Highlands and Islands projects have used lessons learned from the COVID-19 period around digital learning to reach more learners in rural and difficult to reach communities.

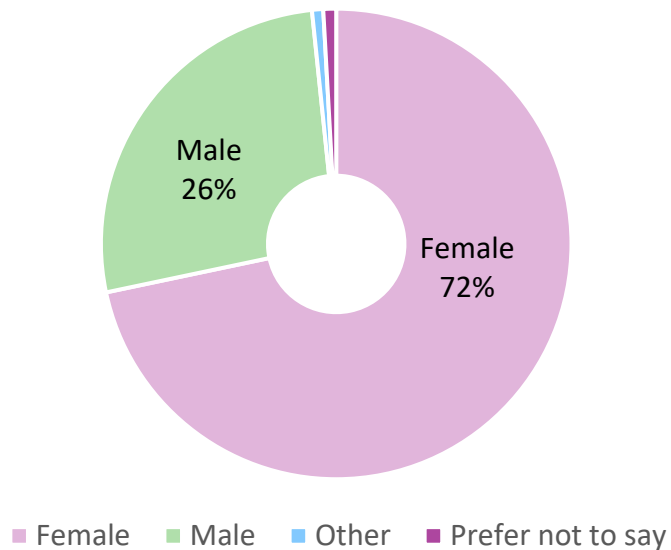
SUL's work in Highlands and Islands continues to focus on supporting workers around skills development in key sectors. Although each project operates within distinct and diverse sectors, clear themes have emerged which indicate the important issues facing workers, workplaces, and communities across the whole of the region during these challenging times. Throughout the year, each Highlands and Islands project offered a tailored programme of skills development and professional learning progression, and has reached workers in education, the fire and rescue service, media, maritime transport, and public sector services.

Workers continue to show a strong interest in subject areas like digital/cyber skills, mental health and wellbeing, and equality and diversity. In addition, new subject areas indicate how projects are likely to develop in the future with 2022-23 having seen greater interest in climate awareness and green skills. In addition, projects in the Highlands and Islands have responded to the ongoing cost of living crisis with learning events around poverty awareness and action.

It is anticipated that there will be a significant increase in activity around these subject matters over the coming years. Collaboration and teamwork continued to be key features of the way in which SUL's projects in Highlands and Islands operate. This has enabled more joint work and led to increased activity which will be built on in the coming year.

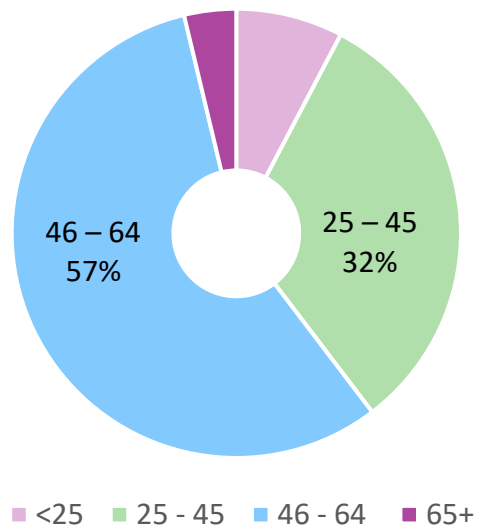
Learning Fund: Gender Identity in Highlands and Islands

Male (26%)
Female (72%)
Other (1%)
Prefer not to say (1%)



Learning Fund: Age of Learners in Highlands and Islands

Under 25 (8%)
25 – 45 (32%)
46 – 64 (57%)
65 and over (4%)



Union: UNISON

Poverty Awareness Training

UNISON in the Highlands and Islands organised a Poverty Awareness Training course delivered by Poverty Alliance, which was attended by 13 learners. Poverty in Scotland has increased, with one in five working age people (19%) in Scotland living in poverty (Scottish Government, 2021). In addition, around one-third of Highland households face fuel poverty compared to a quarter in the rest of Scotland (Scottish Government, 2021).

UNISON members very frequently encounter service users who are experiencing poverty. People living on low incomes are more likely to rely on public services, and these services have a huge role in reducing the cost of living. They therefore welcomed the opportunity to participate in this course, which provided them with a detailed understanding of the nature, roots, and causes of poverty. The course focuses on facilitating public debate about poverty, and what poverty means to people who experience it, with a view to challenge perceptions, stigma, and misinformation around poverty, to influence better service delivery, and promote local action to tackle poverty. It enabled learners to become aware of the ways in which common prejudices and stereotypes can lead to discrimination and, ultimately, the unfair treatment of people experiencing poverty. During the course, the participants identified possible changes and improvements which could be made to work practices to improve service delivery and tackle poverty.

The Poverty Awareness Training is currently delivered online and provides a platform for shared learning, reflections, and better understanding of how we can collaboratively work together to tackle poverty in Scotland. The course tutor is working with grassroots community-based organisations and people with direct experience of poverty in, with the aim of getting their voices heard in policy and decision-making structures at both national and local levels.



Highlands and Islands Case Study

Union: Scottish Artists Union



Artists' Walking Group

The Artists' Walking Group was a response to the changing needs of members as they emerged from the COVID-19 pandemic and the effects that successive lockdowns have had on members' mental health and anxiety around meeting up in person. This was the first SAU Highlands and Islands face-to-face event in two years, but it built on previous learning where walking became a mechanism for artists to unlearn and rethink some of the exploitive working practices they face within the arts.

In February 2020, SAU hosted one of its last face-to-face events before the COVID-19 pandemic; this took the form of a walking group led by artist Claire Shallcross near Paisley. On combining walking with her artistic practice, Claire said, "Walking in a group or with another person allows for a different type of conversation, it allows for pauses, silence and for discussions to take different paths or loop back on themselves. I decided to use the walks as a tool alongside my practice." The Artists' Walking Group created a space for discussion that wasn't static, and this was really important at a time when having a studio practice and the effects of several lockdowns felt very quiet and isolating. Carving out time and creating a new learning space outside of the home felt very important and provided a safe environment for learners in Highlands and Islands to start to meet face-to-face again.

The course consisted of a series of five monthly walks led by an artist who creates work focused around their local landscape, and could therefore act as a guide. Each walk lasted around two hours, and the SAU was able to provide hot drinks and snacks. For those unable to attend in person, the walks were supported by a series of lunchtime lectures from the artists in which they could share previous walking projects, and give an introduction to the walk for the following week.



There was a great diversity of environments within the walks, but all were accessible to those with a basic level of fitness. In April, artists Mary Bourne and Lynne Strachan led a walk into the high moorland of the Cabrach in the Cairngorms where they have been working with the issues of depopulation and windfarms. This was followed by a walk around Abriachan Forest Trust near Loch Ness in May with Richard Bracken, who discussed his residency exploring community land ownership. Gill Russell led them along the River Don in

Glenkindie and shared discussion prompts around Scotland's 'right to roam in the countryside'. In July, Raghnaid Sandilands, a previous tutor on our Gaelic culture course, lead them through the Farr Glen in Strathnairn sharing its history of clearances, as well as decoding the Gaelic placenames and folklore attached to the landmarks of Farr Glen.

Finally, the last session in August was well attended with around 30 people: sound artist Lise Olsen led a twilight walk along East Beach in Lossiemouth, Moray. Lise encouraged everyone to walk bare foot on the beach, and also guided the group through short mindfulness exercises.



The walks were well received and several members who had been shielding were able to attend. Some found this emotional and expressed that it was their first time meeting with anyone outside their household in the previous two years. Many said it had improved their mental health, and that sharing common concerns offered them a new tool in their ongoing struggle to maintain a career, create better habits, and increase their capacity to think more clearly about the conditions they work in.

Many artist members within the group found that the pandemic had blocked their ability to create new work, and that learning how other artists have used walking as a tool to develop situated bodies of work was something they would like to explore in their own practice.

Feedback included:

“Really fabulous series of events from which I learned a great deal, but which also gave me the opportunity to meet and network with my peers, some of whom I have kept in touch with. One interaction has resulted in me having the opportunity to apply for a role which I accepted, and which I am enjoying immensely. This in turn has opened more opportunities and an even wider network to me.”

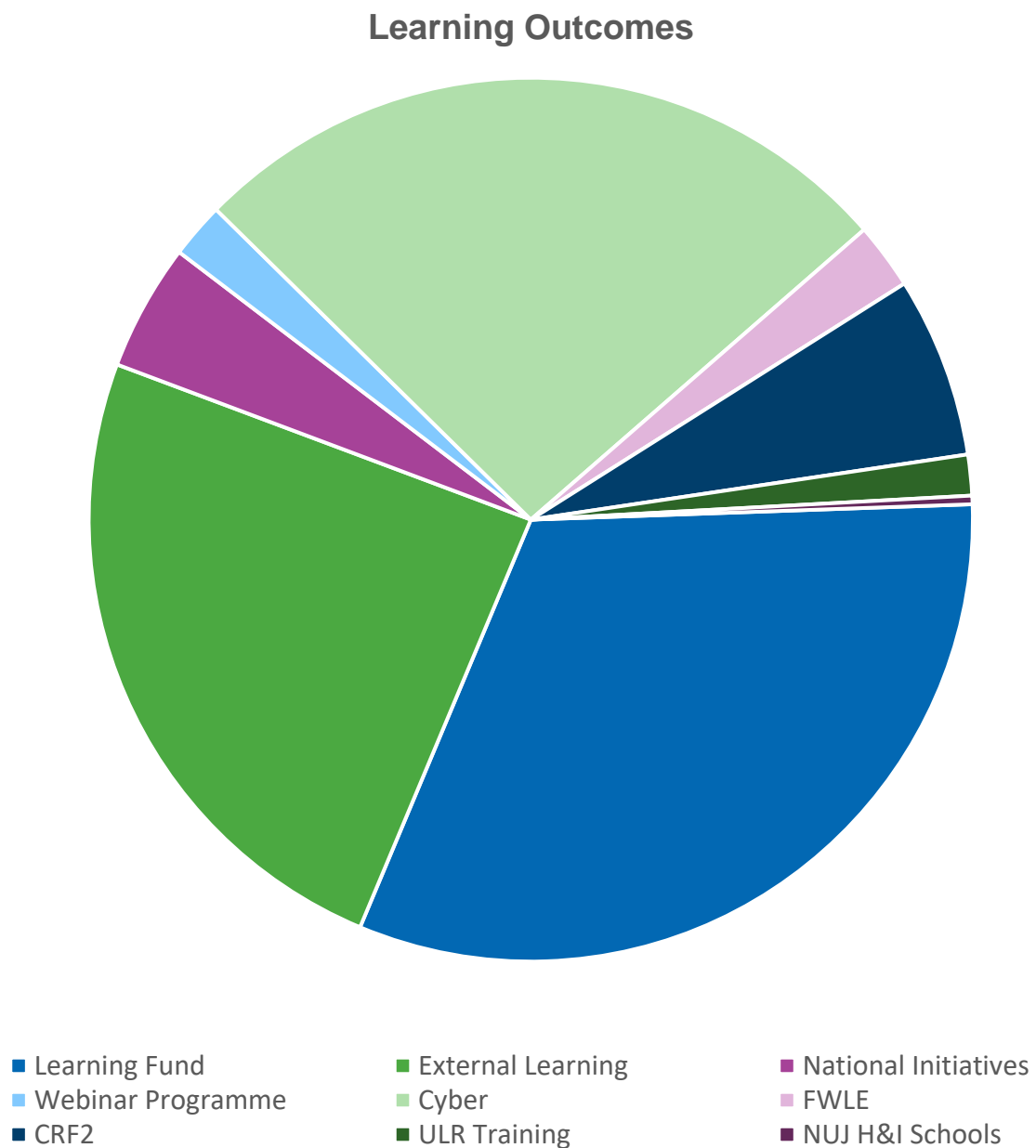
“As ever, this was a wonderful resource from SAU. The walks I attended have all been very worthwhile. Meeting other artists as many of us live in remote areas is always enriching, the content of the courses offered are always of a very high standard. I have met many new people that I would not otherwise have had the opportunity to, and I have also learned and developed new skills.”

“Connections play such a vital role in my creative development, sharing a space with such an array of people/artists, filled my soul and ticked all my boxes... With a relaxed and gentle process that accommodated the shy and bewildered artists that are young in their practice, to the confident established artists that were happy to expand on thinking and experience within their medium and expertise. It was just a joy to be a part of. THANK YOU.”

Each location was chosen based on the artists and their work connected to a particular landscape, however this did mean a couple of the location were quite remote, and attendance and access would have been greater if we had stuck to areas with good public transport connections. To combat this, SAU facilitated a car share system so that members could travel together and save on travel costs.

Learning Outcomes

Scottish Union Learning records information on outcomes from a range of learning activity throughout the year. These include outcomes from the SUL Programme in addition to outcomes from externally funded sources. During the period 1st April 2022 to 31st March 2023, SUL recorded 13,141 learning outcomes.



SUL Learning Fund (4188)

The Learning Fund supports skills needs across a wide range of industries.

External Learning (3206)

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

SUL Cyber Resilience Project (3445)

Working in partnership with Digital Skills Education Limited, this project provides the opportunity to improve workers' cyber security and data protection skills.

SUL COVID-19 Recovery Fund 2 (869)

SUL received additional funding from the Scottish Government specifically for Unite the Union to support the aviation sector. The year 2022-23 was the second year of this fund.

SUL Fair Work Leadership and Equality Programme (319)

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.

National Initiatives (610)

Additional activities during 2022-23 include working with Scottish Book Trust to promote the Book Week Scotland Campaign (27 February – 05 March 2023), as well as promotional work undertaken with unions for National Numeracy Day (18 May 2022), Maths Week Scotland (26 September – 2 October 2022), and Dyslexia Awareness Week (3 – 9 October 2022).

SUL Webinar Programme (267)

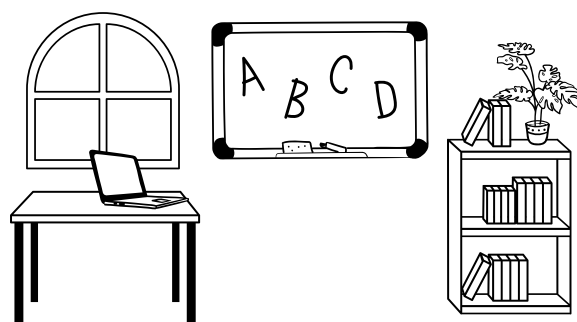
Details of the 2022-23 Webinar Programme are provided on page 29.

Union Learning Rep Training and Development (196)

ULR training organised through SUL-funded Union Development Fund projects.

Highlands and Islands NUJ Schools Project (41)

The NUJ has delivered an educational project through its SUL Development Fund project in the Highlands and Islands. This project offers training to teachers and pupils in schools across Scotland in both traditional media skills and basic media technology, enabling staff and pupils to set up newspapers, magazines, and internet radio stations in their own schools.



SUL Webinar Programme 2022 – 2023

Since the COVID-19 pandemic, Scottish Union Learning has continued to deliver a series of webinars on a range of topics throughout each year. Between May 2022 and March 2023, 14 webinars were organised by SUL and STUC in partnership with unions and external organisations, including The Open University in Scotland, Money Advice Scotland, EIS, SAU, and Unite the Union. A total of 267 learning opportunities were supported through attendance at these webinars.

Date	Webinar
20/05/22	Looking to the future, learning from the past: The role of learning in trade unionism, and trade unionism in learning
25/05/22	Songwriting as storytelling with Luca Manning
23/06/22	SUL and Money Advice Scotland: Digital Delivery for Financial Wellbeing – Train the Trainer
30/06/22	SUL and Money Advice Scotland: Greener fuel options for your home
17/08/22	SUL and Money Advice Scotland: Buy Now, Pay Later – Financial Wellbeing Webinar
30/08/22	SUL and Money Advice Scotland: Cost of Living – Short Update, Financial Wellbeing Webinar
07/09/22	SUL's Work, Disability, and Social Justice Course – Part 1: Exploring the History of Disability Justice and Activism
14/09/22	SUL's Work, Disability, and Social Justice Course – Part 2: Imagining Disability Differently (Models of Disability and Narratives on Disabled Workers)
20/09/22	SUL/STUC/Scottish Hazards/TUC Education in Scotland: Health and Safety Community of Reps update – Neurodiversity Support in the Workplace
24/09/22	SUL's Work, Disability, and Social Justice Course – Part 3: Building Disability Justice and Access in the Workplace
28/09/22	SUL's Work, Disability, and Social Justice Course – Part 4: Taking Action for Disability Justice; How Unions Can Support Disability Justice
01/12/22	SUL and The Open University in Scotland: Green spaces for climate-resilient neighbourhoods: what does Scotland need for fair and equitable resilience?
15/12/22	SUL and Digital Skills Education Ltd: Workers Toolkit for Cyber Security Demonstration
27/03/23	SUL and The Open University in Scotland: Open University Microcredentials Information Session

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 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.

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.

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.



Philippa Cochrane of Scottish Book Trust addressing the SUL Everyday Skills Event, held in Impact Arts, Glasgow, in February 2023.

Image courtesy of Martin Shields.

Digital Unions: Cyber Resilience

Scottish Union Learning works with unions to build the cyber resilience capacity of organisations, unions, and workers. This is achieved by embedding cyber resilience training into the union learning offer. Working in partnership with Digital Skills Education Limited, this project provides reps and workers with opportunities to improve their cyber security and cyber resilience skills.

During 2022-2023, over 820 learners participated in cyber security workshops, with over 200 attending four-hour double training sessions. There have been 2429 users of the online Cyber Worker's Toolkit to date, and CWU, SAU, BECTU sector of Prospect, and Usdaw have embedded this Toolkit into their learning platforms. In addition, four new Cyber Video Lessons were developed by early 2023.

Case Study: Practical Cyber Resilience Course

Over 200 workers, predominantly from the Public Sector, attended a series of four-hour cyber security courses which were delivered by Digital Skills Education Ltd. The first set of workshops covered the methods hackers use to gather information, such as phishing emails and social engineering. Participants also had the opportunity to look at ways to work securely remotely, which included connecting to a secure Virtual Private Network (VPN) and being aware of which Wi-Fi networks are likely to be the safest. Participants also learned about the best ways to secure their personal and workplace accounts, including setting up password managers and using two-factor authentication.



Image courtesy of Martin Shields.

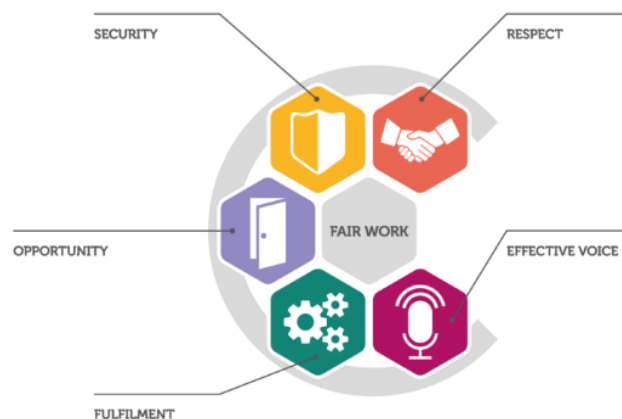
The second set of workshops focused on the best types of anti-virus software to use to protect against worms and trojans, and how to choose the correct one for personal needs. Participants learned how to perform software updates on different devices – another important facet of cyber security – and the best and safest ways to create back-up copies of important data, such as files, photos, and videos.

Participants were also made aware that, often, their broadband provider can supply them with anti-virus software. Those who completed the four-hour course received a certificate and badge they could wear to show their confidence in cyber resilience and security. As a result of attending the course, over 95% of the participants have made a commitment to changing their cyber security behaviours, both in their personal and working lives.

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. Building leadership capacity within unions is considered to be essential in taking forward the Fair Work agenda. 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.

During 2022-23, a total of 328 learners took part in the Fair Work: Leadership and Equality Programme.



The Fair Work: Leadership and Equality Programme supported the following unions' activity during 2022-23:

EIS: Taking Fair Work Forward – Building Capacity in the EIS Equality Rep Network

FDA: Building diversity and union engagement at senior levels in the Scottish public sector

Highlands and Islands Cross-union: Work, Equality, and Diversity in Highlands and Islands

PCS: Changing nature of women's work

Professional Footballers Association Scotland: How to be a Leader in the Dressing Room

STUC Health and Safety Community of Reps (cross-union): Fair Work and Equality:

The next steps for Reps on Health and Safety Regulation, Enforcement, and Procurement – securing workplace progress for workers/members

UNISON/Unite the Union/GMB: Leading Fair Work in Social Care

Unite the Union: Developing New Leaders in the Care Sector

Young Workers' Project: Developing Young Leaders in a Cost of Living Crisis

On completion of activities, a Dissemination Event took place online, allowing participating unions to share good practice experiences through the development and delivery of their leadership and equalities activities.

COVID-19 Recovery Fund (2)



Case Study – Unite the Union

Following on from the successful impact of the COVID-19 Recovery Fund in the Aviation Sector from June 2021 to March 2022, Scottish Union Learning worked with Unite the Union to use the National Training Transition Fund (NTTF) to provide specific support for the Aviation Sector following the impact of the COVID-19 pandemic.

This additional NTTF funding period ran from April 2022 to August 2022, 77 additional courses were organised for 869 workers with Unite and multiple employers.

The impact of the programmes supported Unite in enhancing Fair Work across the sector. With an increasing and effective voice, Unite worked with employers and members to open up opportunities for workers facing redundancy in other sectors to develop and enhance their transferable skills for use in the aviation sector. Through increased fair work practices, employers stated that they were better able to retain experienced staff.

The fast and effective response by Unite and Scottish Union Learning in accessing NTTF and delivering a significant additional union-led learning programme over an intense and short period demonstrated the reach of unions to make significant positive impacts on workplaces across Scotland.

Apprenticeships

Scottish Union Learning continued its work with trade unions on apprenticeships during 2022-23. The STUC is represented through SUL on the industry wide apprenticeship governance groups:

- The Scottish Apprenticeships Advisory Board: Standards and Frameworks Group
- The Scottish Apprenticeships Advisory Board: Employer Engagement Group
- Apprenticeships Approvals Group

Membership of these groups ensures unions have an effective voice in the development and governance of apprenticeship standards and frameworks. With the support of SUL, unions delegate representatives to the Technical Expert Groups (TEGs), which are short-life working groups tasked with designing and developing apprenticeships standards and frameworks through the expertise of the people involved. TEGs consist of 10-15 people, drawn from employers, industry and professional bodies, qualification and education experts, and social partners.

In September 2022, SUL established a Trade Union Apprenticeship Group (TUAG) to support a greater co-ordinated approach to supporting union engagement across apprenticeship development, delivery and related activity. The TUAG meets quarterly. The TUAG responded to the STUC Youth Conference motion on 'Organising for Apprentices at Work', to organise an event specifically for Apprentices and focusing on how to:

- get involved in the union;
- become a rep, and;
- organise young members in the workplace.

The event, 'Unlocking Potential: The past, present and future of trade unions and Apprentices', took place at the STUC Centre as part of Scottish Apprenticeship Week in March. This will become an annual event.



STUC Union Rep Awards

The STUC Union Rep Awards consists of five awards, three of which are administered by Scottish Union Learning: The Helen Dowie Award for Lifelong Learning, the STUC Equality Award, and Learner of the Year. The STUC Administers the Organising Award, however, the recipients obtained this award through work undertaken with SUL, and it is therefore included in this section. The awards were presented by the then First Minister, Nicola Sturgeon, at STUC Congress 2022 in Aberdeen; the first in-person Congress since 2019.

Helen Dowie Award for Lifelong Learning

Established in 2006 to commemorate Helen Dowie's lifetime achievements in lifelong learning, and to recognise other trade unionists' commitment to union values and promoting the learning agenda, this award is sponsored by The Open University in Scotland.



Mel Gorrie of the Communication Workers Union was presented with the 2022 Helen Dowie Award for Lifelong Learning. Mel has played a significant role in organising the delivery of the CWU learning programme. Mel has forged new links with sister unions, learning providers and skills bodies to develop engaging and diverse learning opportunities for members.

Taking a leading role in her workplace, Mel has also campaigned against period poverty, ensuring accessible and universal access to sanitary products to women across her sector. Commenting, Mel said: "It's a great privilege to be recognised by the STUC and The Open University in Scotland as the recipient of this year's Helen Dowie Award. All credit must go to my CWU and Scottish Union Learning colleagues who have played a leading role in educating many trade union members in Scotland. It's abundantly clear that, in the face of a global pandemic, our members responded in their droves, seeking to develop and upskill themselves through our union learning programmes. Education is lifelong and we will continue to provide CWU members across Scotland with the skills and knowledge to develop their careers, gaining industry-recognised qualifications and empowering them both in and out of the workplace."

STUC General Secretary, Roz Foyer, added: "Our annual Union Rep Awards celebrate these stalwarts and all those who have gone above and beyond this past year. This year was no exception and Mel thoroughly deserves her recognition as the recipient of the Helen Dowie Award for 2022. From ensuring the continuation of education programmes

despite the pandemic to empowering the next generation of union activists, Mel has been at the forefront of ensuring lifelong learning for Scotland's trade unionists. Our reps are the lifeblood of our movement; an incredible force for good in helping others in need. Every single one of them deserves an award for the amazing work that they do and they have my utmost praise as they ingrain trade union values throughout their workplaces."

Susan Stewart, Director of The Open University in Scotland, said: "Learning, reskilling and upskilling is vital as the economy and industry recovers from the COVID-19 pandemic. We are delighted to support the Helen Dowie Award for Lifelong Learning which this year recognises Mel's work to support and encourage more union learners. Many congratulations to her, a worthy winner of this award. The OU in Scotland is proud to have worked alongside the STUC, Scottish Union Learning and trade unions to deliver a wide range of learning from management and leadership short courses through to digital skills, all of which support people to gain new opportunities in the workplace."

Wendy Burton, Director, Scottish Union Learning, added: "Mel is a much-deserved recipient of the Helen Dowie Award. Mel has played a crucial role in supporting union learners to upskill and to subsequently secure better paid posts within their workplaces."

STUC Equality Award



Scots folk singer and union activist, Iona Fyfe of the Musicians' Union, received the STUC Equality Award at the STUC Annual Congress in Aberdeen. The award recognised Iona's tireless advocacy for fairness within the industry, highlighting her personal experience of exploitation and sexual harassment. Speaking bravely about her experiences, Iona works hard to encourage women and men in the music industry to

also stand up and call out discriminatory behaviours which are prevalent within the sector. Iona was one of Scotland's leading activists in seeking further government funding for artists during the COVID-19 pandemic. The pandemic has highlighted the continued exploitation that occurs within the industry, disproportionately impacting female artists. No one should experience or fear sexual harassment, abuse, bullying or discrimination at work. That's precisely why I'm a proud member of the Musicians' Union and the STUC, calling out and campaigning against abuse in all its forms."

Iona stated: "It's a great privilege to have received the STUC Equality Award with all praise and gratitude going to my colleagues within the Musicians' Union."

Commenting, STUC General Secretary Roz Foyer said: "Right across Scotland, in every sector of the economy, our reps and shop stewards are the face of our trade union

movement in our workplaces and in our communities. Iona thoroughly deserves her recognition as the recipient of the Equality Award for 2022. She has fearlessly held to account rogue employers who sought to exploit and abuse people within the music industry. Her bravery in speaking out, especially on her own experiences, empowers people throughout our movement to seek positive change in their workplaces, free from harassment and coercion.”

Wendy Burton, Director, Scottish Union Learning added, "Iona's fight for equality in the music industry is inspirational. The work of the Musicians' Union in supporting Iona demonstrates the need and effectiveness of workers uniting to drive forward equalities."

STUC Organising Award



Taxi drivers across Glasgow have been recognised for their campaigning as the Unite the Union Glasgow Taxi (Hackney) Branch claimed the STUC Union Organising Award. The STUC commends the Glasgow cab drivers for their efforts in quadrupling its membership to over 500 members. This was in addition to leading the charge to secure COVID-19 support payments for their members during the pandemic.

The branch worked with Unite's Project Workers to develop a learning strategy and developed and roll out a highly successful programme to deliver SVQ Professional Taxi Awards to drivers across the city, as well as promoting the wider union learning agenda. Further wins included scrapping the five-year replacement rule for taxis in Glasgow and the cap on the number of private hire licenses awarded in the city, protecting the employment of their members and promoting high standards within the industry.

Commenting, STUC General Secretary Roz Foyer said: "The Unite the Union Glasgow Taxi (Hackney) Branch has been outstanding in its efforts to recruit and build trade union density within their sector. "From helping to secure COVID-19 support payments for hard-pressed cabbies to organising food deliveries for those most in need during the height of the pandemic, the branch is an absolute credit to both their union and to our wider movement. They thoroughly deserve the award for organising and will no doubt be at the forefront in fighting for fairness and equity of their members throughout Glasgow for years to come."

Unite Glasgow (Hackney) Taxi Branch secretary Steven Grant, said: "We're immensely proud of our lay members and organisers for all their efforts in supporting Glasgow taxi drivers throughout the past year. Building union membership, especially during a time of global crisis, is never easy. Quadrupling our branch density to over 500 shows how critical our members believe the union is in protecting and defending their rights at work.

We will continue to grow throughout the city and throughout the country, giving a voice to taxi drivers throughout Scotland seeking support and dignity in their work."

Wendy Burton, Director, Scottish Union Learning, added: "The Unite Glasgow (Hackney) Taxi Branch has demonstrated the importance of effective union-led learning strategies to ensure workers have accessible upskilling opportunities. The work of the branch is truly commendable, and demonstrates the power of learning in union organising."

Learner of the Year Award

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



The recipient of the 2022 Learner of the Year Award was Joan Tasker, a member of Unite the Union. Joan was awarded Learner of the year, in recognition of her achievements in union learning. Joan has documented her struggle with dyslexia, and has completed over 50 online learning courses through Unite the Union's union learning programme.

Commenting, Joan said: "It's a real privilege to receive this award and all credit must go to Unite the Union for their learning and development programme.

"The courses have empowered me not only as a worker but as a union representative. It's also allowed me to come to terms with my dyslexia, breaking down barriers to attainment and showing a pathway to success for those who struggle with the condition. Education is lifelong and the volume of courses I've completed has allowed me to give back to our members, supporting them through their own learning and development."

Commenting, STUC General Secretary Roz Foyer said: "Joan thoroughly deserves her award for being our top learner this past year. The sheer volume of courses Joan has completed is staggering. This not only helps her members but shows the dedication and commitment she has to the Unite the Unions learning and development programmes."

Wendy Burton, Director, Scottish Union Learning, added: "Joan's learning journey is a powerful testament of hard work, determination and the crucial impact that union-led learning can have."

Conferences and Events

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

SUL Highlands and Islands Learning Conference

The Scottish Union Learning Highlands and Islands Learning Conference took place online in September 2022. 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.

Craig Finnie, Scottish Union Learning Development Officer for the Highlands and Islands, opened the Conference, which 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:

- Creative Writing for Wellbeing: NUJ Scotland
- Focus Group – New Training for ULRs: TUC Education (Scotland)
- Practical Cyber Resilience Taster: Digital Skills Education Ltd
- H&I Cross Union Showcase Event - a Year in Trade Union Learning: contributions from Playlists for Life, STUC Unions into Schools, EIS, Unite, and SAU, along with H&I Cross Union Initiatives delivered in 2022.

Over 40 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.

SUL Annual Learning Conference

The annual SUL Conference took place in person, for the first time since 2019, in November 2022, with over 50 delegates in attendance. The theme of the Conference was 'Resilience and 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; Kirstine Hale, Employer Services Manager, Skills Development Scotland; Julie Cavanagh, Head of Partnerships and Communications, SCQF; Professor Gerry Mooney, The Open University in Scotland; and Ken McCluskey, The Bluebells/The McCluskey Brothers. The Conference also included a panel session, which was chaired by Tommy Breslin, Scottish Union Learning Senior Development Officer, and attendees heard accounts of Trade Union Learning journeys from Mel Gorrie of the Communication Workers' Union, and James Carberry of Unite the Union.

Workshops were delivered on:

- Practical Cyber Resilience: Protecting your computer from viruses and malware, led by Digital Skills Education Ltd
- Diversifying the Reps Base, led by the TUC's Building BME Networks Project Officer
- Writing and Owning our Own Histories, facilitated by The Open University in Scotland.

Everyday Skills Event

The Everyday Skills Event was held in person in February 2023, for the first time since 2019, in Impact Arts in Glasgow. The theme of the Event was 'Health and Wellbeing in the Workplace'.

The Event was chaired by Catherine Garvie, SUL Senior Development Officer with a specific remit for Everyday Skills. The Event was addressed by Wendy Burton, Director of Scottish Union Learning; Richard Lochhead MSP, Minister for Fair Work, Just Transition, and Employment; and Philippa Cochrane, Head of Reading Communities at Scottish Book Trust. Delegates attended workshops on the following topics:

- Financial Wellbeing in the Workplace, led by Jenny Pittams and Craig Syme of Money Advice Scotland.
- Diversity and Inclusion in the Workplace, led by Elaine Hamilton of ENABLE Works.
- Improve your Digital Wellbeing in the Workplace with a Data Detox, led by Craig Steele and Daniel Devine of Digital Skills Education.

Delegates also had opportunities to visit exhibition stalls staffed by STUC, ENABLE Works, Scottish Pensioners' Forum, Scottish Book Trust, and Scottish Hazards.

Fair Work Leadership and Equality Dissemination Event

The Leadership Dissemination Event took place virtually in March 2023. Unions who received funding through the Leadership Development Programme delivered presentations on the activities they had undertaken, sharing experience and good practice.

TUC Union Reps Connect Scotland Event

TUC Education in Scotland worked this year to develop and deliver an exciting one-day event, aimed at all Union Reps and Officials in Scotland – 'Union Reps Connect Scotland'. This event brought together reps from unions across Scotland offering learning sessions, training workshops and collaborative spaces for both new and experienced reps. The agenda was developed to offer advice and support on everyday workplace issues including employment law, health and safety, organising, union learning, and equality. The day was always a useful opportunity to update Reps on emerging issues in Fair Work and a Just Transition.

There was a full programme featuring presentations from employment rights specialists, interactive workshops with policy experts, and discussions with inspirational union reps. Particular highlights from the day included an in-depth presentation from Thompsons Solicitors on employment law, and hearing the voices of reps and activists who have been on the picket line during recent rounds of industrial action.

An evaluation of the event highlighted that all participants stated that they had developed new knowledge and skills, and that there was a strong demand for more events such as this. Participants spoke in particular of the benefit of having conversation spaces to meet reps and discuss current issues.

TUC Education nationally is developing a programme of events under the banner of Union Reps Advance – one day courses for experienced reps, with the first theme focusing on ‘Rep Burnout’. The learning from this event will be really useful in helping to develop this work strand going forward.

STUC Congress 2022

The STUC Annual Congress was held in Aberdeen in April 2022. SUL organised a Fringe Event, ‘Extending our reach: Developing Workplace Skills Online’. This Event focused on opportunities for skills development through online study, drawing on the experience that unions developed during the COVID-19 pandemic, and how these lessons can inform future activity.

The panel was comprised of Tommy Breslin, SUL Senior Development Officer; Craig Finnie, Development Officer for Highlands and Islands; Rachel Moir, National Manufacturing Institute Scotland; Dr Alison Carrington, Skills Development Scotland; Marie Hendry, The Open University in Scotland; and Jill Little Woodhouse, TUC Education in Scotland.



Image courtesy of Fraser Band.

TUC Education in Scotland continues to work in partnership with Scottish Union Learning and the STUC to develop and deliver effective training opportunities for Reps across the country. From April 2022 to March 2023 courses were delivered to 730 Reps in Scotland – covering every stage in the union Rep journey from introductory stage one courses to diploma level courses for experienced Reps.

TUC Education training is focused on supporting unions and Reps to continue to make a difference in their workplace. Training is delivered through City of Glasgow College and Fife College, with classroom and online learning supported by a wide range of digital learning interventions developed by the TUC Education Team. Reps in Scotland can choose from self-study online training, supported tutor-led delivery of learning, a webinar or an interactive guide. A full prospectus of TUC core courses can be delivered, as well as working with individual affiliates to deliver bespoke courses. Courses delivered through colleges are fully accredited by NOCN, and a credit-rating agreement is in place with Glasgow Caledonian University.

Joint work with the STUC and SUL has continued during the last year, with TUC Education grateful for inclusion in events and training. TUC Education also moved into the new STUC offices, bringing our work even closer together. Joint research was commissioned, undertaken by Prof. Phil Taylor of Strathclyde University, exploring how trade union education can continue to develop to meet the needs of the movement in Scotland. One recommendation from the Taylor Review has been to establish a strategic group to support the delivery of trade union education. TUC Education has also commissioned new research, due to be completed this year, on our Rep base in Scotland, and what their learning and development needs are. TUC Education continues to work with SUL colleagues to ensure that the Union Learning Rep training offer is fit for purpose. A new ULR online course will be launched this year, and part of that will see the delivery of a Scottish specific module for ULRs. Work is also being undertaken with the STUC to deliver innovative training interventions on the theme of a 'Just Transition' and a 'Rep's Guide to Fair Work'.

This year also saw TUC Education in Scotland deliver the first one-day, face-to-face training event, Union Rep Connect, which brought Reps from across Scotland to focus on current challenges to our movement, to hear from experts, and to reflect on what is required to meet those challenges. Further events will focus on specific topics, and the TUC is keen to broaden this work and share resources and experiences across the movement in Scotland. TUC Education nationally continues to develop and deliver online learning opportunities for Reps across the country. Webinars remain incredibly popular, with hundreds of Reps watching live online or watching the recordings. Recent themes have included Redundancy Law and what you need to know; Employment Law Update, and Inspecting Your Workplace 101. TUC Digital Education experts develop and publish short self-study units on emerging themes in the workplace. Most recent units have included Managed by AI and Flexible Working.

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

Contact Us:

Email: learning@stuc.org.uk

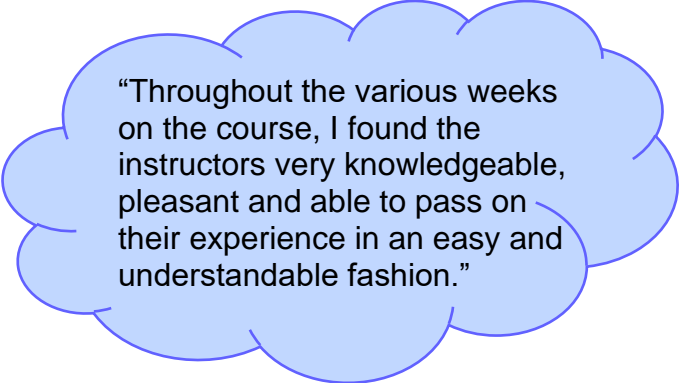
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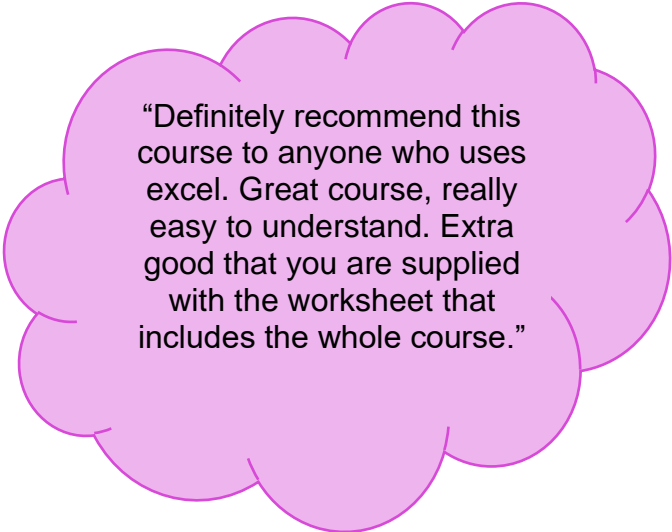
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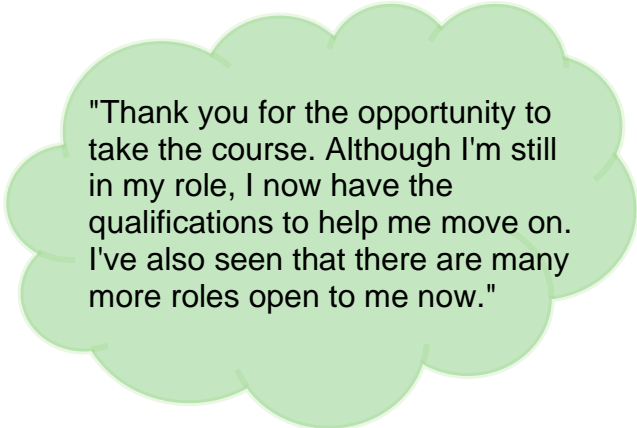
Learner Quotes



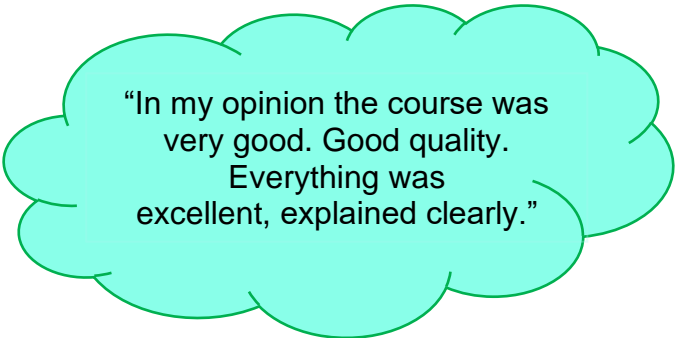
"Throughout the various weeks on the course, I found the instructors very knowledgeable, pleasant and able to pass on their experience in an easy and understandable fashion."



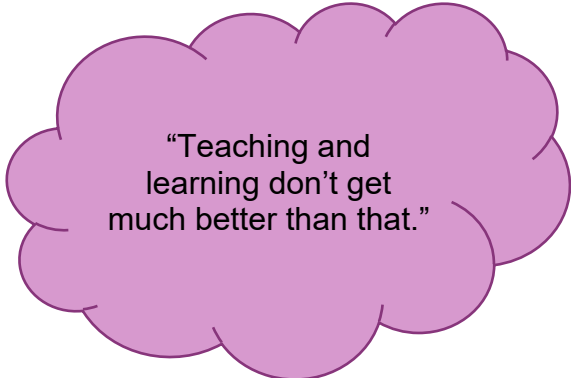
"Definitely recommend this course to anyone who uses excel. Great course, really easy to understand. Extra good that you are supplied with the worksheet that includes the whole course."



"Thank you for the opportunity to take the course. Although I'm still in my role, I now have the qualifications to help me move on. I've also seen that there are many more roles open to me now."



"In my opinion the course was very good. Good quality. Everything was excellent, explained clearly."



"Teaching and learning don't get much better than that."

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