

Union Learning Representative Handbook

Revised September 2008



Union Learning Representative Handbook

Revised September 2008

How to use this pack

The Union Learning Reps Handbook provides a quick reference guide for use with potential learners. The Learner Contact Record Sheets are to note details of potential learners you approach and any queries they raise. Please complete this as fully as possible.

When the form is full, send a copy to UNISON national office, using the Freepost envelope, so that statistics on learners and employer support can be collated. If you don't have photocopying facilities, tick the box on the form and we will return a copy for your records.

The postcards to report take-up of learning should be given to each potential learner for their tutor to complete and return to the UNISON Freepost address when they start their courses. This will enable UNISON to collect statistics on the qualification levels of courses taken up as a result of your contact with potential learners and, in particular, to measure success in reaching the union's target group of non-traditional learners.

Note your name, branch and the date you contacted the potential learner on the end of the postcard so we can record the learner data correctly.

Refill packs of learner contact record sheets and learner reply postcards (stock no. 2349) can be ordered from the UNISON Communications. See page 13 for ordering details. Alternatively, these are available from your learning development organiser.

Contents

| | |
|--|----|
| Foreword | 1 |
| Section one – Organising for learning | 2 |
| The role of the Union Learning Representative | 2 |
| Rights to time off for union learning reps | 2 |
| Learning and organising | 2 |
| What is organising around learning? | 3 |
| Branch education teams | 3 |
| How other ulrs got started | 3 |
| UNISON ULRnet | 5 |
| Union learning reps: next steps | 5 |
| Section two – Learning with UNISON | 6 |
| Introduction | 6 |
| General Membership Development | 6 |
| Return 2 Learn | 6 |
| Women's lives | 6 |
| UNISON's Employer Partnership Programme | 7 |
| Preparatory work | 7 |
| English and maths in the workplace | 7 |
| Personal development and study skills | 8 |
| Progression to higher education | 8 |
| Quick guide to unison learning offers and skill levels | 10 |
| Understanding skills for life levels | 11 |
| UNISON's educational bursary scheme | 11 |
| Section three – Contacts | 12 |
| Useful websites | 12 |
| Your useful websites | 12 |
| Your contact list | 13 |
| Useful resources | 13 |
| Available from UNISON Communications | 13 |

Foreword

I'm delighted to be able to present this resource to support union learning representatives (ULRs). UNISON now has over 3,000 ULRs, many working with colleagues in branch education teams in branches across every UNISON sector and service group. The ULR is central to UNISON's strategy to put organising around learning at the heart of our union.

UNISON has been at the forefront of developing lifelong learning for non-traditional learners. We have always recognised the importance of learning opportunities for our members, especially those who have in the past had only limited access to learning. By lifelong learning we don't just mean vocational training – getting the skills needed to do a particular task or job – however important that is. We mean learning in the broadest sense, providing people with the skills and confidence to progress and participate at work, in the union and in wider society.

Our Learning at Work programmes are available both directly to UNISON members, and increasingly, in the workplace through partnerships with employers. This approach enables us to reach many who lack confidence to get back into learning and who might otherwise lose out, and brings benefits for employees, employers and the union. More information on the UNISON offer is available on pages 6–11.

None of this work is possible though without the crucial role of the ULR, supporting and encouraging learners and making the point that access to training and learning are trade union issues which help us tackle inequality in the workplace – directly in line with UNISON's core aims and values.

This booklet also provides a short guide to your rights and provides you with some ideas for next steps, based on what ULRs working with their branch colleagues have achieved. I hope you will find it useful, and don't forget UNISON's many other resources, on our website www.unison.org.uk/laos, and in your branch and region (phone 0845 355 0845 for contact details).



Dave Prentis

UNISON General Secretary

Section one

Organising for learning

The role of the Union Learning Representative (ULR). What do ULRs actually do?

ULRs are enthusiasts and advocates for learning. Their precise role will vary according to their own circumstances. It can include:

- raising awareness of lifelong learning issues in the workplace, especially for non traditional learners
- helping to identify and articulate the learning needs of particular groups of members/potential members
- with the branch education or lifelong learning co-ordinator, liaising with employers on lifelong learning opportunities in the workplace
- recruiting new members into the branch and encouraging existing members to get more involved through their interest in learning
- contacting and talking to members and potential members about how UNISON can assist them in their development
- supporting members who are on a learning programme
- signposting potential learners to possible providers
- representing and negotiating on behalf of members on issues around learning.

Rights to time off for ULRs

The Employment Act 2002 gave ULRs the same statutory rights as other union representatives. This includes the right to:

- be recognised as a union representative in the same way that health and safety reps and shop stewards are in workplaces where UNISON is a recognised union
- reasonable time off with pay to train as a ULR
- reasonable time off to perform ULRs duties in the workplace
- protection against unfair dismissal on grounds of their ULR activity
- go to tribunal if the employer unreasonably denies access to time off to perform their duties or for training.

These rights came into force in April 2003, and are set out in the revised ACAS Code of Practice published in February 2003.

The Employment Act stipulates that the union must notify employers before ULRs can be given time off to train for the role and take up their duties. The union must then ensure that reps are trained within six months of the employer being notified. If this deadline is missed your employer has the right to withdraw recognition and refuse to accept a new notification of your appointment.

Learning and organising

At the heart of lifelong learning activity in UNISON is the provision of personal development opportunities through learning for our members. However our lifelong learning initiatives also connect with a number of UNISON's key concern and goals. Some of these include:

Work/life balance

time off for learning is a key ingredient in improving the quality of our members' lives, both in and out of work.

Social justice

many of our members have been let down by the education system. This is often compounded by lack of opportunity for learning at work, creating undervalued workers caught in a low-pay trap with little chance of escape. Our lifelong learning programmes aim to address these injustices by offering real opportunities for change.

Equality

lifelong learning helps deliver greater equality of opportunity for some of the most disadvantaged groups within the union, the workplace and society in general.

Building the union

the role of ULR has created more than just a new group of activists. It has encouraged people who were not previously active in their branch to get involved and has also encouraged non-members to join the union.

Better public services

UNISON's lifelong learning programme helps to deliver better public services by supporting and developing the public sector's greatest asset – its people. The government wants greater involvement from users and employees in how services are developed and offered. Access to learning and citizenship education is a key part of making this a reality.

What is organising around learning?

- Offering a new route into trade union activity as a ULR
 - Giving UNISON a positive profile both among members and non-members in the workplace
 - Developing members' confidence and skills and consequently increasing their participation in the union
 - Helping to give members the skills and confidence to help themselves at work and in their communities.
 - Offering an alternative route to meeting branch recruitment and organising objectives
 - Actively encouraging the development of branch education teams
 - Creating an environment in which new members can be recruited and providing an issue important to them that they can organise around – as part of the branch development and organising process.
- Contact your regional education officer, regional officer or learning development organiser for advice, support and information about lifelong learning. Discuss with them the possibility of running the branch toolkit module, 'Organising for Learning', in your branch – see www.unison.org.uk/acrobat/15849.pdf
 - Remember: learning is not an add on. Access to learning is a basic trade union issue, and there is a learning angle to many of the big issues facing your branch at the moment. Be prepared to put the case to your colleagues about how a focus on learning can help the branch move forward.

Branch education teams

The main support for your work as a ULR will come from your branch. UNISON is encouraging branches to set up branch education teams, led by the branch education co-ordinator and/or lifelong learning co-ordinator, who acts as a link between branch officers and ULRs to co-ordinate the branch's approach to workplace learning.

Working as part of the branch education team:

- provides democratic accountability for ULRs
- provides support for ULRs who choose to move into further activity, either through negotiating around learning issues or becoming a workplace rep
- integrates the work of ULRs into the day to day organising of the branch, bringing major benefits in terms of recruiting members, recruiting activists and building branch structure.

If there is no branch education team in your branch at the moment, here are some first steps.

- Talk to any other ULRs in your branch and to your branch secretary and discuss with them the steps suggested in the Branch Guide to Lifelong Learning (stock no. 2098)
- Talk to your colleagues about the role of the ULR. A crucial first step will be to encourage a few more people to train as ULRs.

How other ULRs got started

Taster courses in Devon

A group of ULRs from different branches in Devon have co-operated to offer taster courses for UNISON members. Together they ran a survey to find out what sort of learning their members wanted.

After talking to the regional education team, the core group of ULRs put together a series of evening courses they knew members would be interested in, with financial support from UNISON nationally. Courses on job skills, stress and assertiveness were delivered by the Workers' Educational Association and the local not-for-profit company South-West Pound ran a fourth on personal finance. These helped build the union's profile and plans are now being developed to roll out further courses for UNISON members.

Working in a multi site employer

Dee did a Return to Learn course in the mid 90s and became involved in setting up further courses with the WEA. When UNISON began recruiting ULRs she signed up and went on to do further courses in advice and guidance. As far as she was aware she was the only ULR in the Blood Transfusion Service, which has locations all over the country. She eventually heard about three other ULRs, one from Newcastle and two from north London. They got together with ULRs from other unions in a lifelong learning focus group, and began working towards negotiating a learning agreement with their employer.

The spread of workplaces means contacting potential learners is a challenge. Dee's solution was to develop a



resource pack of leaflets and information in a folder to be left in the restroom for each team or unit with a “Read it and take what you need, and contact me for more information” message. She plans to identify a member in each location to act as ‘learning contact’ to talk about it to colleagues and update the folder with information she sends and pass queries back to her. She hopes that in time some will become ULRs themselves. Her advice to other branches looking to organise around learning in decentralised locations is not to give up but to use networking and word of mouth to make contact with others and to consider setting up a resource pack system for letting remote workplaces know what is available.

Building the branch through learning

Promoting learning to help people get on at work has paid off for one large health branch covering multiple trusts and workplaces. The branch education co-ordinator took part in a ULR course with four others from her branch, and within one year their learning campaign had increased their ULR numbers to 18 and brought in 2,500 new members, an increase of 36%.

The team started with an open day to promote learning opportunities, ensuring they covered staff on four different shifts. Management agreed to paid leave for learning and about 50 people went on to complete a whole variety of courses. This led to more signing up for a rolling staff development programme. The ULRs go in to meet learners and talk to them about the benefits of joining the union towards the end of the courses and say that people are just waiting to join.

Their new branch education sub-committee brings all the ULRs together at least once a month to decide how best to work across different services and sites to achieve maximum coverage. Work in the branch around learning continues to develop. The branch has just succeeded in setting up its own learning centre to give members who wouldn’t otherwise have access to computers an opportunity to get to grips with IT skills.

Helping members move on

An ambulance service branch that had been struggling to engage their employer around learning, recently helped over 80 staff test their skills levels as part of a ‘Move On’ project to highlight English and maths skills. It came about through the efforts of the branch education co-

ordinator following a meeting with the trust's new training manager. 'Test the Ambulance Service' ran for a week and is now being rolled out county-wide.

The branch education co-ordinator approached the branch who agreed to pay for flyers to all staff encouraging them to take up the test opportunity. He also recruited six new ULRs to help roll this out. Together with the training officer they went out to workplaces to talk about maths and reading skills and to encourage people to try the test. Results were confidential and staff were given advice on the best ways to brush up areas that challenged them. Over 25 decided to take up further learning.

The opportunity to talk directly to staff paid off for the branch by increasing the union's positive profile. Four new members joined, two ULRs volunteered and work began on drafting a learning agreement with the employer. A proposal was also raised for ULRs to be invited to each induction session to talk to staff.

UNISON ULRnet

UNISON ULRnet is a website for ULRs in UNISON where they can share ideas and discuss relevant issues, and post and download relevant resources.

The on-going aim of the site is to:

- establish and encourage a network for ULRs
- to provide an online range of information and resources
- to help promote a culture of learning across the union.

At any one time there are a number of discussions on the site you can add to – for example on negotiating learning agreements, on skills for life and on organising around learning. In addition, you can also view videos, and download case studies and all the latest resources produced for ULRs and branches – UNISON's Branch Guide to Learning, course programmes, and information about new offers being developed, for example. The site is based on Moodle technology and is designed to be accessible from most computers. If you would like to find out more, or to register on the site, please email learningandorganisingenquiries@unison.co.uk

ULRS: next steps

Once you have completed your initial ULR training, further courses are available to help you develop your skills. These follow-on training modules are optional and the modules you choose will depend on the areas of your role you feel you need to develop in the context of your branch. You may choose to do more than one of these.

Each of the modules is delivered over two days and an outline of what each covers is set out below. More details are available from your regional education officer.

Information, Advice and Guidance

The aim of this module is to improve your understanding of this area of work and to help build skills in giving information and advice in the workplace. It includes keeping up to date contacts and taking enquiries further.

Dyslexia in the Workplace

This module will help you understand the most common traits and behaviour associated with dyslexia and the barriers to learning at work faced by people with dyslexia. It will also help you consider how you might support colleagues in the workplace who are experiencing difficulties associated with dyslexia.

Skills for Life (Language, Literacy & Numeracy) in the Workplace

This module will help you improve your understanding of this area. It will also help you to promote Skills for Life in the workplace and to assist members to access opportunities to improve these skills.

Learning in the NHS

This module will enable ULRs to access information about initiatives in the NHS and the Knowledge and Skills Framework (KSF) and understand how they link to their role in the branch.

Learning in Local Government

This module will give ULRs an opportunity to explore the Local Government National Agreement on learning and consider how it can help them negotiate learning in the workplace. It also allows ULRs to look at the 'UNISON offer' to local government employers and think about a package of learning that they could present to the employer.

Section two

Learning with UNISON

Introduction

UNISON offers a variety of learning opportunities for members:

- **UNISON's Internal Learning@Work Programme:** this is available through UNISON regions and is available to members only
- **UNISON's Employer Partnership Programme:** Using learning providers with whom UNISON has an ongoing relationship, learning is delivered in partnership with the employer and time off or protected learning time is secured for learners. These schemes are open to members and non-members. These programmes require agreement between UNISON and the employer and so are not available in every workplace.
- **UNISON's discount arrangements with a range of learning providers:** Discounts are available, to members only, on a wide range of courses for leisure, pleasure and vocational skills.
- **UNISON's Educational Bursary Scheme** which offers financial support to members on trade union and labour studies courses, in general non-vocational education and in vocational education relevant to work in the public services.

General Membership Development – UNISON's internal programme (open to members only)

UNISON's general membership development programme forms part of the Learning@Work scheme. Courses via the Internal Programme are open to members only. All costs are met by UNISON Learning and Organising Services (LAOS), including teaching, travel, accommodation, stationery and reasonable dependent care and study is in the student's own time.

The courses are geared to members without qualifications and cover key communication and study skills including IT, and confidence building. Delivery is through tutor-led group study, usually evening classes, and self study. Each course includes one weekend school. Groups are normally made up of 10-15 people.

The courses available are 'Return to Learn' and 'Women's Lives' and both are delivered regionally. These can be organised and advertised either on geographical areas or

branch membership, according to plans agreed between the regional education officer, LAOS and the course provider, usually the Workers Educational Association. Members interested in either of these courses should be put in contact with the regional education officer who will work with them directly, ensuring appropriate advice and guidance is given and helping run the enrolment process. Where courses are organised within single branches, with the branch playing a full part in planning and publicising the programme, members should be put in touch with the branch's course contact.

Return 2 Learn (R2L)

This course is specially designed for adults who have been away from learning for a long time but would now like to take up new learning opportunities such as vocational or professional training. It doesn't involve exams and offers a chance to get nationally recognised qualifications equivalent to NVQs and GCSEs.

R2L helps to develop skills and confidence in the four key areas: writing, investigating/research, analysing/problem solving and working with numbers. Where facilities are available it also includes basic computer skills. Students meet up every one/two weeks in the evening at a local venue. There is a tutor to help and advise people throughout the course. There is also one residential weekend school.

Women's lives

This course is exclusively for women members who have experienced little, if any, recent education. It aims to build confidence as well as develop study skills in reading and comprehension, note-taking, writing, analysing and basic research. It has a strong personal development focus with an emphasis on co-operation and mutual support and can provide a stepping stone into vocational and professional training.

Regular study groups are organised and run by a tutor for students to meet up every two weeks or so for four months. The groups are very informal with opportunities to swap ideas and experience and to help people prepare for working on their own. The course doesn't involve exams and offers a chance to get nationally recognised qualifications equivalent to NVQs and GCSEs. It has been designed to suit women with busy lives and family and other commitments.

UNISON's Employer Partnership Programme

Learning@Work

UNISON recognises the importance of learning to the quality of our members' lives, in the workplace and elsewhere. The union and its partners are in an ideal position to contribute to and benefit from a modern and inclusive culture of lifelong learning. We are committed to making learning a part of working and to turning that learning to the advantage of our members and the services they provide.

Throughout the development of this programme priority has been given to involving those with few, if any, educational qualifications and over the years, tens of thousands of UNISON members and other public service employees have benefited.

The Learning @ Work programme encourages the achievement of qualifications and progression into further education and occupational development. All parts of it can be delivered in the workplace at times and venues convenient for the learner and the employing organisation.

Detailed information on any of the Learning @ Work programme courses can be obtained from the UNISON Learning and Organising Services Guide to Courses www.unison.org.uk/laos.

Preparatory work

Successful workforce development strategies involve more than just the delivery of courses.

UNISON's experience has highlighted the importance of getting the right people on the right courses and of preparing learners, and their managers and colleagues, for the commitment required if learning programmes are to deliver maximum benefit.

Before any course begins potential students attend advice sessions with tutors to ensure they are enrolling on the appropriate course and to identify any specific learning support issues that need to be addressed.

In addition UNISON, along with our provider partners, offers employers structured sessions for prospective students and managers to ensure programmes meet needs and are appropriate for individuals and workplaces.

Example

Development Review Workshop:

The Development Review Workshop was devised in response to the introduction of Agenda for Change in the NHS. It was designed to prepare staff for their personal development reviews, drawing on NHS procedures and the Knowledge and Skills Framework as well as broader approaches to lifelong learning and personal development.

The workshop is delivered to up to 20 employees in one whole-day or two half-day sessions, led by experienced adult tutors. The Development Review Workshop is offered in all sectors and is adapted for specific sectoral and workplace circumstances. The programme is valuable even where no formal development reviewing process is in place.

English and maths in the workplace

In today's changing world, staff at all levels may need training and support to meet the demands of a modern workplace. The UNISON/WEA approach to Skills for Life offers employers strategies to develop a learning culture in which basic skills open doors to personal and professional development.

Individuals who would benefit are often those with poor early educational experiences and few or no qualifications. The Skills for Life at Work provision addresses these factors and combines the strengths of group learning, drawing on adults' social and life skills, together with opportunities to address individual learning needs. We can:

- raise awareness of basic skills and the importance of lifelong learning through targeting key personnel
- reach learners who see education and training as having little to offer them
- build confidence and motivation to learn
- provide customised training as preparation for NVQs and other occupational training, mapped to national standards at Entry level through to level 2.

UNISON and the WEA have developed courses in literacy, English language and numeracy which meet the national standards for basic skills. We will continue to work on materials and approaches which maximise the benefits to staff and employers from Learning and Skills Council funding.

Example

Communication@Work (30 hrs)

For people who do not have a qualification in English at GCSE level and/or need to brush up on their literacy skills. A flexible course, employers can choose from a range of learning units covering key communication skills and using materials and exercises drawn from relevant workplace activities. Among the options are support to meet the English requirements of candidates for NVQs at Levels 1 & 2 and a 'taster' introduction to using computers.

Personal development and study skills

These courses open the door to learning and workplace training for people who have been out of education for years and have few or no qualifications. They give staff the confidence and study skills they need to move in to formal study and progress to new roles. Areas covered include written and verbal communication, research, report and essay writing, basic IT for study. Group study takes place in work time but students are expected to undertake some self-study.

Example

Improve Your Study Skills

Improve Your Study Skills was initially developed to help health care assistants and NHS staff at a similar level prepare for nursing study at higher education level. As well as study skills the course includes a module on "Perspectives in Health Care".

A similar programme is available to help social care assistants progress to social work degree study and versions are planned for a number of other sectors. The course is delivered by an experienced adult education tutor over 30 hours in workplace groups at times convenient to the students and the organisation. Some independent study in the learners' own time is required. Improve Your Study Skills is accredited by the Open College Network. Students can achieve up to three credits at Levels 2 or 3.

Progression to higher education

These courses, run in partnership with the Open University (OU), use high quality multi media materials and every student gets a personal tutor available by phone or email. The UNISON/OU partnership has developed a unique model for supported open learning which adds face-to-face sessions for workplace groups to the courses. The work-based dimension not only enables students to earn as they learn but also to reflect continuously on the connection between their learning and their job. Students can join up without any qualifications.

Examples

Openings courses

UNISON offers work-based versions of Understanding Children, Understanding Health and Understanding Management. Students study for six to eight hours each week in their own time for 16-20 weeks and take part in three face-to face group sessions at the workplace. These courses open the door to further learning.

K101 An Introduction to Health and Social Care

This is a foundation course which gives students a fascinating and highly relevant introduction to health and social care. It explores the changes in caring in a modern society including technological, social and political shifts. Students study for 12-15 hours each week in their own time over nine months and take part in a number of face-to-face group sessions at the workplace. Their reward if successful is 60 credit points at higher education Level 1. The course is the first part of a professional qualification as a nurse or a social worker.

Understanding skills for life levels

To identify particular training needs Skills for Life are banded into levels from Entry Level, through to Level 1 and Level 2. The national Skills for Life Strategy has targets for raising people's literacy, language and numeracy skills to level 2 and funding has been allocated to support these targets.

Entry level has been described as 'survival' level skills. This means you can:

- understand the main points of simple, familiar texts
- write your name and address accurately and complete basic forms
- do simple number tasks and basic time-telling.

Entry level has three sub-divisions called entry 1 (approximately primary school level skills) to entry 3 (below GCSE pass level).

Level 1 is recognised as equivalent to GCSE grades D – G. It means you can:

- read and understand simple health and safety information, posters and leaflets
- write personal information and other information on application forms reasonably accurately
- do basic number calculations accurately, including money calculations, telling the time, simple weighing and measuring.

Level 2 is the level most employers want as a baseline for their employees. It is recognised as broadly equivalent to GCSE levels A* – C. In practical terms it means you can:

- read and understand most health and safety information
- complete an accident report form accurately
- do a wide range of number calculations including decimals, percentages area and volume.

For more information see the Skills for Life = UNISON Business Handbook www.unison.org.uk/acrobat/B3206.pdf

Members' discounts for learning

In addition to workplace learning opportunities for groups of employees, UNISON has also negotiated discounts for members with a range of learning providers. All the courses and study packages are provided by reputable

educational organisations in which you can have full confidence. Special discounts are available to UNISON members on the usual fees charged. To claim the discount, members need only to enclose a copy of their membership card when enrolling.

The range of courses where discounts are available include:

- Accounting Technicians
- Arts and Crafts
- Administrative Management
- Open University Business School
- Committee Administration
- Counselling
- Sport and Recreation Management
- Trading Standards and Consumer Affairs
- Essential Childcare qualifications
- GCSEs and 'A' Levels
- Open University Health and Social Care
- Housing Professional Studies
- Language and Learning Skills
- Law
- Marketing

For full details of the learning providers, courses and discounts available see the UNISON Learning and Organising Services Guide to Courses, www.unison.org.uk/laos.

UNISON's educational bursary scheme

Did you know that UNISON operates a small bursaries and grants scheme for members on trade union and labour studies courses, in general non-vocational education and in vocational education relevant to work in the public services?

Full details of the scheme and an application form are available on www.unison.org.uk/laos. Funds are limited so early applications are advised.

UNISON education officers and learning development organisers

Phone UNISON on 0845 355 0845 to contact your regional education officer or learning development organiser.

To contact Learning and Organising Services phone 0845 355 0845 or email: learning&organisingenquiries@unison.co.uk

Quick guide to UNISON learning offers and skill levels

| Courses | Entry level | Level one | Level two | Level three | Level four |
|--|-------------|-----------|-----------|-------------|------------|
| • English and Maths in the Workplace | ✓ | ✓ | ✓ | | |
| • Communication@Work | | ✓ | ✓ | | |
| • Skills Essentials – KSF Literacy for the NHS | | ✓ | ✓ | | |
| • Skills Essentials – MRSA | | ✓ | ✓ | | |
| ○ Return to Learn | | ✓ | ✓ | ✓ | |
| ○ Women's Lives | | ✓ | ✓ | ✓ | |
| • Improve your Study Skills | | | ✓ | ✓ | |
| • OU Openings courses | | | | | ✓ |
| • Understanding Health and Social Care (K101) | | | | | ✓ |

- These courses are available via UNISON's Internal Programme to UNISON members only.
- These courses are available where agreement has been reached with the employer and are open to both members and non-members in the workplace.

For further information on all the above courses, please refer to the UNISON Learning and Organising Services Guide to Courses, www.unison.org.uk/laos



Section three

Contacts

Useful websites

UNISON

www.unison.org.uk

UNISON Learning and Organising Services

www.unison.org.uk/laos

Workers Education Association

www.wea.org.uk

Open University

www.open.ac.uk

Unionlearn

www.unionlearn.org.uk

Skills4Schools

www.skills4schools.org.uk

Learndirect

www.learndirect.co.uk

Careconnect Learning

www.careconnectlearn.co.uk

Learning and Skills Council

www.lsc.gov.uk

National Institution for Adult and Continuing Education

www.niace.org.uk

Department for Innovation Universities and Skills (DIUS)

www.dius.gov.uk

Lifelong Learning

www.lifelonglearning.co.uk

DCSF – Read Write Plus

www.dcsf.gov.uk/readwriteplus/

Investors in People

www.iipuk.co.uk

National Vocational Qualifications (NVQs)

www.direct.gov.uk/en/educationandlearning/qualificationsexplained/dg_10039029

Campaigning Alliance for Lifelong Learning

www.callcampaign.org.uk

Your useful websites

[www.](#)

[www.](#)

[www.](#)

[www.](#)

[www.](#)

[www.](#)

[www.](#)

[www.](#)

[www.](#)

[www.](#)

[www.](#)

Your contact list

| Organisation | Contact | Telephone/email |
|---------------|---------|-----------------|
| 1. Unionlearn | Contact | |
| 2. WEA | Contact | |
| 3. | | |
| 4. | | |
| 5. | | |
| 6. | | |
| 7. | | |
| 8. | | |
| 9. | | |
| 10. | | |

Useful resources

Available from UNISON Communications

10 things you need to know about UNISON and learning

(includes a membership application form) *Stock No.2373*

Lifelong Learning – A Branch Guide *Stock No. 2098*

Branch Guide to Implementing Lifelong Learning in Local Government *Stock No. 2466*

Lifelong Learning – An Employers Guide *Stock No. 2206*

Spread the Word – UNISON ULR recruitment leaflet *Stock No. 1893*

Lifelong Learning and your Branch - Leaflet/ A3 poster *Stock No. 2163*

Refill Pack for Union Learning Rep Handbook *Stock No. 2349*

(comprises 2 A4 contact record sheets, 20 learner postcards and 2 FREEPOST envelopes)

You can order copies of these materials from UNISON Communications using the online catalogue at www.unison.co.uk or fax to UNISON Communications on 020 7551 1461 or email stockorders@unison.co.uk. Please quote stock nos, the quantities required, a contact name and delivery address, including the full postal code.

