

# ***Online Accreditation Manual***

**Draft 2**

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## **Introduction**

This paper was written by Stow College Trade Union Education Department, Glasgow, Scotland which hosts, designs and delivers all TUC online courses within Scotland. We have been involved in the design and delivery of online courses since 1998.

This paper is divided into 3 key parts.

### **Part One: Standard Guidance on Accreditation**

This aims to outline a framework for accreditation covering the structure, process and delivery of accredited trade union courses. This provides the initial framework on which online accreditation policies and procedures are built. It is included in this paper as one example of an accreditation model. Any accreditation model will contain more or less the same elements. It is modelled on classroom delivery.

### **Part Two: TUC Guidelines for Working Online**

This part builds on the model outlined in part one and applies it to online delivery. The model outlined in this part is the current UK TUC Guidelines for Working Online. The model itself suggests the possibility of alternative evidencing student work.

### **Part Three: Alternative Guidelines for Working Online**

This part building on parts one and two provides a framework for discussion of alternatives. Within the UK the models used in England and Scotland are slightly different. Part three outlines the model used in Scotland, and as such aims to open up a discussion on models that could be used throughout Europe.

# Standard Guidance on Accreditation

## Introduction

This guide is structured in such a way as to give any trade union organisation an insight into the various elements and aspects to be considered when developing and delivering a successful accredited trade union education programme.

The manual is structured to cover the following areas for consideration:

What is Accreditation?

Why is it a trade union issue?

The structure for accreditation

Quality standards

- Tutor training and development
- Tutor networks

Moderation systems

- Internal
- External
- Standardisation

Assessment criteria and learning outcomes

- Link to EQF

Record Keeping

## What is Accreditation?

For the purposes of this document accreditation is formal recognition of the learning that has taken place on an educational programme by an external awarding body. However, more informal procedures for accreditation may be in use but would not link to the European Qualifications Framework (EQF). In any case these informal procedures would need to have many of the same elements as formal procedures.

## Why is it a trade union issue?

For a number of reasons, financial and educational, many trade union bodies are now looking for more formal, academic recognition of the training that has taken place. This generally necessitates the involvement of external educational awarding bodies.

Depending on the arrangements in your country you may be looking for a more formal recognition of the learning taking place within trade union courses. This could be due to the need for transferable qualifications.

In some countries, like the UK, there is a plethora of awarding bodies to choose from. This is not the case in all countries. The choice of an appropriate awarding body can be important in ensuring that the ethos of trade education is not compromised.

This document is based on the UK TUC Accreditation system because it has proven to be a successful model and has been in operation since 1996. To see full details of the system see **Appendix One - UK TUC Accreditation System**. Regardless of what accreditation system is

being used each will have essentially the same elements. This section aims to identify the key elements of any accreditation system and to explain the function.

### ***The structure for accreditation***

Any accreditation system should be designed to enable learners to accumulate recognition of achievement for relatively small chunks (units) of learning. These can be organised in such a way that learners gain a qualification. See **Appendix 3 - The QCF Handbook for TUC Tutors** for further information about TUC qualifications. There are a number of elements that are common to any accreditation system. These are, Units, learning outcomes, assessment criteria, credits and levels.

#### **Units**

The skills and knowledge that reps need to function effectively in the union and the workplace is extensive. To facilitate the award of credit for the training that reps undertake, the skills and knowledge are specified in manageable chunks called units. Units describe what it is that is expected of learners for them to achieve credit for that piece of learning. Each credit equates to notional hours of learning – the number of hours in total and on average that learners may take to achieve it. (i.e. including pre-course activity, workplace activity, private study and contact hours).

#### **Learning outcomes**

Learning Outcomes set out what learners should be able to do to complete the unit or chunk of learning. If the unit is called Representing Members, then the learning outcomes detail the general tasks or knowledge the rep will be able to demonstrate as a measure of their achievement. An example of a learning outcome from an introductory reps course could be:

“Recognise and work on trade union priorities”.

Learning outcomes are not a course or lesson plan, and do not have to be achieved in the order they appear. They do not exclude other learning or activities on courses, and detail only what needs to be assessed for credit to be awarded.

#### **Assessment Criteria**

So that both learners and tutors can judge that the learning outcomes have been met, assessment criteria specify more precisely what it is the learner can do to demonstrate that. Assessment criteria enable learners to recognise, judge and value the work they do. They are also a useful focus for tutors to identify and give feedback on where and how reps are developing their skills and knowledge. An example of the two assessment criteria linked to the above learning outcome could be:

“Describe union priorities e.g. in the workplace, in the wider union,  
Identify ways on progressing union priorities”

#### **Credits**

Each unit of learning has a value attached to it called a credit. One credit is generally linked to a number of notional hours of learning. This is notional – i.e. a guide only – it being acknowledged that the learning detailed in the unit might be achieved in X hours by one person, and Y hours by another. The ‘notional’ hours represent an average of the total that might be involved to achieve the unit - and could be a combination of class or tutor/learner contact, self-directed study and workplace or other learning. ‘Study’ in the context of the union rep’s role may encompass activities/work carried out in the workplace or union that enhances their learning.

## **Levels**

Units are accredited at different levels. See the Scottish Credit Qualifications Framework link [http://ec.europa.eu/eqf/compare\\_en.htm](http://ec.europa.eu/eqf/compare_en.htm) which is still under development, but allows comparisons of levels across countries to be made.

These refer to the different stages and progress that people attain in their learning. They may range from a level where Basic Skills are being developed to advanced qualification levels.

## **Quality standards**

The smooth running of any accreditation process depends partly on our understanding of it, and partly on its procedures being triggered and responded to at the right moment. For some trade union reps their certificates will be their first since leaving school (and maybe ever), and it is important that they receive their record of credits promptly. For any well developed system there is a need for a well developed, standardised policy for monitoring and reviewing how it is delivered.

## **Tutor Training and Development**

Developing the skills and experience of trade union tutors is central to maintaining and building on the high standards for which trade union education is known. This may involve the training and development of tutors on specially designed and accredited courses.

To ensure quality trade union tutors delivering a programme should be approved by their union or national confederation. In the UK tutors are required to undergo the process as outlined by the TUC nationally. Tutor updates and training courses are provided at regional and national level, and may be for between 1 and 5 days. Briefings are provided as new and revised materials are brought on stream. This helps keep tutors up to date with the accreditation process and with changes in the curriculum as well as within the world of work. An annual directory of TUC tutor development briefings is provided. This could be seen as a model of good practice for any accredited programme.

## **TUC Tutor site**

It will be important for any union body delivering an education programme to enable tutors to exchange information, ideas, and resources and discuss issues related to the delivery of their programme. In the UK the TUC has ensured that copies of course materials, tutor notes and resources are available to all TUC tutors via the TUC Tutor site <https://www.tuctutors.org.uk>. All new TUC tutors receive forms to register for the site at their initial tutor training.

## **Resources**

Union bodies will need to consider the central importance of resources in ensuring quality. Things to consider will include:

- comfortable, accessible teaching rooms with resources for group activity
- flipcharts/Overhead Projectors/interactive boards
- appropriate IT equipment
- sufficient, appropriate and current information and materials
- appropriate administrative support

## **Learning Support on Courses**

Union bodies will need to consider having processes in place for learning support. Things to consider will include:

- identification of individual learning needs, formally or informally
- availability of learning support (e.g. signer, brailled documentation, language support)

through the providing institution

- learner support (e.g. use of accessible rooms and resources, flexible delivery in terms of mode, or time of delivery, where appropriate)

A key element of quality is to ensure the promotion of equal opportunities. Things to consider will include:

- ensuring that recruitment and course materials reflect commitment to equal opportunities
- procedures for monitoring equality of access and achievement
- the use of assessment methods that do not disadvantage learners (e.g. written materials should not be used where writing is not necessary for the achievement of credit)

### ***The Process for Accreditation***

Any accreditation system will have its own detailed processes involving everything from learner registration through to the awarding of certificates. See **Appendix 1 - UK TUC Accreditation System** for details of the UK processes.

### **Online Courses**

As the demand for trade union courses online is growing, new guidelines for running online courses will need to be drawn up. An example of online guidelines can be found in **Appendix 5 – TUC Education Guidelines for Working Online**. The guidelines for working online could contain specific requirements with reference to recruitment, initial assessment, evidencing of learning, and portfolio.

### **Record Keeping**

One of the key purposes and strengths of a trade union education programme is the development and enhancement of collective capacity through the use of participatory educational methods. The award of credits for individual achievement assists in that process by recognising the progress reps make in developing the skills and knowledge needed to work to a collective agenda (the role of the rep).

The evidence of achievement that learners gather is important as a source of pride and future workplace reference, and is vital for the award of credits and qualifications. For these reasons (and the fact that record-keeping skills are a must for their union role) all participants should be encouraged to keep a well organised record of the work they carry out in completing activities.

There are two elements to record keeping. Records kept by learners and records kept by tutors. See **Appendix 2 – Sample Record Keeping Forms** for examples of record keeping pro formas. These are taken from the UK TUC model.

### **Quality Assurance Process**

**Appendix 4** provides detail of the **UK TUC Quality Assurance Process**. Any quality assurance process will contain essentially the same elements. This section explores the key elements of any system and some of the terminology used. The aim of any quality assurance process is to ensure that:

- learners have achieved the learning outcomes – verification/moderation?
- the award of credit is consistent between learners, tutors and centres – standardisation

Processes can work at a number of levels, and any structure has to make sure that learners are treated consistently at local, regional and national level.

The key aim of any process should ensure:

- verification of achievement of units, which ensures learners have achieved the learning outcomes at the standard set by the assessment criteria through sampling of records of assessment – the evidence of achievement held in learner files and tutor records
- standardisation of assessment decisions and consequent award of credit between centres delivering the programme through comparing assessment decisions. Standardisation meetings should allow tutors to discuss areas of concern and to agree action for the future with other individuals involved in the process for example, external moderators appointed by the awarding body

TUC Education has developed records for internal quality assurance which have been recognised as good practice in inspections. See **Appendix 4 - UK TUC Quality Assurance Process**.

As any quality assurance process involves an external awarding body and that body has the responsibility of ensuring quality, systems need to be put in place to allow external checks, these are normally called external moderation. Similarly, any centre delivering an accredited programme has the same obligation to ensure internal quality checks, this is called internal moderation. Local procedures will differ, but will usually involve internal and external moderation. This coming together of internal and external processes is a key component of the ongoing improvement process and is standardised throughout the country, usually through an annual event.

The types of things discussed at annual standardisation meetings may include:

- looking for evidence of consistency in the interpretation and maintenance of standards across levels
- looking for evidence of differentiation in the interpretation and maintenance of standards across different sample units at the same level
- identifying any exemplars and action that may be required to enhance assessment practice and improve consistency
- identifying examples of innovative and good assessment practice

### **European Qualifications Framework**

The European Qualifications Framework (EQF) is an overarching framework designed to serve as a translation device to make qualifications more readable and understandable across different countries in Europe. As an instrument to promote lifelong learning, EQF is intended to help the recognition of the wide range of learning that takes place across European countries. It is a framework of eight reference levels, described in terms of learning outcomes, and covers the levels of most qualifications acquired in general, vocational and academic education and training.

The EQF was formally adopted by the European Parliament and Council on 23 April 2008. Member States agreed to reference their national qualifications systems to the EQF and make reference to the EQF levels on certificates. EQF is being put in practice across Europe. It encourages countries to relate their national qualifications systems to the EQF so that all new qualifications issued from 2012 carry a reference to an appropriate EQF level. An EQF national coordination point has been designated for this purpose in each country.

## European Framework

The European Qualifications Framework (EQF) was developed as a mechanism for comparing qualifications between and among European countries. All EU states are being encouraged to align their existing qualifications frameworks with the EQF. This will mean that EQF can become the “currency” by which qualifications can be recognised across Europe.

Several European countries have already mapped their national frameworks to the EQF and the EU is encouraging all member countries to complete this exercise by 2012 such that all new qualifications from 2012 will carry an EQF reference in addition to the national reference.

## EQF and Trade Union Education in the UK

Trade union education courses delivered online in the UK are accredited by the National Open College Network (NOCN). Most Trade Union learning in the UK is awarded at four different levels by NOCN. The NOCN awards are mapped to each of the national frameworks which in turn are mapped the European Qualifications Framework. This means that any Trade Union course accredited by NOCN can also be recognised nationally and by using the mapping to EQF are, in turn, able to be understood at a European level.

The following table maps the awarding body’s levels to UK national frameworks and EQF.

### Accredited Trade Union learning in UK and the Qualifications Frameworks Levels

NOCN	SCQF	QCF	EQF
	9	6	6
	8	5	5
	7	4	
3	6	3	4
2	5	2	3
1	4	1	2
E	3	E3	1

This table does not cover all the levels for each framework. But they cover the levels used in the majority of Trade Union education in the UK.

## Awarding bodies and EQF

The development of the EQF and the ongoing work to align national frameworks to it means that existing courses and qualifications accredited by different awarding bodies can have currency across the EU without the need for change. As indicated above, the hope is that all new qualifications will be explicitly levelled to EQF and these levels indicated on all future certification. This should lead to the idea of “learning in any country and qualifying for Europe”.

## Moving to a European Trade Union Framework through national awarding bodies

As online learning for trade union education develops across Europe all courses and qualifications should be accredited by a national awarding body. If each awarding body’s courses and qualifications are levelled to a local national framework, then recognition and validity across Europe should be possible using the European Qualifications Framework.

One major advantage of this approach for trades unions and confederations will be that transnational co-operation through ETUI should immediately offer wider access to recognised trade union education to workers across Europe. If particular courses and qualifications are not readily available in a country, using the EQF, an existing course could be delivered online and accredited by another country. Provided the frameworks are aligned to EQF the learning can be recognised and have currency and validity for both the learner and the employer.

### **Case Study based on Scotland**

The EQF is a framework of eight levels described in learning outcomes. TUC Education through its awarding body the National Open College Network (NOCN) has adopted the use of units (at three levels) containing learning outcomes as the building blocks of its hugely successful UK wide training and education programme.

Through TUC Education, union learners have been awarded over a million learning credits since 1996. The use of educational units and learning outcomes for accreditation provides a useful focus for learning as well as progression.

The recent referencing of UK qualification frameworks against the EQF in 2009 means that learning accredited by the award of TUC Education NOCN units will have validity in other member States that are similarly referenced to the QCF. This presents great opportunities for union learners across Europe.

With this background, discussions between colleagues from TUC Education and the ETUI then agreed to undertake a pilot to test if accreditation and the methodology used by TUC Education to generate evidence of learner achievement could be successfully applied to existing ETUI courses. The ETUI course, Project Management was identified and agreed as the pilot course.

The prime objective of the pilot was to;

- test the ability to gather sufficient evidence of learning and achievement that would lead to an award of educational achievement on a short ETUI transnational training course.

Underpinning the prime object was the intent to;

- Test the suitability of the TUC units against the course aims
- Test the suitability of existing course activities against the NOCN requirements
- Consider the production and gathering of evidence of achievement
- Consider the production and gathering of evidence for non-English speaking participants

### **Conclusion**

This pilot proved to be successful against the aims set and raised interesting issues for future courses. For full details see **Appendix 6 - Report on the Accreditation of the ETUI Project Management Course, Edinburgh, September 2010.**

# Guidelines for Working Online

## **TUC Education – Guidance for Working Online**

The following is the UK TUC's current guide for working online.

### **Background**

Since the introduction of its online programme, TUC Education has given due attention to the development of appropriate quality control systems; the overriding aim is to ensure that delivery, assessment, learning and moderation systems for online work should equal the high standards existing across the rest of the Programme. It is expected that online quality assurance should be consistent with the moderation systems for other forms of delivery.

Therefore, after consultation with tutors and moderators, it has been decided online learning should be treated no differently from F2F or any other mode of delivery. An acceptable difference is that online learners may produce different evidence of achievement as a result of the teaching medium e.g. discussions may be virtual, reports may be electronic and a portfolio of evidence may be a working file.

Where learners are studying units which are delivered F2F and online, they are awarded the same certificate and the same minimum standard of learners' achievement must be maintained if credibility for the award is to be safeguarded.

Online learners should not be advantaged or disadvantaged by studying online. In particular:

- the standard of learner assessment or procedures for moderation (Internal and External) should not burden online learners any more than other modes of delivery.
- the standard of learner assessment or procedures for moderation (Internal and External) should not bring into question the credibility of the achievement of online learners any more than other modes of delivery.

Practical details include:

- access to electronic evidence/portfolios for moderation purposes
- recording feedback from tutors to learners
- identifying an online audit trail for moderation purposes

### **Assessment**

The assessment strategy for the programme has been developed to be appropriate for the aims of the programme, the target group, and possible progression routes.

The assessment methodology is informal, integrated with learning and linked wherever possible to workplace activity. Assessment activities could include:

- group discussion of case studies, assessed by tutor/self assessment (including online forums)
- production of projects based on workplace issues, assessed by tutor and peer discussion
- workplace activity, assessed through discussion

Evidence could include:

- learner informal notes
- annotated activities checklists
- tutor records
- workplace reports
- minutes of course meetings
- diverse evidence from the workplace e.g. letters, newsletters, reports
- electronic portfolio, for online courses e.g. discussions may be virtual, reports may be electronic and a portfolio of evidence may be a working file
- digital media

### **Electronic portfolios for online learning**

Based on experience with TUC Education online learning courses to date, the preferred approach is a simple electronic portfolio or electronic achievement file. The important aspect of the electronic portfolio is that it provides a means to link evidence of achievement clearly to the assessment criteria that the evidence relates to.

The electronic portfolio may be implemented as a Word file or other format depending on the virtual learning environment in use. Email discussions between tutors and students should be cross-referenced to the electronic portfolios.

It is also worth noting that as technology advances different forms of media, including digital media, may be used to produce evidence of achievement and included as part of a learner's electronic portfolio.

Alternatively tutors may prefer to accept evidence of achievement that is not transferred to an electronic portfolio, but is recorded within the virtual learning environment and within the context of the activity that has taken place. If this is the tutor's preferred option agreement to follow this method must be sought from the Internal and External Moderator.

In Scotland, this alternative is now firmly embedded. The next section looks at this in more detail.

## Alternative Guidelines for Working Online

### *The Marriage of Design and Evidence*

#### Introduction

The suggested alternative set out in this part is based on the existing model in use and agreed in Scotland. It sits within the UK TUC's assessment and moderation framework, but makes some important alternative mechanisms for achieving the goals of the TUC framework. It is based on the application of the following approach taken from the TUC Guidance.

“Alternatively tutors may prefer to accept evidence of achievement that is not transferred to an electronic portfolio, but is recorded within the virtual learning environment and within the context of the activity that has taken place. If this is the tutor's preferred option agreement to follow this method must be sought from the Internal and External Moderator”

This model has been successfully delivered and used in Scotland for the last 5 years. It is based on one simple principle, that of minimising the burden of evidencing on the student. As you can see the aim of any online programme must be to give students the appropriate opportunities to enable them to generate and gather evidence of achievement.

*“If learners are to achieve the credits for which they have been registered, they will need **appropriate opportunities to enable them to generate and gather evidence of achievement.** The importance of recording and collating work carried out may need to be emphasised and clear guidance given as to how to do this, particularly where learners have no previous experience of value being attached to learning not tested under exam conditions.” (TUC Education Guidelines for Working Online 2005)*

In the online environment it will still be necessary to keep well-organised and up-to-date records which help to present a visual summary of specific aspects of courses – for busy tutors, moderators, funding inspectors and learners. In the previous sections of this guide we have outlined the process for demonstrating that courses and their accreditation are being run to the clear quality standards.

However, there is an alternative approach to learner evidencing that is based on what we call “the marriage of design and evidence”.

#### Evidencing Student Work

The *pro formas* in **Appendix 2 – Sample Record Keeping Forms** are provided as examples of how the information required for online accreditation might be recorded by tutors for Internal or External Moderator visits.

Moderators may also wish to see learners' work and talk to them about their course. This model recognises that the course itself should be treated as the “electronic portfolio”. Experience has shown that the creation of electronic portfolios is an unnecessary burden on learners as it demands duplication of effort time etc. The design of the course incorporating activities and distinct discussion forums has one key aim/purpose that is to avoid this **unnecessary burden** on learners. This raises the question as to the purpose of a portfolio. Traditionally, its major function was as a map or a guide for a moderator (internal and external) to view/check students' evidence. It was also seen as beneficial to a rep as a repository of information to take back to the workplace to support them in their role as a union rep. This model retains the opportunity for a learner to create their own portfolio of evidence BUT does not make this a prerequisite for moderation purposes.

The map or guide for the moderator/tutor/learner is created by the tutor both in the **course design** and supported by the **record keeping process**. See **Appendix 2 – Sample Record Keeping Forms**

### **Course Design**

By linking each activity to specific outcomes (learning outcomes and assessment criteria) and by providing a distinct reporting area (evidencing area) this affords moderators and tutors a ready-made map of where to find student evidence.

Each activity is made up of 3 standard elements in its design (Overview, Tasks and Resources). This design enables learners, tutors and moderators to locate and access the evidence. **Appendix 2 – Sample Record Keeping Forms , sections1-3**. By the use of a range of online tools and functions including forums, blogs etc there is sufficient evidence contained within the course for both internal and external moderation. There are several practical benefits for the learner and practical implications for tutors and moderators. These are:

#### **For learners**

The practical benefits for the learner are the elimination of duplication of evidencing. Our experience has shown that this is an overwhelming burden. However learners still retain the option for creating a resource pack for use back in the workplace. **This means that a representative is not restricted in the creation of a resource pack/portfolio by the demands of moderation.**

#### **For tutors**

The practical implication for tutors is that fundamentally they need to be at the heart of course design. This as an integral part of the teaching and learning process and cannot be left to technologists alone. Following on from this there are clear implications for the design of tutor training programmes, available resources, etc. The course needs to be transparent so that course moderators (internal/external) can easily identify sources of learners' evidence. See **Appendix 2 – Sample Record Keeping Forms , number 10**

#### **For moderators**

The practical implication for moderators is the simplification of the moderation process. This involves online access for moderators, and requires an understanding of the mapping of assessment criteria to sources of evidence, as outlined in **Appendix 2 – Sample Record Keeping Forms , number 10**.

### **Record Keeping Process**

In order for the effective implementation of the above model, tutors need to maintain clear and accessible records. See:

- **Appendix 2 – Sample Record Keeping Forms , number 1 - Record of Units Achieved/Tracking Document**

This records the tutors' recommendation of award against units within a course, for each course participant.

- **Appendix 2 – Sample Record Keeping Forms, Number 2 - Course Tracker and Number 3 - Learner Progress**

These records track individual learner progression on a course, and record both completion of course activities and also record any additional work required. The records also detail where student evidence can be found.

- **Appendix 2 – Sample Record Keeping Forms, Number 10 - Course - Evidencing Overview**

This records which activities directly relate to each of the assessment criteria on any given unit attached to a course. It is also the map which directs both tutors and moderators on where to find the appropriate evidence for learner attainment.

## Evaluations

As trade union courses are learner-centred courses, it is important to check that learners' needs are being met. If learners find courses too fast/slow or can't relate what they are doing to their needs as representatives, their learning may be affected.

Course evaluations are important at an early stage in the course, as well as at the end, and will help both tutor and learners to:

- Identify software, hardware issues
- Identify navigational, technical issues
- be clear about what has been learned
- identify issues or skills that may need to be revisited
- identify and resolve any problems
- identify issues for working on in the rest of the course
- recognise the good work achieved

Learners may raise a wide range of issues, and it is important that these are considered and dealt with appropriately. It may be that early evaluations of online courses identify navigational issues, a lack of clarity in structure etc and as a result tutors' should be able to respond quickly to meet student need. A sample end of course evaluation through Survey Monkey. See **Appendix 2 – Sample Record Keeping Forms, number 13.**

## The Structure of Accreditation

As set out in Section One of this document, which identified the structure of accreditation, it is worth noting that in relation to online there is no change in the following:

- Background
- Units
- Learning Outcomes
- Assessment Criteria
- Levels
- Credits

## The Process for Accreditation

The approval process for online does not change neither does initial registration of learners.

## *Delivering a Trade Union Education Programme (Online)*

### Tutor Training and Development

As previously stated in section one all staff delivering a trade union programme would need to be tutors approved by the trade union body, and be required to undergo the tutor development process as outlined previously. For example in the UK Tutor Updates and training courses are provided at regional and national level, and may be for between 1 and 5 days.

In addition, all Tutors who are delivering online programmes will require specific training for effective online delivery.

This will include: Skills related to e-learning techniques (for example)

- Collaborative work online
- Effective communications
- Synchronous & Asynchronous Activity

Knowledge of the virtual learning environment (VLE) platform

- Navigation
- Course design and structure
- Add on applications (Video, audio, Articulate, Captivate, Illuminate)

### **Resources (Online)**

In addition to the facilities necessary for classroom delivery, consideration will need to be given for additional resources if the course is a blended learning course i.e. face to face with an element of online attached, or a stand alone online course. The following three areas will need to be considered:

- Centre Resources
- Tutor Resources
- Learner Resources

Centre resources will need to have dedicated learner and Tutor IT facilities, including stable internet access with suitable technical support. The VLE will need to have remote access for learners and Tutors and direct access to the appropriate technical support on offer.

Tutor resources will include access to training (see Tutor Training and Development above), appropriate time allocation for design, delivery and service. Throughout the design, delivery and servicing of online course the support of a technologist in assisting with add on applications will be essential.

Learner resources should be made clear at the outset of the course to help ensure that learners have the opportunity to participate fully and without hindrance. Minimum IT system specification requirements should be communicated to the learner prior to course participation i.e. web access, word processing software, media player software, flash player, Adobe etc This will be dependent on the actual course content and interactive software used in its design.

### **Learning Support on Courses**

Providing institutions will use their own processes for online provision. The minimum required could include:

- identification of individual learning needs, formally or informally (for online, Individual Learning Plans and assessment tools can be used)
- availability of learning support (e.g. signer, brailled documentation, language support) through the providing institution. Joint Information Systems Committee (JISC) in the UK provides guidance and resources to support learners online  
<http://www.jisc-techdis.ac.uk/techdis/aboutus> (other European countries may have similar guidance)
- learner support (e.g. use of accessible rooms and resources, flexible delivery in terms of mode, or time of delivery, where appropriate)

As trade unions have policies of promoting equal opportunities, providers should:

- ensure that recruitment and course materials reflect commitment to equal opportunities
- follow procedures for monitoring equality of access and achievement
- make use of assessment methods that do not disadvantage learners (e.g. written materials should not be used where writing is not necessary for the achievement of credit)

## ***Delivery and assessment***

### **Identifying Learning Needs**

The ethos of trade union courses is that they are learner-centred and that they are responsive to the needs of reps in the union and the workplace. Identification of learning needs may take place in a variety of ways depending on local practices. These include:

- a formal question about learning needs on providing institution enrolment forms
- online introduction activities that identify past learning and expectations of the course
- formal initial assessment activities, as for on-line courses
- ongoing course evaluations or reviews that check out progress and new course aims (for online there are a number of options depending on the platform used. These could include, survey options, quizzes, live conferencing. Additional software may be used i.e. Survey Monkey <http://www.surveymonkey.com> )

### **Getting Ready for E-learning (GREL)**

The concept of a course called GREL was developed from an identified student need. In the early days of UK TUC online courses it was recognised that failure to address the new learning, technical and organisational needs associated with online delivery was having a negative impact on the success of online delivery. These new needs are:

#### **Learning Needs**

- The need to develop navigational skills within a VLE
- The need to develop new skills in the use of communication tools e.g. discussion forums, live conferences, blogs
- The need to develop collaborative skills in working online
- The need to develop basic IT skills e.g. download, upload, internet use

#### **Technical Needs**

- Test system compatibility at home, work, union office
- Identify security issues e.g. firewalls
- Software compatibility

#### **Organisational Needs**

- Facility agreements – access to computers and internet at work
- Sufficient time off
- Time management in a virtual environment

### **GREL in Practice**

In practice the GREL course focuses on the needs identified above. This separates out the substantive of a trade union course e.g. employment law or health and safety from the skills needed to participate in any trade union course delivered online. Experience has shown that the participation in GREL has a positive impact on the success of learner participation, attainment and progression, which were traditionally areas of difficulty associated with online learning.

### **Learner and Tutor Evidence of Assessment Online**

The evidence of achievement that learners gather is important as a source of pride and future workplace reference, and is vital for the award of credit. For these reasons (and the fact that record-keeping skills are a must for their union role) all participants should be encouraged to keep a well-organised record of the work they carry out in completing activities.

In addition, for any classroom course or online course tutors also need to keep a record of assessment decisions to provide:

- evidence that a decision has been made – **Appendix 2 – Sample Record Keeping Forms, number one**
- a visual summary of where learners are up to on the course – **Appendix 2 – Sample Record Keeping Forms, number two**
- a guide to the work that still needs to be done on the course – **Appendix 2 – Sample Record Keeping Forms, number three**
- a record that might be returned to in the future if necessary – **Appendix 2 – Sample Record Keeping Forms, number one**

In addition to the records and guides outlined above, the online environment offers the opportunity for a range of evidence gathering for moderation purposes. These can include:

- Discussion forums with posted reports – **Appendix 2 – Sample Record Keeping Forms, number four**
- Collaborative discussion forums with posted reports – **Appendix 2 – Sample Record Keeping Forms, number five**
- Live conferences – **Appendix 2 – Sample Record Keeping Forms, number six**

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Appendix 1 UK TUC Accreditation System

Appendix 2 Sample Record Keeping Forms

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Appendix 3 The QCF Tutors handbook

Appendix 4 TUC Quality Assurance Process

Appendix 5 TUC Education – Guidance for Working Online

Appendix 6 Report on the Accreditation of the ETUI Project Management Course, Edinburgh, September 2010

**Appendix 2 – Sample Record Keeping Forms, number 1 - Record of Units Achieved/Tracking Document**

TUC Student Tracker  
TUCNCOMAB2010  
D20335

TUC/EIS ULR -  
Online

First Name	Surname	Role of the ULR				ULR Skills 2					Getting Organised to Promote Learning			
		1	2	3	Level	1	2	3	4	Level	1	2	3	Level
Mark	Allen	X	X	X	2	X	X	X	X	2	X	X	X	2
Christine	Bruce	X	X	X	2	X	X	X	X	2	X	X	X	2
Stephen	Nolan	X	X	X	2	X	X	X	X	2	X	X	X	2
Wilma	Pirie	X	X	X	2	X	X	X	X	2	X	X	X	2
Susan	Porter	X	X	X	2	X	X	X	X	2	X	X	X	2
Stuart Alan	Probart	X	X	X	2	X	X	X	X	2	X	X	X	2
James	Sweeney	X	X	X	2	X	X	X	X	2	X	X	X	2
Fiona Mary	Webb	X	X	X	2	X	X	X	X	2	X	X	X	2
Sheila	Meikle	X	X	X	2	X	X	X	X	2	X	X	X	2
Caroline	Shields	0	0	0	2	0	0	0	0	2	0	0	0	2

Signed: M.Pollitt/G.Grubb  
date: 24/6/11

## Appendix 2 – Sample Record Keeping Forms, number 2 - Course Tracker

EIS Course Tracker

TUC/EIS ULR - Online

TUCNCOMAB2010

D20335

Name		Activity One	Activity Two	Activity Three	Activity Four	Activity Five	Activity Six	Activity Seven
Mark	Allen	YES	YES	YES	YES	YES	YES	YES
Christine	Bruce	YES	YES	YES	YES	YES	YES	YES
Stephen	Nolan	YES	YES	YES	YES	YES	YES	YES
Wilma	Pirie	YES	YES	YES	YES	YES	YES	YES
Susan	Porter	YES	YES	YES	YES	YES	YES	YES
Stuart Alan	Probart	YES	YES	YES	YES	YES	YES	YES
James	Sweeney	YES	YES	YES	YES	YES	YES	YES
Fiona Mary	Webb	YES	YES	YES	YES	YES	YES	YES
Sheila	Meikle	YES	YES	YES	YES	YES	YES	YES
Caroline	Shields	YES	YES	YES	NO	NO	NO	NO

Signed: Gus Grubb / Mark Pollitt

## Appendix 2 – Sample Record Keeping Forms, number 3 - Learner Progress

TUC ONLINE SCOTLAND - TUTOR COURSE RECORD – Activities 1 - 3

Course Title: H& S Stage 1 Oct 2010 Course Code:

Start Date: 25/10/10 Tutors: MP - GG

Where to find Tutor Responses DG e.g. DG 1	Logged On LO (Y or N)	Attempted Activity AA (Y or N)						Tutor Response Collective Response TR/CR (Y or N)						More Student Work Required MS (Y or N)						Level Agreed LA e.g. L3					
Student Name	Activity One						Activity Two						Activity Three												
	LO	AA	TR	MS	LA	DG	LO	AA	TR	MS	LA	DG	LO	AA	TR	MS	LA	DG							
Lyn Warmald	Y	Y	Y	N	L2	DG1	Y	Y	Y	N	L2	DG2	Y	Y	Y	Y	L2	DG3							
Liz Carson	Y	Y	Y	N	L2	DG1	Y	Y	Y	N	L2	DG2	Y	Y	Y	N	L2	DG3							
James Haggart	Y	Y	Y	N	L2	DG1	Y	Y	Y	N	L2	DG2	Y	Y	Y	N	L2	DG3							
Alexander Welsh	Y	Y	Y	N	L2	DG1	Y	Y	Y	N	L2	DG2	Y	Y	Y	N	L2	DG3							
Shauna McCourt	Y	Y	Y	N	L2	DG1	Y	Y	Y	N	L2	DG2	Y	Y	Y	N	L2	DG3							
Gerry McLeod	Y	Y	Y	N	L2	DG1	Y	Y	Y	N	L2	DG2	Y	Y	Y	N	L2	DG3							
Andrew Kelly	Y	Y	Y	N	L2	DG1	Y	Y	Y	N	L2	DG2	Y	Y	Y	N	L2	DG3							
James Conn	Y	Y	Y	N	L2	DG1	Y	Y	Y	N	L2	DG2	Y	Y	Y	Y									
Margaret Bell	Y	Y	Y	N	L2	DG1	Y	Y	Y	N	L2	DG2	Y	Y	Y	N	L2	DG3							
DeeAnFitzpatrick	Y	Y	Y	N	L2	DG1	Y	Y	Y	N	L2	DG2	Y	Y	Y	N	L2	DG3							
Vanessa Evans	Y	Y	Y	N	L2	DG1	Y	Y	Y	N	L2	DG2	Y	Y	Y	N	L2	DG3							
Susan Wilkie	Y	Y	Y	N	L2	DG1	Y	Y	Y	N	L2	DG2	Y	Y	Y	N	L2	DG3							
Anne Leitch	Y	Y	Y	N	L2	DG1	Y	Y	Y	N	L2	DG2	Y	Y	Y	N	L2	DG3							
Pauline Sharma	Y	Y	Y	N	L2	DG1	Y	Y	Y	N	L2	DG2	Y	Y	Y	N	L2	DG3							
Dave Smith	Y	Y	Y	N	L2	DG1	Y	Y	Y	N	L2	DG2	Y	Y	Y	N	L2	DG3							
William Donohoe	Y	Y	Y	N	L2	DG1	Y	Y	Y	N	L2	DG2													
Ian Gaffney	Y	Y	Y	N	L2	DG1	Y	Y	Y	N	L2	DG2	Y	Y	Y	N	L2	DG3							
Les Sinclair	Y	Y	Y	N	L2	DG1	Y	Y	Y	N	L2	DG2	Y	Y	Y	Y									
Robert Barr	Y	Y	Y	N	L2	DG1	Y	Y	Y	N	L2	DG2	Y	Y	Y	N	L2	DG3							
Robert Gillies	Y	Y	Y	N	L2	DG1	Y	Y	N	N	L2	DG2	Y	Y	Y	N	L2	DG3							

Note: Red is Withdrawn:  
Green – Indicates that learner has completed all tasks to date and is able to progress  
Yellow – Indicates more learner work

Last updated 09/05/2011 - GG

## Appendix 2 – Sample Record Keeping Forms, number 4 - Discussion forums with posted reports

**moodle** @ Stow College

Mark Pollitt

Update profile My courses Logout

Departments Staff Room Student Room Learner Resources

Tuesday 13 September 2011

Stow Moodle > TUCH&S1OCT10 > Forums > Activity 4 Discussion

Update this Forum

This forum allows everyone to choose whether to subscribe or not  
 Force everyone to be subscribed  
 Show/edit current subscribers  
 Subscribe to this forum

Only postings for Activity 4 Tasks should be made here.

Add a new discussion topic

Discussion	Started by	Replies	Last post
Activity 4 - Facilities & Time Off	Liz Carson	8	Robert Gillies Thu, 16 Dec 2010, 09:27 PM
Activity 4	Robert Gillies	0	Robert Gillies Mon, 13 Dec 2010, 11:53 PM
Activity 4	Ian Gaffney	1	Mark Pollitt Mon, 13 Dec 2010, 10:15 AM
act 4	Andrew Kelly	1	Ian Gaffney Fri, 3 Dec 2010, 04:54 PM
Activity 4 Task 1	Jamie Haggart	3	Ian Gaffney Fri, 3 Dec 2010, 04:52 PM
Activity 4 Task 1	Deeann Fitzpatrick	4	Shauna McCourt Thu, 25 Nov 2010, 01:14 PM

Internet

## Appendix 2 – Sample Record Keeping Forms, number 5 - Collaborative working group forums

**moodle** @ Stow College

Mark Pollitt

Update profile My courses Logout

Departments Staff Room Student Room Learner Resources

Tuesday 13 September 2011

Stow Moodle > SGREL12 > Forums > Activity 6 Discussion > Unite Discussion Thread

Display replies in threaded form

Move this discussion to ... Move

**Unite Discussion Thread**  
by Mark Pollitt - Wednesday, 6 October 2010, 06:34 PM

This discussion thread is for members of the Unite group only

**Unite Discussion Thread:** James Haggart, Colin McAdam, and Gary Stewart

**GROUP LEADER:** Gary Stewart (Report based on the **Unite** web site only)

Please note that **only the group leader** should post the final group report into the **Tutor Summary Discussion**.

Edit | Delete | Reply

Re: Unite Discussion Thread by Gary Stewart - Thursday, 7 October 2010, 12:55 PM  
Re: Unite Discussion Thread by Colin McAdam - Thursday, 7 October 2010, 05:13 PM  
Re: Unite Discussion Thread by Colin McAdam - Friday, 8 October 2010, 08:55 AM  
Re: Unite Discussion Thread by Gary Stewart - Friday, 8 October 2010, 12:37 PM  
Re: Unite Discussion Thread by Colin McAdam - Friday, 8 October 2010, 10:18 PM  
Re: Unite Discussion Thread by Gary Stewart - Saturday, 9 October 2010, 02:35 AM  
Re: Unite Discussion Thread by Colin McAdam - Sunday, 10 October 2010, 09:39 AM  
Re: Unite Discussion Thread by Jamie Haggart - Sunday, 10 October 2010, 05:37 PM  
Re: Unite Discussion Thread by Gary Stewart - Tuesday, 12 October 2010, 12:30 PM  
Re: Unite Discussion Thread by Colin McAdam - Tuesday, 12 October 2010, 05:16 PM  
Re: Unite Discussion Thread by Gary Stewart - Wednesday, 13 October 2010, 12:46 PM

Internet

## Appendix 2 – Sample Record Keeping Forms, number 6 - Live conferences

The screenshot shows a Moodle chat session interface. At the top, the Moodle logo is displayed in orange and white, with "@ Stow College" below it. To the right, the user's name "Mark Pollitt" is shown next to a profile picture placeholder. Below the name are links for "Update profile", "My courses", and "Logout". A navigation bar contains links for "Departments", "Staff Room", "Student Room", and "Learner Resources", along with the date "Tuesday 13 September 2011". The breadcrumb trail reads: "Stow Moodle > TUCH&S10CT10 > Chats > Live Conference Health & Safety Stage One - Monday 28th March 2011 > Chat sessions". The chat window title is "Monday, 28 March 2011, 06:49 PM --> Monday, 28 March 2011, 08:06 PM". The chat log contains the following messages:

- 18:49: Gus Grubb has just entered this chat
- 18:49: Deeann Fitzpatrick has just entered this chat
- 18:49 Deeann: Hi, for once I am not late.
- 18:50 Gus: Hi Deeann, good to have you on board. Can we suggest we wiat now for others to join. Thanks Gus
- 18:50 Deeann: Sure
- 18:50: Mark Pollitt has just entered this chat
- 18:55: James Conn has just entered this chat
- 18:56: Vanessa Evans has just entered this chat
- 18:56: Shauna McCourt has just entered this chat

The bottom of the screenshot shows a Windows taskbar with the "Internet" browser icon and a 93% battery level indicator.



## Appendix 2 – Sample Record Keeping Forms, number 8 - Course Design

As you can see in the diagram below each activity (1 to 3) has its own distinct discussion area for learners to submit evidence (reports, presentations, videos, graphs etc). Tutors and moderators can review learners' work by entering the discussion forum

In section 4 of the course below, the completion of the course quiz provides further evidence of learners' work. Tutors and moderators can review learners' work by entering the quiz results area.

The screenshot displays a course management interface with the following components:

- Advanced search** (top left)
- Administration** menu (left sidebar): Turn editing on, Settings, Assign roles, Grades, Groups, Backup, Restore, Import, Reset, Reports, Questions, Files, Unenrol me from LOTUC1, Profile.
- Course categories** menu (left sidebar): Computing and Internet Technologies, Engineering Technology, Management and General Education, Creative Industries, Science, Health & Care, Information and Learning Services, Trade Union Education, Student Room, The Staffroom, All courses ...
- 1 Welcome Area** (Section 1): TUC Regional Education Officers Welcome Video, Tutor Welcome Video, Course Unit, Coffee Shop.
- 2 Getting Started** (Section 2): Key Trade Union Resources, Guidance Notes, Skills Notes, Course Protocols.
- 3 Activities 1 - 3** (Section 3): Course Activities, Activity 1 Discussion, Activity 2 Discussion, Activity 3 Discussion.
- 4 Course Quiz** (Section 4): Employment Law Quiz Activity, End of Course Employment Law Quiz.
- Upload Personal Tutors** (top right)
- Latest News** (right sidebar): Add a new topic... (No news has been posted yet).
- Upcoming Events** (right sidebar): There are no upcoming events. Go to calendar... New Event...
- Recent Activity** (right sidebar): Activity since Sunday, 11 September 2011, 07:30 PM. Full report of recent activity... Nothing new since your last login.
- Web Based TU Resources** (right sidebar): Labour Research Department, Croners, OHSIS, Institute for Employment Rights. You can access these resources direct by using the web links above.

At the bottom of the browser window, there is a status bar showing "Internet" and "93%".

## **Appendix 2 – Sample Record Keeping Forms, number 9A - *Sample Activity Overview***

### **Learning Online with the TUC**

#### **Activity 1: Introductions**

##### **Activity Overview**

This activity is known as an icebreaker. It focuses on a personal introduction allowing all representatives on the course to find out a bit more about each other and work out your own aims for the course. It also gives the tutor/s an opportunity to get a feel for the reps on the course in relation to their experience as a union rep and their experience of the online learning environment. It is also an opportunity for you as a rep to find out a bit about the Tutor/s on the course.

As this is the first activity on the course don't worry too much about how your first report is compiled, take your time and answer the points identified in the Tasks.

**Aims:** To help us to:

- Get to know more about each other
- Work out our aims for the course
- Practice using the online environment

End of Document

## **Appendix 2 – Sample Record Keeping Forms, number 9B - Sample Activity Tasks**

Note: The purpose of this example activity is to highlight that in the design of the course activity learners are directed to a distinct location (Activity One Discussion Area) for the posting of their evidence. In addition, they are given clear guidance as to what is required to meet the assessment criteria. (See Appendix 9C Resources for the assessment criteria linked to this activity).

### Learning Online with the TUC

#### **Activity 1: Introductions**

##### **Task One**

Use the Activity One Discussion area to post and record information about yourself. You will find the Discussion Areas under the activities on the home page of your course.

As the Tutors on the course we have already posted our introductory reports in the Activity One Discussion area for you to see as an example. You may wish to read our introductions before posting your own.

You may wish to read the [Guidance Note Using Discussion Areas](#) if you are unsure on how to use the discussion area.

In your report please respond to the bullet points listed below:

- Your name and workplace
- What Union you represent
- How long you have been a rep
- How many members do you represent in your workplace
- Any previous TUC Courses attended or completed online
- Experience of online learning if any
- What are your own aims and objectives for this course

As this is the first report that will be put together for the course, you may want to have a look at [Skills Note Four Preparing Reports](#) for guidance.

##### **Task Two**

Look at what others on the course have posted in the Activity One Discussion area and comment on at least two or more of those reports. You may have questions or comments on their workplace, experience, union, etc.

Do not be afraid to comment on other reports, it is our first activity and as highlighted in the activity overview, is designed to get us communicating with each other and practice using the online system.

End of Document

**Appendix 2 – Sample Record Keeping Forms, number 9C - Sample Activity Resources**

Note: You will see in this example that the assessment criteria are clearly indicated for this activity. The text below “Learning Online with the TUC 1.1, 2.1, 2.2” See Appendix 9D for full detail.

Learning Online with the TUC

**Resources:**

Own Experience

[Guidance Note - Using Discussion Areas](#)

[Skills Note on Preparing Reports](#)

**Assessment criteria:**

Learning Online with the TUC 1.1, 2.1, 2.2

**Timescales:**

Your tutor will advise you on the completion date for the activity.

The timescales for this activity are as follows:

Task One: Approximately 15 minutes

Task Two: Should be completed within 3 days.

End of Document

**Appendix 2 – Sample Record Keeping Forms, number 9D - Sample Activity Unit**

**Unit Title: Learning Online with the TUC Level: One Credit Value: 3**

**GLH: 27 NOCN Unit Code: AJ3/1/QQ/176 QCDA Unit Reference**

This unit has 3 learning outcomes.

**LEARNING OUTCOMES**

**The learner will:**

1. Create an online profile.
  
  
  
  
  
  
  
  
  
  
2. Participate in group discussions online.
  
  
  
  
  
  
  
  
  
  
3. Use online learning tools.

**ASSESSMENT CRITERIA**

**The learner can:**

- 1.1. Access a TUC online course using a given username and password.
- 1.2. Edit own profile to give other learners information such as own union and workplace.
- 1.3. Create an avatar using a picture or image.
  
  
  
  
  
  
  
  
  
  
- 2.1. Post a message to an online discussion forum.
- 2.2. Reply to messages posted by tutor and other learners on a Trade Union issue.
- 2.3. Complete a group activity online demonstrating agreed goals for self and other union representatives.
  
  
  
  
  
  
  
  
  
  
- 3.1. Download a worksheet relating to a Trade Union task, complete it and upload it to a given area.
- 3.2. Participate in an online quiz.

## Appendix 2 – Sample Record Keeping Forms, number 10 - Course Evidencing Overview

You will see from the diagram below that it is designed to show tutors, learners and moderators where to find evidence in relation to learning outcomes and assessment criteria relating to a particular course.

Course: LOTUC

UNIT TITLE Learning Online with the TUC (3 Credits)

LEARNING OUTCOMES The learner should be able to	ASSESSMENT CRITERIA LEVEL 1 The learner has achieved the outcome because s/he can	EVIDENCE	LOCATION
1. Create an online profile.	1.1. Access a TUC online course using a given username and password. 1.2. Edit own profile to give other learners information such as own union and workplace. 1.3. Create an avatar using a picture or image.	Logging On (T.O.) Edited Profile (T.O.) Edited Profile (T.O.)	Discussion Area 1 Discussion Area 2 Discussion Area 2
2. Participate in group discussions online.	2.1. Post a message to an online discussion forum. 2.2. Reply to messages posted by tutor and other learners on a Trade Union issue. 2.3. Complete a group activity online demonstrating agreed goals for self and other union representatives.	Activity Report (T.O.) Activity Report and response (T.O. & P.O.) Activity Report and response	Discussion Area 1, 2 & 3 Discussion Area 1, 2 & 3 Discussion Area 3
3. Use online learning tools.	3.1. Download a worksheet relating to a Trade Union task, complete it and upload it to a given area. 3.2. Participate in an online quiz.	Course Worksheets & course evaluation Quiz Results	Discussion Area 1, 2 & 3 Course Quiz Results area

**KEY:** WS=Work Sheet

LC= Live Conference

TIR=Tutor Individual Response

TO/PO=Tutor/Peer Observation

P=Plan

AR=Activity Report

B= Blog

Q= Quiz

TGR= Tutor Group Response

## Appendix 2 – Sample Record Keeping Forms, number 11 - *Sample Tutor Individual Response (TIR)*

### Tutor Response Cally

by Mark Pollitt - Monday, 8 March 2010, 07:21 PM

Hi Cally

Thanks for your report for this activity. However Task One of this activity required you to post a short report applying your own trade union interpretation to the legal definitions. Whilst Task Two was to then give a couple of workplace examples of how discrimination, harassment or victimisation could/does take place.

Having read your report, in which you state "Please find attached my attempt at definitions/examples". It's clear that most, if not all of the information in your report has been taken from other sources, e.g. University of Leeds, Learning Skills Council, Crown Prosecution Service, Scottish Parliament, Napier University Toolkit but to name a few, with no reference to the sources.

You have displayed good research skills in sourcing the information, but missed the key points of this activity. The course is designed to help and support the role of Union Equality Reps and to enable them to identify possible areas of discrimination. They can only do this if they understand the key definitions and potential groups of members who may be affected.

We have no problem with you using examples from other sources, as long as they are referenced and compared with either Prospect policies or SAC's policies.

Regards

Gus & Mark

Course Tutors

## Appendix 2 – Sample Record Keeping Forms, number 12 - *Sample Tutor Group Response (TGR)*

### Tutor Summary Report

by Mark Pollitt - Monday, 15 March 2010, 07:22 PM

 Equalities\_Case\_Studies.doc

Hi Folks

Thanks to everyone who managed to take part in this activity and also to the two Group Leaders for their final summary reports on behalf of the groups. We are still waiting on a couple of course members to join us on this activity and would ask those participants to post their reports as soon as possible. Could you please post these reports directly into the Group Leaders - Summary Report Discussion thread.

This activity was to introduce us, to not only the structure of the current legislative framework, but give us a chance to use the existing legislation and apply it against a case study. Some of the discussions that took place were excellent. The case studies are there to get you thinking on whether or not there was something to investigate and to look at the possible grounds for complaint. The reports have done this successfully. There were a couple that could have led to other Equality strands being applied, but the key starting point for us as union equality reps is to try and identify what we believe to be the strongest position. Using only one strand to highlight the issue and if necessary following up with concerns over other strands to add weight to our initial concerns.

We have attached our view on the case studies you were asked to look at. Our summary is for guidance only, as you want to raise the matter differently based on your own internal mechanisms for resolving workplace issues.

You will also note we have provided the response to Case Study B. This is to show that whilst we may think something is unfair or discriminatory, the employer may have a genuine occupational requirement for their actions or decisions.

It's now time to move on to Activity 5. Please go to the Activity 5 Discussion area and read the Tutor Message – Next Steps for guidance.

Well done and keep up the good work.

Regards  
Gus & Mark  
Course Tutors

## Appendix 2 – Sample Record Keeping Forms, number 13 - Sample Evaluation Form through Survey Monkey

The screenshot shows a web browser window displaying a survey titled "SGREL 16 Course Review". The browser's taskbar at the bottom shows several open applications, including "start", "Online accreditation...", "Guide [Compatibil...", "Home - Windows ...", "Course: Scottish ...", and "http://moodle.st...".

The survey interface includes a navigation bar at the top with "Previous", "Up", and "Next" buttons. On the left side, there is a sidebar menu with "Course Review and Evaluation Activity", "Overview", "Tasks", and "Resources". The main content area has a green header with the title "SGREL 16 Course Review" and an "Exit this survey" button.

The survey content is as follows:

**1. Department of Trade Union Education**

Please take the time to complete the following questions.

Considered, constructive feedback will help us to ensure that the courses are relevant to your needs as a Union Representative

**1. What were your aims for the course?**

[Text input field]

**2. To what extent have these been met?**

Fully       Mostly       Partly       Not at all

Comment

[Text input field]

**3. What, if anything, do you think you have gained/achieved that you did not expect at the outset?**

[Text input field]