



**Union Learning Representatives**

**Your Rights**  
**Your Opportunities**

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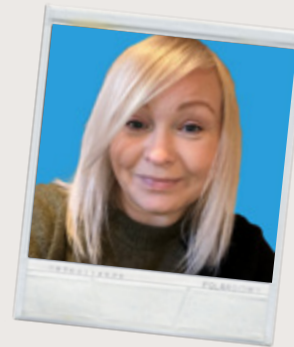


## Foreword

The Northern Ireland Committee of the Irish Congress of Trade Unions recognises the sterling work that ULRs carry out in their workplaces and is **committed** to providing advice and information as well as practical support to make your job just a little easier. The contents of this handbook have been tried and tested as practical aids for you to use as you go about the business of bringing learning to your members.

I am delighted to report that in Northern Ireland we have a network of ULRs from a wide range of trade unions who have supported thousands of trade union members in accessing union learning in their workplaces. Many of these learners wouldn't have even thought about engaging in learning if it wasn't for the confidence inspired by their ULR and the practical support that they have been given.

I hope that this handbook will provide the right information needed by both new and long-standing ULRs to continue with the terrific job that you do on behalf of your colleagues, your unions and your communities.



**Julie Gorman**

*Union Learn Project Officer*  
Irish Congress of Trade Unions



# What is a ULR?

Union Learning Representatives are appointed or elected trade union representatives focusing on the learning agenda in the workplace.

- ULRs are trained to support learning in their workplaces and to work with fellow employees and employer for the benefit of all.
- ULRs raise employee awareness of the benefits of learning and training whether the employee is in a union or not.
- They work to identify learning and skill needs in the workforce.
- Using union structures, they negotiate learning agreements with employers.
- ULRs provide advice and guidance on the latest training initiatives and programmes.
- They may negotiate learning facilities with employers including learning centres in the workplace.
- ULRs support innovative workplace development projects.
- They secure equal opportunities in learning and training.

*"Union Learning Representatives have helped to negotiate and broker learning agreement opportunities which deliver real and tangible benefits to the learners and the business. Their success is rooted in their familiarity on the shopfloor, and without them, the enormous growth in workplace learning would not have happened."*

**Stephen Farry, MP**



# Why are ULRs so important?

## Benefits to Employees

ULRs give employees contact with someone who:

- they know and who may have helped them in the past.
- is completely independent, whose advice they can trust.
- they know will treat everything they say in confidence if necessary.
- can give advice in the familiar surroundings of the workplace.
- can provide information about learning opportunities, available both inside and outside the workplace.
- is properly trained and informed, capable of representing their learning needs and interests with their employer.
- is trained to work with providers of learning to shape the opportunities to meet the needs of workplace learners.
- provides up-to-date information about learning and skills initiatives.

## Benefits to Employers

All organisations benefit from having a skilled, trained, and efficient workforce. A ULR provides vital information, support and encouragement that enable employees to update and acquire the new skills necessary in the world of work and beyond.

- ULRs can be important allies in promoting the value of learning and training.
- They are effective in generating 'bottom up' demand for learning. Although their primary role is promoting learning for employee needs, this can include providing support for on-the-job learning and creating wider demand for work related training.
- ULRs have a significant role to play in engaging workers who might otherwise be reluctant to discuss their learning needs.
- ULRs are trained in their role and will have ongoing opportunities for related learning.

- ULRs will have the confidence of their membership and having union involvement will give added reassurance to employees.
- The union provides an additional source of communication and information about learning opportunities through its internal structures and communication channels. This may be particularly useful in reaching part-time and shift workers.
- ULRs will encourage broader learning to meet employees' needs (as opposed to the training they might normally receive that relates to their current job).

## **Benefits to the Union - Strengthening Union Organisation**

As well as increasing opportunities for individual members and developing a learning culture at the workplace, union learning renews union activism and strengthens the union voice. This in turn sustains learning activities. Many ULRs have recruited new members into their union. Unions are increasingly promoting a relationship between learning and organising.

The role of ULRs is being increasingly formally recognised by unions and becoming part of their organisation at all levels – workplace, branch, regional and national. Learning has become a key strand in union campaigns particularly around organising migrant and agency workers.

ULRs can help widen union membership across the board and in under represented groups such as migrant workers



# What does a ULR do?

ULRs are instrumental in championing the importance of training and development. They work hard to boost the image and strengthen the organisation of their union within the workplace. They help widen union membership across the board and in underrepresented groups. As a ULR you have an important role to play in finding out what learning opportunities are available in your workplace and locally to help your fellow employees to develop new skills.

There are seven key functions that ULRs undertake in their role, as set out in the LRA code of practice, Time off for Trade Union Duties and Activities which describes statutory rights you have as a ULR.

The following will give you an idea of the range of activities you may be involved in.

## 1. Analysing learning or training needs

You need to know what people are interested in learning so you can decide how best to set up and promote learning in your workplace. The most effective method of doing this is by conducting a learning survey in the workplace. Learning surveys can be paper-based or online and both formats have their advantages. Using a paper-based survey allows you to reach potential learners who are not confident in their digital skills and facilitates one-to-one interactions with colleagues. In

large workplaces, an online survey may be more effective. Or you might choose to offer both options. The survey doesn't have to be complicated, in fact, the shorter the better, particularly when you are first getting learning underway.

Learning surveys help you identify:

- The appropriate level of courses for different learners.
- Gaps in provision by the employer that the union has the capacity to fill.

Always be aware that some potential learners may lack the confidence or skills to complete a survey by themselves, so offering everyone the chance to complete the survey one-on-one will often prove worthwhile. You may also arrange for employees to get more specialist advice on areas of interest or concern such as English, maths, computing or dyslexia.

## **2. Providing information and advice about learning or training matters**

This can cover a range of things depending on where you work. It might include professional development courses or work-related learning organised in partnership with your employer. It could also be giving individual employees information about what learning is available in local colleges.

There are some key sources of information about learning opportunities that could benefit your members:

- Your union's own Union Learning Fund (ULF) project.
- Potential or existing partnerships with local providers.
- Partnerships between your union and/or NIC ICTU with providers such as The Open University (OU).
- Partnerships with online and distance learning providers.

Researching what is available through these channels will enable you to provide accurate and up-to-date information about learning opportunities inside and outside the workplace.

While many learners will be interested in courses you can organise in groups, some learners may be interested in a specialist subject suitable only to them. In cases like this, you can then signpost them to other providers such as a local college or a distance learning provider.

## **3. Arranging training**

This can range from raising awareness about the value of learning or helping to organise courses in the workplace. This could involve:

- Working with HR to arrange suitable dates and times for courses on-site.
- Working with local providers to book tutors for courses on-site.
- Promoting courses to potential learners through information stalls, open days, posters, staff intranets, branch meetings and one-to-one conversations.
- Raising the profile of workplace learning and offering learning opportunities during national campaigns such as Adult Learners' Week, Festival of Learning, Literacy Works Week, Maths Workout Week and National Numeracy Day.

- Offering taster sessions in partnership with local providers.

As a ULR you may need to establish partnerships with outside organisations. Establishing a partnership with a college means you can agree that course will be run at times and in places which suit the learner's needs.

#### **4. Promoting the value of learning or training and supporting learners**

Many potential learners have been affected by their negative experiences of learning while they were at school. These experiences can contribute to adults initially rejecting opportunities to learn later in life. However, ULRs can help reluctant learners take the plunge by pointing out the everyday benefits of improving their English, maths and digital skills. In addition, there are proven economic benefits of gaining and extending your qualifications.

ULRs support learners in diverse ways such as:

- Enabling learners to access impartial information and advice on their learning needs and options.

- Helping colleagues get funding for learning.
- Encouraging the older workforce to take up ICT courses and return to learning.
- Providing support to employees who may be reluctant to take up new methods of learning such as that provided online.
- Accessing re-training and upskilling for employees facing redeployment or redundancy.

#### **5. Consulting with the employer about learning and training**

How you work with your employer will depend on your workplace. In larger workplaces, you may be part of a joint committee with your employer. In smaller workplaces, arrangements will be more informal.

You can reap many benefits from discussing the learning opportunities you are organising with managers and senior managers. Securing employer buy-in at the highest level should help you when working with supervisors and managers to organise release time for learners. In addition, you can take the opportunity to secure their agreement

to give you access to the staff intranet to promote learning opportunities, as well as to the existing union noticeboards. If you wish to promote learning through open days or learning stalls, discuss the best time and place with your employer in advance.

Don't be shy about asking your employer if they can provide any form of financial support for learning. They may be able and willing to contribute towards the cost of the tutor or training programme or to provide catering that makes it easier for learners to take up a learning opportunity.

When you are first starting to develop a union learning programme in a workplace, it is important to show HR and/or learning and development staff that your intention is to fill gaps in existing provision.

## **6. Preparation to carry out ULR activities**

As with everything, advance preparation is vital to achieving successful outcomes.

As part of your advance planning for a learning event, it is good to think about who your audience will be; how many

people will be interested and how many will take part; and when and where it will be best to hold it so you can remove as many barriers to participation as possible.

Preparation in advance will save you time in the long run. For example, if you're planning an event where the tutor or speaker needs to show a PowerPoint presentation, making sure you have access to the equipment, and that it all works as it should, will avoid losing time on the day troubleshooting technical problems.

## **7. Training for your ULR role**

All ULRs are given initial training for their role through courses provided by ICTU or individual unions. As a trained ULR you have the right to reasonable paid time off to attend courses like these, which will assist you in your role.

### **ICTU Union Learning Representatives Course**

This course is designed for union representatives who are new to representing members on learning and introduces the role and rights of the ULR and the importance of learning and

skills at work. You will gain the tools and knowledge that will enable you to carry out their role successfully.

The course will help you:

- Understand union structures, and how your union organises around learning.
- Find out about developments in learning and appreciate issues affecting learning.
- Work with members and other reps to define priorities.
- Take a planned approach to your members' development.
- Develop the skills of putting forward the union case on learning.
- Choose and carry out a small project to develop learning relevant to your workplace.
- Look at how your role links with the wider union and organising strategies.
- Explore and develop an equalities approach to working on learning, particularly in supporting learners.

ULR training and development is a continuous process. ICTU Education provides a range of short courses for ULRs to develop specific skills and knowledge.

NIC ICTU Union Learning will continue to provide opportunities to attend workshops and seminars updating you on the latest developments in learning and helping you develop your skills. Individual unions also provide their own follow-on courses and development modules.

### **ICTU Union Learning Conference**

Each year, the NIC ICTU Union Learning Fund project hosts a conference with a specific theme, bringing together ULRs with partner organisations, including employers, learning providers, government departments and other interested parties. The aim of the conference is to offer people involved in union-led learning the opportunity to hear about and discuss current issues and opportunities.



# Your rights as a ULR

Article 31 of the Employment (NI) Order 2003 inserted a new Article 92A into the Employment Rights (NI) Order 1996 giving Union Learning Representatives a right to take paid time off during working hours to undertake their duties and relevant training.

These rights apply when –

- The ULRs are in independent unions – such as those affiliated to the Irish Congress of Trade Unions
- They are in workplaces where unions are recognised by the employer.

The following is an overview of what rights the Order gives to ULRs.

## Duties

The Order states that the functions/ duties for which time off as a ULR is allowed are:

- analysing learning or training needs
- providing information and advice about learning or training matters
- arranging learning or training
- promoting the value of learning or training
- consulting the employer about carrying on any such activities
- preparing to carry out any of the above activities.
- undergoing relevant training

In practice, the roles and responsibilities of ULRs will often vary by union and by workplace but will include one or more of these functions.



## Training for ULRs

To qualify for paid time off the member must be sufficiently trained to carry out duties as a ULR:

- Either at the time when their trade union gives notice to their employer in writing that they are a learning representative of the trade union
- Or within six months of that date.

The trade union is required to give the employer notice in writing that the employee will be undergoing such training and, when the employee has done so, to give the employer notice of that fact. It should be confirmed by the union in a letter that the training undertaken is sufficient to allow the ULR to undertake their role and it is good practice for the union to give details of the training which has been completed and any previous training that has been taken into account.

In the interests of good practice, the six-month qualifying period during which an untrained ULR must receive sufficient training to continue operating as a learning representative may be extended, with agreement, to take into

account any significant unforeseen circumstances such as prolonged absence from work due to ill health, pregnancy or bereavement.

Reasonable time off should also be considered for further training to help ULRs develop their skills and competencies.

## Payment for time off for ULR duties and training

An employer who permits ULRs time off to carry out their functions must pay them for the time off taken. The employer must pay either the amount that the ULR would have earned had they worked during the time off taken or, where earnings vary with the work done, an amount calculated by reference to the average hourly earnings for the work they are employed to do.

There is no statutory requirement to pay for time off where the duty is carried out at a time when the ULR would not otherwise have been at work. Staff who work part time will be entitled to be paid if staff who work full time would be entitled to be paid. In all cases the amount of time off must be reasonable.

## **What is 'reasonable'**

It's important for union officials, ULRs, and employers, to be reasonable in handling requests for time off for union duties and activities. There is no legal definition of reasonable time off.

A ULR needs to take into account:

- the size and type of employer,
- the need to keep production going,
- the need to maintain a service to the public,
- the importance of health and safety at work,
- the amount of time off already taken.

The employer needs to take into account the duties the ULR has to perform, and the difficulties ULRs and employees can experience in ensuring effective representation and communication over different work patterns and locations.

The LRA Code of Practice recommends that those seeking time off for trade union duties and/or activities should provide their employer with as much notice as possible and give details of the purpose of the time off and how much time off is required.

The LRA Code of Practice recommends that unions and individual employers have formal agreements about time off for union activities.

## **What if you are not allowed to take time off?**

If your employer won't let you take reasonable time off for ULR duties or activities, or if your employer doesn't pay you for some or all the time off, you have grounds for a complaint to an Industrial Tribunal.

Before taking the matter to an Industrial Tribunal try and sort out the problem through discussion with your employer, perhaps involve a full-time union officer or see if your employer will involve the LRA. Complaining to an Industrial Tribunal should be a last resort.

If you are sacked for exercising your rights to take time off for union activities or duties it will be unfair. You can then make an unfair dismissal claim to an Industrial Tribunal. You can also apply to the Industrial Tribunal for an interim relief order, under which your employer has to take you back until your case is decided. You should consult your full-time union official about interim relief.

# Overcoming challenges

## Getting the Time and Facilities to do the Job

ULRs need time away from their job to be successful. The law states that ULRs are entitled to “reasonable time off” for carrying out their duties. What does this mean in practice? What is reasonable will depend on many different factors. For example, a ULR responsible for 300 members may have more demands than one with 50. ULRs just setting up a learning project will have more to do than those with an established project that is ticking along.

### Where ULRs might need time to carry out their duties

- Discussing learning with members.
- Running learning events, promotions or roadshows.
- Attending meetings with learning providers.
- Preparing, conducting, and analysing a workplace learning survey.
- Attending learning committees, meetings with managers, and negotiations about learning matters.

### Top tips for improving paid time off for ULRs

- Find out what other workplace reps get. Discuss the issue with other workplace reps and find out how much facility time they get and use this as the minimum for ULRs.
- Get guidance from senior reps or the ULF Project Manager. They will conduct negotiations and advise on the best approach with the employer.
- Consider an agreement with the employer.



- Try to schedule ULR time off well in advance. Larger workplaces with joint learning committees plan well ahead so that ULR time off can be built into the business. Other workplaces have standard times that suit the business and ULRs. Make sure there is a process for informing line managers well in advance so they can plan for absence.
- Collect evidence of the value that ULRs add to the business; hold award ceremonies and publicise successes; involve line managers and team leaders and learners so they see the value of learning; remind employers that most ULRs also give their own time to the role.
- Monitor the way time off is working: Are ULRs getting enough? Are there cases where it has been revoked without warning?
- Improve workplace organisation and membership. Generally, the higher membership density the better the facility time for reps.
- Be flexible and consider the needs of the business. This helps to build good relationships and can improve the chance of getting time off.
- Make a list of the office facilities ULRs need and include it in negotiations.



# Learning Agreements

A learning agreement is a written agreement between ULRs, the union and the employer in a workplace (whether at branch or national level) to decide how workplace learning is carried out.

## Before you start

Is there already a national learning agreement within your workplace/union? If so, you may be able to adapt this to suit your site's needs. Talk to your full-time officer or Project Manager– they may know of other learning agreements specific to your union or any wider union implications.

Set out the aims of the learning agreement (specific to your workplace).

Keep it clear and simple so that all parties are aware of their roles and responsibilities (and their limitations).

## Who needs to be involved?

You will need to decide this, both from the point of view of who needs to sign up to it (management, union etc.) and also who the agreement covers (full time, part time staff, contractors etc.). The standard approach is to agree to involve everyone in the workplace as a matter of equality.

## Time off to develop learning

Time off agreements for ULR activity should be agreed, i.e. what is reasonable time off? Also, it is often a good idea to agree what types of learning will attract any time off for employees. For example Essential Skills has a business benefit and therefore you could negotiate some time off for learners as it will directly benefit the business.

## Facilities

It may be useful to agree that the management will provide some facilities for any learning development in order to meet the original aims of the agreement. For example, a room could be provided at certain times, computers or other equipment could also be made available. You will also need to arrange use of a room to meet regularly to ensure the aims and objectives of the learning agreement are being met.

## Communications and Information

It should be made clear in the agreement what information can be provided to management from any union involvement in workplace learning development. Confidentiality is important, especially as you may be dealing with some sensitive issues that some employees may not want divulged to management. Training and learning needs can be identified to the management and any particular skills gaps can be highlighted. However, it is important to remember that you are working on behalf of the workforce and what you are doing will have a benefit to the business without being driven by management expectations. You are not there to highlight people's skills deficiencies by name.

## Essential Skills

This should underpin all training and should be made clear in the agreement. Any training that takes place should be available to all. Therefore, if people do not initially possess the basic reading, writing, number or communication skills they should be provided with the opportunity, confidentially, to improve

in those areas in order to access further workplace training.

## Monitoring

The agreement should be reviewed regularly to ensure that it remains relevant and that anything not covered can be written in. Similarly, employee opinions and evaluations should inform the development of your activity. All activity covered by the agreement should be needs driven and therefore it is important to continuously ask the workforce for their opinions.



# Breaking Down Barriers to Learning

One of the Union Learning Fund (ULF) key aims is to widen participation and break down barriers to learning in the workplace by supporting projects which focus on social inclusion and engagement of non-traditional learners. Regardless of age, race, gender, class, sexual orientation, religion, belief, disability or nationality, ULF projects and ULRs work hard to ensure all workers have an equal chance to upskill or learn something new at work.

Learning changes lives. It also changes attitudes, provides better job prospects, transforms personal situations and breathes a new confidence into learners. Fundamental skills such as English, math and ICT help people to do their jobs, manage their homes, and enjoy their lives. However, many people are still not feeling the benefit of learning – the joy of reading to their children, the discovery of a new talent, or the simple pleasure of acquiring a whole new range of skills.

Unlocking talent and skills benefits the individual, the workplace, the economy and society. It also makes for a fairer and more equal society, because education empowers and learning endures. People gain the confidence to challenge what they think is wrong and this can change society, attitudes and prejudices. So, it's in all our interests for

education to be accessed by all, in the fight against discrimination.

## **How can we overcome barriers to learning?**

Barriers to learning may be based on background, personal circumstances, or learning disabilities such as dyslexia. These can all make it difficult to experiment with learning new skills, or to acquire basic skills.

In tackling and overcoming these issues for their colleagues at work, ULRs are championing equality. The following is just some of the issues for learners that ULRs can help to address:

- Someone with childcare or caring responsibilities may have difficulty staying after work for a class.

- Someone approaching retirement may think that they are too old to learn.
- A migrant worker may not speak enough English to understand Health and Safety instructions or be in a job that doesn't match their level of qualifications but may not know where to turn for help.
- People may be unaware of their own learning issues such as dyslexia etc or, if aware of them, feel they would fail at learning as an adult.
- Disabled workers may need access to adapted equipment to fully access their learning.
- Part-time and temporary workers are often left out when training is on offer.
- Shift patterns can make access to training complicated.
- Discrimination and stereotyping may impact on access to training.

ULRs need to consider equality and diversity issues in their broadest definition if we are to overcome all the barriers for everyone at work. It doesn't mean treating everyone the same and providing them with the same opportunity. Different people will have different barriers and in some cases multiple barriers, so you may

need to treat them differently in order to ensure equality of access to learning for all. A key tool to help ensure you are reaching all sections of your workforce and tackling those inequalities that hinder access to learning is mapping the workplace.

The ULR role in promoting equality and diversity is very simple. It begins with:

- Not making assumptions or categorising people.
- Not being afraid to talk to people, ask questions, find out what they need.
- Getting to know the workplace, through mapping exercises, questionnaires and focus groups.

You will get the most out of the role of learning rep and members will get the most benefit if you follow these guidelines:

- Remember that you are a union representative.
- Put the individual's learning and training needs at the centre of the process.
- Listen to the learning and skills needs of colleagues in a supportive way.
- Enable all colleagues to get into

learning by making arrangements with the employer for learning opportunities in the workplace or by signposting learners to outside provision.

- Break down those barriers that get in the way of equality of access to learning for all, including lack of confidence, time available, cost and the effect of previous experiences of learning.
- Promote learning to all sections of the workforce, including all groups of workers, so that their needs are considered when learning takes place, and ensuring that learning agreements with employers cover all workers.
- Make learning accessible, relevant and flexible for all learners.
- Create a supportive atmosphere in which all learners feel that they can take part.
- Help create a culture of continuous learning.
- Develop up-to-date knowledge of local learning provision, including key contact names and numbers. Build up a good knowledge of other specialist advice, guidance and assessment provision locally.

- Have up-to date knowledge about all available in-house learning opportunities and signposting when appropriate.
- Record your successes and report back to your Project Manager.
- Finally... remember that ULRs give initial information and advice. You won't necessarily know all the answers but need to know someone who does.

### **Overcoming Challenges & Breaking Down Barriers - Frequently Asked Questions**

#### **Where do I start?**

Do not feel that you must start lots of different courses straight away. It is better to start one course that is well run and then develop others. Word of mouth is the best marketing for success and will encourage others to join in.

#### **Who pays?**

There are many ways of paying for courses. Many providers can offer courses free, or at a very low cost. You may be able to get your company to contribute. Individuals are also often willing to pay towards their learning, so a partnership approach can be developed.

Ask your Union Learn Project Manager for advice on what courses can be funded via the ULF.

### **How do I get people interested?**

People are motivated in many ways. They may wish to develop new skills for their job, develop their leisure interests or become more confident. You know your organisation best, and starting with a small group is the best way to show learning as a positive experience, which will then encourage others to become involved.

### **Who will do the training?**

There are many providers of training throughout Northern Ireland, including local colleges and private training organisations, with a vast range of courses available at varying costs. By speaking to local providers, you will be able to negotiate the most suitable course for your requirements. Providers such as The Open University have signed the ICTU Memorandum of Understanding, which covers many of these aspects.

### **What types of courses are most popular?**

Every workplace is different, and it is important to run courses that people in your organisation are interested in. Generally, there is always an interest in using computers, and it is important not to forget the basic skills needs of literacy and numeracy.

### **How do I arrange basic skills courses?**

Many people with basic skills needs will be embarrassed to say at work that they need help with reading and writing. There are many ways of helping people develop these skills by working with providers to set up courses around workplace activity and skills. However, a general rule is to be very sensitive to the issue.

# Top Tips for a Learning Workplace!

## Get People Involved from Day One

Think about the learners first – what are their interests, and how can you get them involved?

### **Go For a Joint Approach**

A joint union-management approach is a recipe for success! It means both union representatives and managers share ownership and pull together.

### **Bring on the ULRs!**

You can put the case for support to the employer, get learners on board, give them help and build partnerships with providers.

### **Check out what's Already Happening**

Are there other facilities on site or close by? If there's a learning centre already, check who uses it and the resources it has, and opening times. If it's only used by managers make the case for opening it up to all staff – including part-timers and contract workers.

### **Commitment from the Top**

Senior and middle managers need to show they're on board – the right message will spur the workforce on, and you'll need their full involvement.

### **Find out What People Want**

Help people to think about and plan what they want to learn. A survey organised by ULRs is a good start. Ask them where, when and how they want to learn, and how much time they think they can give. Work out what they need – for example make sure that basic skills needs are addressed. Do they want to learn at the workplace, off-site, before or after their shift, or in the evening? Do they prefer to go on courses, open or distance learning, or work alone or in a group?

### **Get Off to a Good Start**

You won't help colleagues if you direct them to courses that are too easy or too hard – they'll drop out! Initial assessment, with a rep's support, can get them off to

a good start. Ask your local provider for help. Make sure any basic skills needs are picked up and supported.

### **Find the Resources**

Resources can come from lots of places – employers, providers, and the government.

You'll need equipment, space, tutors, materials and possibly help with travel and childcare. You may want to make the case for paid time off for certain courses. Look around – it could take time to get all you need so don't be afraid to start small. Remember, it's the learners that count!

### **Building partnerships**

You can't go it alone. As well as your employer, think about who else can help. Partnerships can be hard work, but bring in benefits that you can't achieve on your own.

### **Learn Together**

Most people like to learn with friends and work colleagues. Plan group sessions and opportunities for people to work together.

### **Get the Right Advice**

ULRs can provide initial information and advice, but when people want to progress, they might need professional guidance. Talk to your local provider or Project Managers for further information on this topic.

### **Make the Most of ICT**

ICT doesn't just mean IT courses. You can learn lots of things and get all sorts of information on the internet. Find a provider to help you get web-wise. Make sure there's a wide range of courses offered using ICT.

### **Keep an Eye on Progress**

Follow up with learners and get feedback from them. If there are problems deal with them straight away.

### **Get Out There**

If your employer agrees, think about opening the workplace to family, friends, retired members and even the wider community. There will be security issues to think about, but it might be possible and will be excellent publicity for both your employer and the union.

# Learning & Organising

Learning and organising are equally important. However, if employees feel that learning is simply being 'used' as a recruitment tool, it will be less successful. Every workplace is different, and in planning your learning activities remember to value learning for its own sake.

## Plan for growth

When planning your workplace learning activities, remember to think about how you can maximise its potential to strengthen workplace organisation or attract new members.

- Identify sources of local or regional help, e.g., training from the union. Contact your union or ICTU for information, help and advice.
- As you think about learning needs, also think about the key challenges to union organisation in your workplace. How can your learning project or activity help you meet those challenges?
- Develop a learning plan or strategy which reflects what members want, not just what management wants.
- On multi-union sites, aim to have an agreed learning strategy with other unions.

Make your learning initiatives sustainable, this will mean new members are more likely to stay in the union.

## Map your membership

When developing your workplace learning project you will need to find out the specific learning needs and issues of your members or potential members. Consider doing a learning needs survey.

Think about the needs of new groups or members such as young, women, ethnic minority, contract, agency, shift or casual workers.

Mapping these needs and issues which will vary within and between workplaces will give you a better understanding of the issues that really matter to your members. This process will raise the profile of your union. Use your mapping exercise to identify areas of strength and weakness for union organisation in your workplace, for example:

- Where are your members/non-members?
- Are men more likely to join the union than women (or vice versa)?
- Are some departments or sections better organised than others, and if so, why?

### **Mainstream learning**

ULRs can help ensure workplace learning is both union-led and sustainable and they can also make a massive difference to union organisation in a workplace. Maximise the impact of ULRs by thinking about how best they can work alongside existing reps and stewards, get involved in and support existing workplace or branch structures, and contribute to the wider work of the union.

### **Publicise your successes!**

Union-led initiatives around learning and skills 'add value' and are a great showcase for the positive work that unions do. Make sure that members and non-members alike are aware of your successes, and the role the union has played in delivering your learning project or activity.

So, publicise what you do:

- Give union learning a high profile through posters, notice boards and newsletters.
- Use successful learners to recruit other new members and learners.
- Use your union's logo on all learning materials.

Think about how you can include non-members in learning. Non-members often join the union as a direct result of the union's positive work on learning, and enthusiastic learners are great advocates for trade unionism.

### **Encourage members to play an active role!**

About a third of ULRs are new activists. So, you will need to think about how to encourage members who have never been a union rep to become a ULR. Think about how you can use your workplace learning project or activity to encourage more members to get involved.

Publicise and use ULR statutory rights to paid time off for training and work. Encourage members to take on the ULR role, or simply ask people to help with the mapping exercise or distributing

publicity or information about the project in their work area.

Lifelong learning can't be 'done' to members! Think creatively about how you engage them in your project or activity. Don't forget that many people who come into union activism via learning then go on to other roles within the union.

ULRs work hard to  
boost the image and  
strengthen union  
organisation within the  
workplace



## Working with Providers

This section aims to help you get the most from your local education providers by taking you through the process of setting up learning programmes with them. For many, the local further education (FE) college will be the most convenient and appropriate place to learn, there may be community-based opportunities too.

### Be Clear About Your Aims

The key to success is to make sure that you and your provider have identified clearly what you want to achieve. First, you may need to identify particular learning and skill needs. If you decide a course or other learning programme is needed, make sure it's tailored to the learners needs. Sometimes existing FE programmes need to be modified or adapted for your workplace. You will also need to consider the qualification that is offered; is it suitable and manageable?

### Funding

More courses can now be funded. Some learners (particularly those on low incomes and/or who are in receipt of benefits) may be eligible for reduced or waived fees. Colleges should not charge for Essential Skills courses.

### How Long?

The length of the programme will depend on the aims of your learners, the qualification offered and when and where the course takes place. You will know the times that learners find most convenient and how long the sessions could be. You will also know whether any of it can take place during work time. The course might be supported by online learning with access to discussion forums and materials through the internet – ask if this is available or planned. Make sure you discuss all these issues with the college.

### What about the Venue?

Discuss the venue with the college. Don't assume that courses must always take place on the main college site. Outreach work is now common, and it may be possible for courses to be run at the workplace or in a community-based

centre. However, you may still wish to access facilities on the main college sites, such as libraries or IT facilities.

## **Tutors**

Ask about the proposed tutors for the courses and their experience of working with unions. Make sure you have a chance to meet and discuss the courses with them. Discuss any extra specialist support you need. You need to help them understand the best way of meeting your members' learning needs.



## Providers

The FE sector in Northern Ireland comprises of six Colleges with 29 campuses that provide access to training and qualifications that help learners achieve their potential and improve their career and life prospects.

If learners want to develop their skills to advance their career, further education can provide the training and qualifications delivered in a flexible way to meet their demands. Further education colleges offer a range of academic, vocational and leisure courses to suit learners needs. Most academic and vocational courses begin in September, but short-term and part-time courses may start at different times of the year.

Your ULF project may have an existing partnership agreement with an FE college to deliver Essential Skills courses or other qualifications. Please contact your Union Learn project manager for further information on existing agreements.

Founded by the Labour government in the 1960s, The Open University (OU) works with unions to extend higher education to union members. In June 2016, The OU and the Northern Ireland Committee of the Irish Congress of Trade Unions (NIC ICTU) renewed its partnership agreement. The new relationship is embodied in a Memorandum of Understanding (MOU), signed by both organisations.

You can study with the OU no matter who you are, where you are or what you do.

### The OU in Northern Ireland

- The OU has over 600 courses, covering a wide range of fascinating subjects. To find out more request a prospectus or speak to an advisor on 028 9024 5025. If you want to study with the OU but you're not quite sure you are ready, an OU Access module is the ideal way to prepare. You may even be able to study for free.

OpenLearn gives you free access to learning materials from The Open University. It has content which stretches back to 1999, when The Open University created Open2.net, providing free online learning to support broadcast collaborations with the BBC.

OpenLearn offers around 15,000 hours of materials including interactives, videos, academic blogs and podcasts from Open University courses on a wide range of subjects, from arts and literature to science and politics.

OpenLearn provides a range of free courses, some of which allow you to gain a digital badge for recognition of successfully completing the course, referred to as Badged Open Courses.

All the content and the digital badge are free.

The ICTU Learning Hub provides access to curated content for trade union learners, covering a range of topics, and over time we hope that this learning hub will grow. Prepared in collaboration with The Open University (OU), the Hub features free, flexible, distance learning content designed to support employability and upskilling. The Hub is part of The Open University's free learning site OpenLearn.

The Hub provides a seamless fit for trade union learners, offering opportunities for everyone to learn at their own pace and to improve their journey of lifelong learning. Delivering bite-sized learning experiences designed to fit easily into daily life, OpenLearn breaks down barriers to education. Whether you're looking to upskill for a job promotion, support your children with their schoolwork, or you're simply passionate about a subject, you'll find what you need on the ICTU Hub for free.

In 2012, The Open University founded FutureLearn to extend its mission to open education to all. OU courses on FutureLearn are designed and delivered by world-class academics, with many endorsed by leading industry experts - combining academic excellence and relevance to help individuals and businesses to upskill quickly and achieve their learning goals.

FutureLearn offers you a powerful new way to learn online. Every course has been designed according to principles of effective learning, through storytelling, discussion, visible learning, and using community support to celebrate progress. On most courses, you'll have the option to buy a Certificate of Achievement or Statement of Participation to show you took part.

The National Numeracy Challenge is an online tool that allows people to explore their numeracy skills and helping them to improve their confidence and competence. The website uses an interactive, confidential and easy to use tool providing learners with a series of bespoke learning resources, aimed to help adults learn the maths needed for everyday life.

Once registered for a free account, learners can take the challenge, which then indicates areas that they need to improve in. Individual unions can register for a unique web address under the National Numeracy Challenge, which then allows each union to monitor how many learners it has put through.

An important part of the challenge has been the development of Challenge Champions - volunteers who help engage and support people to take up the challenge. ULRs can become Challenge Champions in their workplace. Several unions have reported the beneficial impact on learner engagement that champions have had. The site details how to become a champion and enrol on the training for the role.

ULRs can call on a wealth of expertise and resources for promoting reading from their local libraries, which can make a massive difference to workplace learners, especially at the beginning of their learning journeys. However, libraries are much more than a lending service!

Libraries NI offers opportunities for all members of the community to access a range of free services. Whether you're looking to borrow books or need help to get online or a quiet place to study. There are 96 branch libraries, two specialist libraries and multiple mobile stops across Northern Ireland. All of which provide a range of resources for people who live, work or study here. Branch libraries offer book borrowing, free Wi-Fi and computer use, printing and photocopying facilities as well as social activities and training courses. Some also have study space and access to special heritage collections.



## Online Learning Platforms

During the Covid-19 pandemic and in reaction to the demand for online learning, many unions developed their own online learning platforms, enabling access to upskilling courses for their members. During lockdown restrictions, with the support of their union and ULRs, thousands of union learners accessed upskilling or re-skilling courses online. For those unions who didn't have their own dedicated platform, the following list of providers were used and still can be used today, to help members develop their skills.

Learn My Way is a website of free online courses for beginners, helping you develop digital skills to make the most of the online world.

Discover a range of free learning content designed to help grow your business or jump-start your career. You can learn by selecting individual modules, or dive right in and take an entire course end-to-end.

BBC Skillswise: A collection of free videos and downloadable worksheets to help adult learners improve their reading, writing and numeracy skills.

Alison is one of the world's largest free learning platforms for education and skills training. It is a social enterprise dedicated to making it possible for anyone, to study anything, anywhere, at any time, for free online, at any subject level. Alison has over 1000 high quality courses available, all absolutely free to complete!

Offers several thousand free online courses that have been developed by a number of top universities from across the globe, including in ICT and business.

Coursera brings together courses provided online for free, by a variety of universities and companies. The focus is on science, technology, engineering and mathematics, with additional material in other areas also available.

OHSC is the UK's leading specialist provider of distance learning professional courses. The college is a renowned global distance learning institute dedicated to providing accredited home study courses across the world.

On [British-sign.co.uk](http://British-sign.co.uk) you can access an online British Sign Language (BSL) course. You will study at your own pace and at a time that is convenient to you. The course is a 20hr CPD certified comprehensive introduction to British Sign Language and is a good place to get started with sign!



## Careers Service NI

The Careers Service provides an impartial, all-age careers information, advice and guidance service throughout Northern Ireland. Professionally qualified careers advisers can help adults make informed choices about their future career paths.

### Services for adults

The Careers Service provides information, advice and guidance to people who are:

- looking for education, training or employment opportunities
- thinking of changing job or career direction
- considering returning to learning to either re-skill or up-skill
- facing redundancy
- ready for a new challenge
- thinking of starting their own business
- looking for information on a particular career
- unsure what career might suit them
- unsure of how to plan their next step

### Careers advisers can provide adults with information and advice on:

- current employment trends, future job opportunities and job search techniques
- further and higher education, training and post graduate opportunities
- working overseas / gap years
- vacation / voluntary work
- career options and career planning
- learning opportunities
- transferable skills
- applying for jobs, including CV preparation, interview techniques and completing application forms

Access online careers support: [www.nidirect.gov.uk/careers/service](http://www.nidirect.gov.uk/careers/service)

# What is the Union Learning Fund?

The Union Learning Fund (ULF) for Northern Ireland was established in 2002 to promote activity by trade unions in support of the Government's objective of creating a learning society. The Fund is managed and administered by the Northern Ireland Committee of the Irish Congress of Trade Unions (NIC ICTU) under an agreement with the Department for the Economy (DfE).

The ULF recognises the key role that trade unions can play in engaging individuals or groups of people who have been disadvantaged or excluded from education. The trade unions, through the ULF projects, have long been in an ideal position to assist and encourage a wide range of learning. The focus of this learning ensures that employees develop the skills needed to carry out their work to the best of their ability, thereby opening opportunities for them to progress within their workplace and develop a successful career.

The Department for the Economy further recognises the role and importance of learning within the workplace. The trade union movement has a key role to play in helping the Government meet the targets it has set for improving the skills levels of the NI population, through their

[Skills Strategy for Northern Ireland: Skills for a 10x Economy.](#)

The ULF currently supports 11 union learning projects to transform the lives of their members in developing skills, achieving qualifications and promoting lifelong learning opportunities within the workplace.

The fund has helped thousands of workers on their learning journey with the support of dedicated ULRs, who work voluntarily to make a real difference within their workplaces, local communities and working in partnership help to improve productivity within their businesses, industries and the wider economy. As well as engaging adults back into education, union learning is also a way of engaging people with the union. ULRs are key to this work.

**The Union Learning Fund has 6 main aims:**

1. To develop and expand the capacity of the trade union movement through union-led learning.
2. To increase workplace learning by encouraging innovative, union-led partnership projects which lead to workers gaining nationally recognised qualifications.
3. To raise the skills of the workforce by addressing essential skills needs and learning that supports economic growth and improved activity.
4. To increase participation in lifelong learning in the workplace by supporting projects which focus on the Continued Professional Development of workers.
5. To widen participation and break down barriers to learning in the workplace by supporting projects which focus on social inclusion and engaging non-traditional learners.
6. To be responsive to emerging skills and employability needs of workers, helping to deliver the skills needs of both the current and future workforce.

All aims are pursued through projects that address one or more of the following key themes:

- Overcoming barriers and widening access to learning in the workplace for those who may have limited access to mainstream education and training provision or information and advice about learning opportunities.
- Engaging learners in Essential Skills ICT / Numeracy / Literacy and other learning opportunities.
- Attracting non-traditional learners, particularly excluded groups of employees such as part-time workers, shift workers, unemployed and those with essential skills needs.
- Promoting partnerships and involvement with employers and others, delivering key priority skills and qualifications that meet the needs of both the employer and the employee/learner.

# How & Why Union Learning Works



A surprising number of working people have no qualifications in English, Maths or IT.



Since 2002, trade unions and government have worked together to offer Essential Skills to these workers.



The Union Learning Fund has helped over 7,500 workers gain Essential Skills in Literacy, Numeracy or ICT. Thousands more have gained other qualifications.



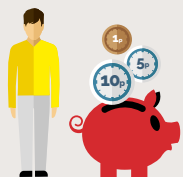
Employers who encourage a smarter workforce have benefited from workers with improved performance, motivation and morale.



They have gained the skills to help their children read a book, do their homework or use the internet.



Many of these workers have gone on to further their education or have secured a promotion within their workplace.



Workplace based Union Learning has been proven to achieve affordable and accessible learning.



Union Learning has helped government meet their targets for improving skills levels in Northern Ireland.



**Union Learning Works**

That is why Union Learning works, for government, employers and workers.

# Skills Strategy for Northern Ireland: Skills for a 10X Economy

'Skills for a 10x Economy' sets a strategic framework for the development of the skills system in Northern Ireland to 2030. The Strategy sets out three strategic goals which, cumulatively, aim to address the skills imbalances in our economy and improve social inclusion and wellbeing across our society.

## Strategic Goals

**Strategic Goal 1:** increasing the proportion of individuals leaving Northern Ireland higher education institutions with first degrees and post-graduate qualifications in narrow STEM subjects.

**Strategic Goal 2:** increasing the proportion of the working age population with qualifications at level 2 and above.

**Strategic Goal 3:** increasing the proportion of the working age population with qualifications at level 3 and above.

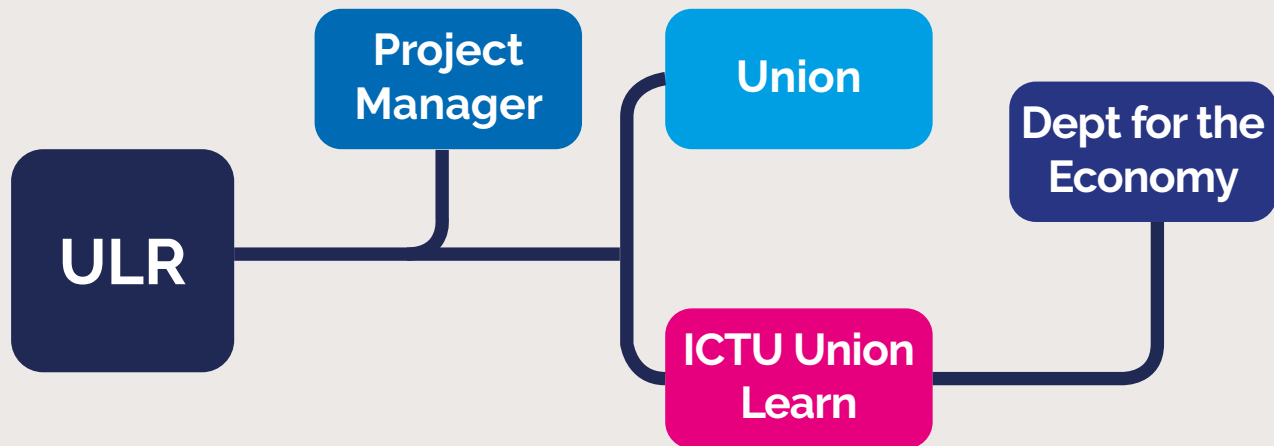
To deliver on these strategic goals, this Strategy focuses on three major policy commitments and three supporting policy enablers. The work and aims of the ULF link directly to the three Skills Strategy objectives.



# Reporting Back - Why are outcomes important?

All Union Learning Fund projects are set Learner Targets each year. Please ensure you report back all learning activity and outcomes to your Project Manager or Union. Outcomes are important because they are the evidence to back up applications for future funding for the Union Learning projects. This funding finances the work of the project workers and other learning initiatives.

The importance of ULRs reporting back outcomes is demonstrated in the chart below.



Without reports from ULRs, the project manager is unable to report back to their union and to ICTU Union Learn. ICTU Union Learn is then unable to report back to the Department for the Economy.

To help record outcomes ULF projects will supply ULR activity forms. These forms should be completed and sent to your Project Manager/ Union every quarter. It is important to retain evidence of the work you have done as the project is subject to audit by the Union Learning Fund.

### **What is an outcome?**

An outcome is anything you do as a ULR to promote, encourage and support learning. They can be classified as either soft or hard outcomes.

### **What is a hard outcome?**

A hard outcome is any one of the following:

- A learner starts a course such as Essential Skills, further or higher education, or CPD.
- A learner completes a course, including national Tests, NVQs and ICT courses.

- You have given advice and guidance to a learner via an interview.
- A dissemination event, examples include Learning at Workday (don't forget to include the number of attendees), or if you deliver a briefing about learning at a team meeting.

### **What is a soft outcome?**

A soft outcome is anything that is not recorded as a hard outcome. For example:

- Recipients of an email you have sent out advertising learning opportunities.
- A learning survey distributed to staff in the workplace.
- Anyone you chat to about learning in the workplace.
- If you refer someone to a college or a particular course.

### **What if I am not sure if it is an outcome?**

Report it anyway giving as much detail as possible.

# Essential Skills

Essential Skills qualifications are designed to prepare people for work or help those already in work. The courses are practical and allow people to apply their skills in real life work situations, giving them the learning tools to:

- Apply their knowledge and understanding to everyday life.
- Engage easily with others.
- Solve problems
- Develop personally

## **Essential Skills cover three important skill areas:**

- Literacy – aims to give the learner the opportunity to develop and apply speaking and listening, reading and writing skills.
- Numeracy - aims to give the learner the opportunity to develop and demonstrate skills in understanding numerical information, for example, carrying out calculations, interpreting results and presenting findings.
- Information Communication Technology (ICT) - aims to give the learner the opportunity to develop

practical and work-related computer skills. The topics studied include concepts of IT, using the computer and managing files, spreadsheets, the internet and email.

## **Essential Skills qualifications:**

- Level 1 - Will suit learners looking for a solid set of skills, who might want to succeed in a job or move on to further study.
- Level 2 - Will suit learners who have some knowledge and basic skills, they may use these skills at work, under supervision, but want to gain confidence and take on more responsibility.

Essential Skills are not just vital in the workplace but are required to conduct everyday activities such as shopping, paying bills and interacting socially with other people, both face-to-face and via social media.

Essential Skills are also a prerequisite for further learning and development. They form the foundation on which further learning and development can take place.

Essential Skills courses are delivered by further education colleges, both in their main campuses and in venues throughout the community. Courses can be arranged within the workplace too. To find out when and where your nearest class is, speak to your Union Learn Project Manager or contact the further education college in your area.



## Free

### Courses in ICT, Literacy and Numeracy

**Essential Skills courses are designed to help improve your reading, writing, maths or IT skills.**

**Essential Skills will provide you with the tools to:**

- help your children with homework
- manage your finances
- communicate with social media
- get the most out of the internet

**Essential Skills could lead you to:**

- securing a place in further education
- securing a promotion

**All Essential Skills courses are free. You can do them in a college or at work.**

**You will be able to:**

- learn at your own pace
- practice how to use the skills you learn in everyday situations
- gain qualifications that employers will recognise



**NORTHERN**  
Regional College



**src** Southern Regional College



# English for Speakers of Other Languages (ESOL)

Learning English to cope at work and in everyday life in the UK is important to those whose first language is not English. It is important that people in the workplace can communicate in spoken and written English.

The provision of courses and learning in English for Speakers of Other Languages (ESOL) is therefore paramount to ensure both workers and employers fully understand their roles and responsibilities and contributes to running a successful business. It is paramount that employers invest in ESOL learning to ensure that migrant workers can fulfil their potential and benefit the business as well.

ESOL learning helps workers gain the skills they need to become confident members of the workforce and take an active part in the union.

ULRs often need to support learners by arranging and negotiating for ESOL training in the workplace. This may include engaging the employer, local FE colleges and course providers.

ESOL courses cover:

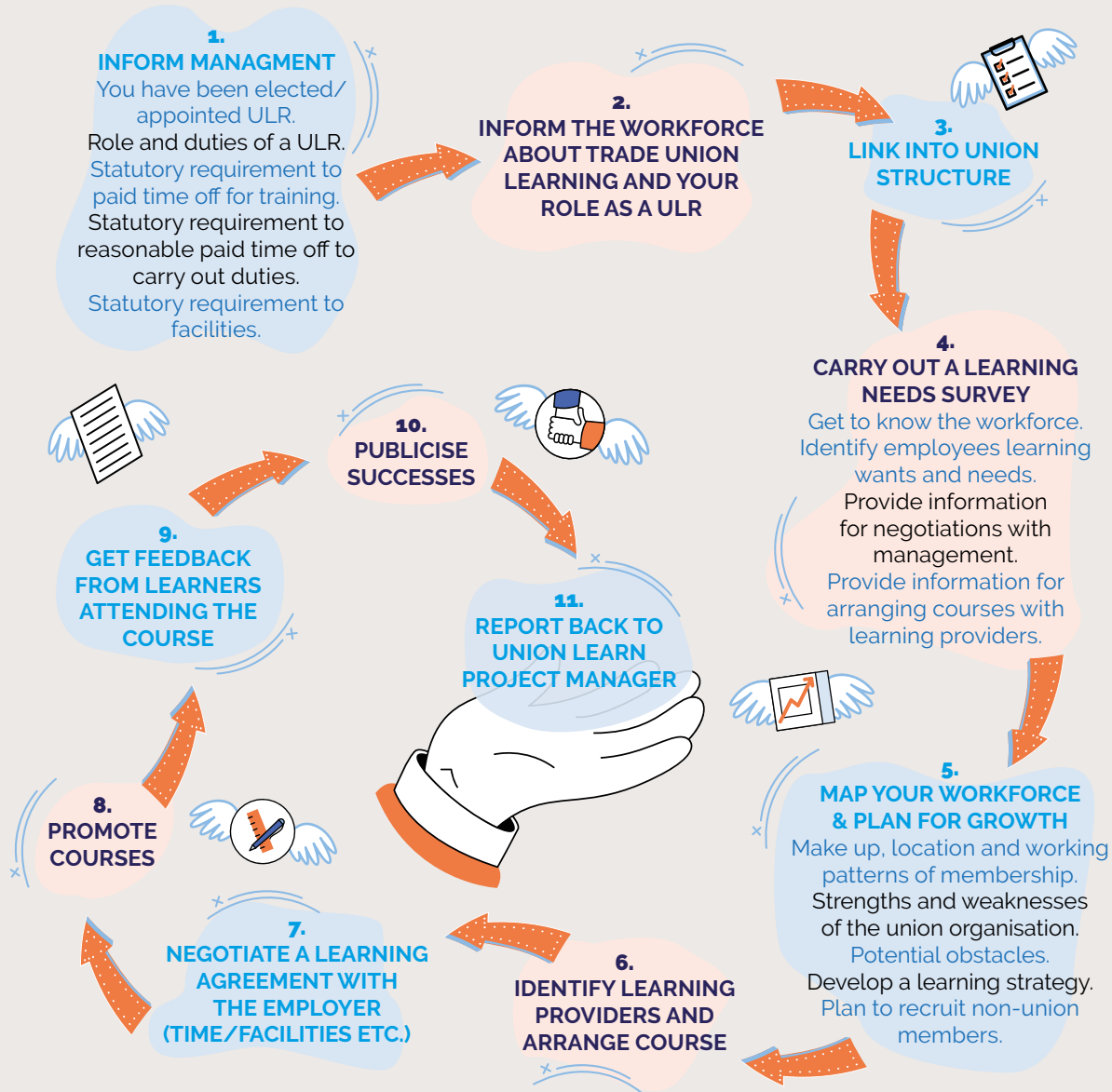
- speaking and listening,
- reading and writing,
- vocabulary,
- punctuation and grammar.

There are ESOL courses held throughout Northern Ireland. Courses are run through FE colleges and some voluntary and community organisations also deliver informal English classes to speakers of other languages.

## Useful Contacts / Links

|                                       |                                                                                                                                                                                       |
|---------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ICTU NI                               | W: <a href="http://www.ictuni.org">www.ictuni.org</a><br>E: <a href="mailto:info@ictuni.net">info@ictuni.net</a>                                                                      |
| Union Learn NI                        | W: <a href="http://www.ictuni.org/union-learn">www.ictuni.org/union-learn</a><br>E: Julie Gorman E: <a href="mailto:julie.gorman@ictuni.net">julie.gorman@ictuni.net</a>              |
| Trade Union Education                 | Kevin Doherty E: <a href="mailto:kevin.doherty@ictuni.net">kevin.doherty@ictuni.net</a><br>Tony Gallagher E: <a href="mailto:tony.gallagher@ictuni.net">tony.gallagher@ictuni.net</a> |
| Unionlearn (TUC)                      | <a href="http://www.unionlearn.org.uk">www.unionlearn.org.uk</a>                                                                                                                      |
| South Eastern Regional College (SERC) | <a href="http://www.serc.ac.uk">www.serc.ac.uk</a>                                                                                                                                    |
| Belfast Metropolitan College (BMC)    | <a href="http://www.belfastmet.ac.uk">www.belfastmet.ac.uk</a>                                                                                                                        |
| North West Regional College (NWRC)    | <a href="http://www.nwrc.ac.uk">www.nwrc.ac.uk</a>                                                                                                                                    |
| Southern Regional College (SRC)       | <a href="http://www.src.ac.uk">www.src.ac.uk</a>                                                                                                                                      |
| Northern Regional College (NRC)       | <a href="http://www.nrc.ac.uk">www.nrc.ac.uk</a>                                                                                                                                      |
| South West College (SWC)              | <a href="http://www.swc.ac.uk">www.swc.ac.uk</a>                                                                                                                                      |
| Libraries NI                          | <a href="http://www.librariesni.org.uk">www.librariesni.org.uk</a>                                                                                                                    |
| The Open University (OU)              | <a href="http://www.open.ac.uk">www.open.ac.uk</a>                                                                                                                                    |
| OpenLearn                             | <a href="http://www.open.edu/openlearn/">www.open.edu/openlearn/</a>                                                                                                                  |
| FutureLearn                           | <a href="http://www.futurelearn.com">www.futurelearn.com</a>                                                                                                                          |
| BBC Skillswise                        | <a href="http://www.bbc.co.uk/teach/skillswise">www.bbc.co.uk/teach/skillswise</a>                                                                                                    |
| National Numeracy Challenge           | <a href="http://www.nationalnumeracy.org.uk/challenge/">www.nationalnumeracy.org.uk/challenge/</a>                                                                                    |
| British Sign Language (BSL)           | <a href="http://www.british-sign.co.uk">www.british-sign.co.uk</a>                                                                                                                    |
| Learn My Way                          | <a href="http://www.learnmyway.com">www.learnmyway.com</a>                                                                                                                            |
| Google Digital Garage                 | <a href="https://learndigital.withgoogle.com/digitalgarage/">https://learndigital.withgoogle.com/digitalgarage/</a>                                                                   |
| Alison                                | <a href="http://www.alison.com">www.alison.com</a>                                                                                                                                    |
| Class Central                         | <a href="http://www.classcentral.com">www.classcentral.com</a>                                                                                                                        |
| Coursera                              | <a href="http://www.coursera.org">www.coursera.org</a>                                                                                                                                |
| Oxford Home Study                     | <a href="http://www.oxfordhomestudy.com">www.oxfordhomestudy.com</a>                                                                                                                  |
| NI Direct – Skills                    | <a href="http://www.nidirect.gov.uk/campaigns/skills-succeed">www.nidirect.gov.uk/campaigns/skills-succeed</a>                                                                        |
| Careers Service                       | <a href="http://www.nidirect.gov.uk/careers/service">www.nidirect.gov.uk/careers/service</a>                                                                                          |

## ULR Workplace Activity Checklist





Northern Ireland Committee  
Irish Congress of Trades Unions  
45-47 Donegall Street  
Belfast BT1 2FG, Northern Ireland



Tel: 02890 247940  
Email: [info@ictuni.net](mailto:info@ictuni.net)

<https://www.ictuni.org/ictu-learning-hub>

