

A SCOTTISH UNION LEARNING ACADEMY

Connecting with Learners

and

Increasing Opportunities

STAKEHOLDER CONSULTATION

Your views will help us to realise the potential

Foreword

The role that trade unions have played to date in supporting and accessing learning and skills opportunities for their members has developed quickly over the last few years. With a Scottish Union Learning Fund that to date has funded 50 projects involving 26 individual unions, STUC Lifelong Learning Units established in both lowland and highland Scotland, a dedicated Adult Literacy Coordinator dealing with everyday skills issues and over 1,000 Union Learning Representatives actively involved in workplaces throughout Scotland, we continue to develop our capacity and involvement in the learning and skills arena.

In addition to this, the TUC Education Service in Scotland continues to offer education and training for significant numbers of trade union representatives in Scotland. Their groundbreaking work on developing e-learning courses is especially welcome given the geographical size of Scotland and complements their extensive port-folio of courses designed to meet the needs of our affiliated unions by training and developing effective workplace representatives.

However, with an affiliated membership in Scotland of some 700,000, in many ways we have as yet only touched the tip of the iceberg. That is why the concept of the Union Learning Academy is both appealing and exciting. As outlined in this paper, the Union Learning Academy could transform union learning from the important but resource constrained role we play at present to one that can provide union branded support and access to mass provision of learning and skills opportunities for trade unions and workers throughout Scotland.

Therefore, to move this forward, and gain the information and views required to make a sound decision on the potential for the Union Learning Academy, we are seeking the views of trade unions and their members, and all other organisations with an interest in this initiative. Your views and comments are important - please tell us what you think.

Grahame Smith
Deputy General Secretary
STUC

1. Introduction

The Scottish Union Learning Academy Project

- 1.1 The Scottish Trade Union Congress (STUC) wishes to set up a new learning initiative that will provide a focus and a platform to transform the ways in which trade unions in Scotland support working people to learn in the 21st Century. The current working title for this proposed learning initiative is the **Scottish Union Learning Academy**.
- 1.2 To take forward the discussion on how best to realise this potential for transformation, the STUC is currently undertaking a feasibility study with the objectives of:
- *showing how the Academy would provide a brand for the promotion and coordination of union led learning activity*
 - *articulating how it would add value to existing learning activity through increasing levels of engagement and achievement by working people, and*
 - *demonstrating the business case for viability and sustainability of the Academy.*
- 1.3 The STUC has commissioned York Consulting Ltd, an experienced learning and economic development consultancy, to assist them with the feasibility study. They will be reporting in the Spring of 2005.

Consultation

- 1.4 We are interested in your views on the potential for such a body in Scotland and how it should be organised to deliver a **step change in services to working people**. You are invited to contribute to the study through responding to this consultation document. At the end of the document, specific questions are posed - we encourage you to respond by **11th January 2005** and details of how to comment are given on page 16.
- 1.5 The other elements of the study are a series of face to face and telephone consultations with key stakeholders and the development of an outline business model exploring the appropriate funding arrangements and organisational structures for the initiative.

2. What is the Scottish Union Learning Academy?

- 2.1 In summary, we envisage the potential for a new organisation that will **provide learning opportunities to working people** through their trade unions, that will **provide services to support them** to learn, and that will **provide services to trade unions to help them to support their members** in learning.
- 2.2 This will include:
- *supporting potential learners to find out about the learning they want and where to find it, for example by offering a telephone helpline service*
 - *supporting trade unions in helping them to offer learning to people at the workplace – both members and non-members*
 - *supporting trade unions in engaging with employers and negotiating learning agreements*
 - *supporting Union Learning Representatives and Learning Project Workers, for example by providing project training and offering information through a telephone helpline and sharing of good practice through web-based links*
 - *carrying out research to improve the opportunities and conditions for learning*
 - *developing and coordinating innovative projects to explore ways of improving access to learning and progression for those that take up the opportunities available*
 - *providing a union learning brand for the collective promotion and provision of learning services in Scotland and providing quality assurance to strengthen the services and courses offered through this union learning brand*
 - *facilitating initiatives across the trade union movement to support learning, for example by coordinating funds such as the Scottish Union Learning Fund.*
- 2.3 The learning opportunities provided through the Academy will be delivered by our partners in the education sector across Scotland.
- 2.4 A lot has been achieved in recent years through trade unions' involvement in lifelong learning. There is significant potential for trade unions to work together and with our partners to engage many more people at work in learning and to provide them with a more coordinated and higher quality service.
- 2.5 In the following sections we have set out and discussed the important features of the proposed Academy in more detail and raised opportunities and issues that we would like to explore with you. Please take the time to consider them.
- 2.6 As the **title and brand are in themselves potentially contentious issues** for consultation, we have chosen to refer to the initiative in abbreviated form as 'SULA' throughout this document and the issues of branding are discussed in a later section.

3. The Case for 'SULA'

Trade unions and lifelong learning

- 3.1 Trade unions have traditionally played an important role in helping working people to take part in learning. Some 750,000 employees are members of a trade union in Scotland - a membership density of 35% - and over 1,150,000 employees (54%) work where a trade union is present in the workplace¹. It is recognised that **trade unions offer a unique way to encourage and support potential learners** to take up opportunities because of the collaborative and supportive conditions of trade union membership within the workplace. Trade unions could therefore make a substantial contribution to engaging people in learning and thus to improving quality of life for their members whilst achieving Scotland's goals for improving skills.
- 3.2 In recent years this role has been revitalised. We have championed the **benefits of equality of access to learning opportunities** in the workplace. There is a range of union led learning opportunities on offer to Scotland's union members and they are predominantly coordinated through individual unions, the STUC's Lifelong Learning Unit and the TUC Education Service in Scotland. Our work with employers has been crucial in engaging their sustained commitment to employee development, with the development of the role of the Union Learning Representative to support workers at their workplace and their recognition within employment legislation, the engagement of trade unions with providers of learning and the development of successful partnerships and learning agreements.
- 3.3 Despite this recent development, resources available for trade union support for learning remain inconsistent and fragmented and the **scale of activity does not reflect the potential** that could be achieved through a **coherent approach** to building on the relationship between trade unions and their members.
- 3.4 Based on our beliefs that everyone has a right to learn so that they can determine their own futures and help their colleagues at the workplace to succeed, the union movement in Scotland is well placed to enhance our role in this field. To date, our work has been recognised by the Scottish Executive through a number of measures, including the financing of the Scottish Union Learning Fund (SULF) and a literacy Pathfinder project. This has helped contribute to the creation of the 1,000 ULRs already trained in Scotland and has enabled effective lifelong learning and skills development activity. We need to build on this success, to further **extend access to workers at all skill levels** and to continue to play a significant role in workforce development.
- 3.5 It is more important now than ever to ensure that Scottish workers can access high quality learning and it is the right time to develop a **coherent union approach to the learning on offer to working people**. 'SULA' provides this opportunity and could offer an extended portfolio of learning, which would strengthen the development of the Scottish workforce and their ability to contribute to Scotland's social and economic advancement.

¹ Trade Union Membership Autumn 2003, DTI.

Learning in the workplace

- 3.6 There is recognition that engaging in learning throughout one's life is a positive activity – in addition to increasing overall quality of life, there are likely to be benefits in improved flexibility and willingness to acquire new skills in an increasingly changeable workplace. There is a **shared responsibility between employers and individuals** to provide the overall skills and knowledge to make the workplace effective – many employers will provide training for individuals for the specific requirements of a task or job, and many people continue to gain new knowledge and skills through individual learning and can often use this in their place of work. However, the challenges for Scotland's overall economic development, and to secure an appropriate balance of influence between the employer and the individual, require continued significant investment in training (for skills) and learning by both employers and individuals over the long term.
- 3.7 The levels of skills and who has these skills affects the balance of influence at the workplace and it has traditionally been the employer who has held the information about available training opportunities, which can lead to tensions between employer and employee.

“the power of choice over type of provision and who takes it up has resided primarily with the employer, sometimes leaving employees unaware of the opportunities to learn... (Thus) unions have a legitimate interest in the effect of skills on job evaluation and reward systems. Many employers may have little incentive to adopt strategies based on the transferability or accreditation of skills and employee development in general...on the other hand, employees and their unions see that it is in their interest to access broad and high skills to meet sector needs and promote job mobility...An important element is the balance of power at the workplace which in turn can be influenced by the decision making process in the learning and skills system as well as the employer/employee balance in the industrial relations system.”

‘From Spearholders to Stakeholders – the emerging role of unions in the UK learning and skills system’ TUC, 2004

- 3.8 Trade unions have a positive role to play in encouraging training and learning activity in workplaces, resolving problems on behalf of members and helping staff retention through wider workplace activity, and empirical evidence has shown that **employees in workplaces where trade unions are recognised stand a significantly higher chance of receiving training** than those in non-unionised workplaces. The union impact on training and learning at the workplace is affected by internal factors in the union, such as the effectiveness of union organisation and recruitment of members, as well as externalities such as employment law and a lack of statutory right for trade unions to negotiate on issues such as training and learning through collective bargaining processes.
- 3.9 However, recent experience has shown that **trade unions can support and influence these processes** through the activities of union learning representatives and the negotiation of learning agreements, including time off for learning and the provision of workplace learning centres. Engagement in lifelong learning support also helps trade unions to demonstrate our commitment to modernisation and to

offering a relevant range of services to members to support them in their working lives. This modernisation is taking place at a time when membership is slowly increasing after years of decline and during a period of merger and reorganisation of the overall numbers of active trade unions.

Union-led Learning Partnerships

- 3.10 At a strategic level the trade union movement in Scotland has developed **capacity to engage with our partners on issues of lifelong learning** and training. For example, the Trade Union Lifelong Learning Working Party, chaired by Allan Wilson, the Deputy Minister for Enterprise and Lifelong Learning, was established to involve trade unions in the development of the lifelong learning agenda in Scotland. Membership includes representatives of Scottish Executive, Scottish Enterprise, Highlands and Islands Enterprise, *learn direct scotland* and Communities Scotland, in addition to STUC and 10 affiliate unions. Furthermore, the STUC Learning Forum includes 23 of the 43 affiliates and an example of its work is the development of an adult literacy working group to support the STUC Adult Literacy Pathfinder Project.
- 3.11 Yet the **capacity of the trade unions to deliver a consistent level of service to all members in workplaces across all sectors remains limited**. This is due to a combination of limited experience and activity at the local workplace level, to the need to develop an effective network of workplace union learning representatives, the need to secure the necessary partnerships with providers and not least the need to encourage and engage both the individual workers and their employers.
- 3.12 Many successful initiatives have been taken by individual unions and by unions working collaboratively with each other and with employers – for example in the rail sector. But **there is not consistent activity across sectors or between different unions and providers**. On the ground, union activists report that significant barriers and difficulties remain, including working closely with employers to help them understand the opportunities and benefits, making learning relevant to our members as well as enabling access and negotiating suitable time for workers to take part in learning – dealing with shift patterns and getting enough learners together at a time to make provision cost effective.
- 3.13 So there is still a great deal of work to be done. This includes considering more direct provision for employees and providing advice, assistance and encouragement to support them in accessing learning. **Our members would benefit from a more consistent and visible approach** that places learning firmly on the centre stage – ‘SULA’ offers a vehicle for this to happen.

4. The Vision for 'SULA'

4.1 Trade unions are playing an active part in developing skills and in initiatives to tackle everyday skills needs such as literacy and numeracy. **'SULA' could help develop a national profile for union learning to influence government, employers and learning providers, to help working people to improve their situation.**

4.2 **A vision is emerging** – to contribute to the development of a fairer and more prosperous society in which:

- *working people will have access to the learning they need to take control of their lives, contribute to the wider community they live in and cope with change at the workplace*
- *working people contribute to, and benefit from a high skill, high productivity economy*
- *inclusion, equality, social mobility, social justice and diversity are celebrated, and*
- *individuals prosper in their lives and in the communities they live in.*

4.3 Our vision is that 'SULA' will:

- *support trade unions in engaging with employers and negotiating learning agreements*
- *support trade unions in helping them to offer learning to people at the workplace – both members and non-members*
- *support Union Learning Representatives and Learning Project workers*
- *carry out research to improve the opportunities and conditions for learning*
- *develop and coordinate innovative projects across the trade union movement to explore ways of improving access to learning, progression for those that take up the opportunities available and removing barriers to take up for others*
- *provide a union learning brand for the collective promotion and provision of learning services in Scotland.*

4.4 To achieve this vision, the **trade union movement in Scotland will offer all our members the opportunity to engage in and be supported in learning activity** throughout their working lives. Building on the progress of recent years, the trade unions in Scotland are now prepared to carry forward a **more coordinated and substantial programme of support** to our members, with an aspiration to engage significant proportion of their membership in learning, for example:

“One in 15 by 2015”

4.5 Based on current levels of membership, achieving this aspiration will mean that **over 50,000** new learners will be supported over the next 10 years.

5. What will 'SULA' achieve?

Aims

5.1 The purpose of 'SULA', therefore, is to be the platform for this development. 'SULA' will:

- *be a trade union body that seeks to engage all working people in learning*
- *influence national policy on the value of learning for working people*
- *seek the removal of barriers to working people's learning and progression*
- *seek to shape employers' thinking and practice about learning*
- *help providers to understand and deliver the learning opportunities that working people and their communities need*
- *be a researcher and innovator on approaches and practice on learning for working people*
- *be a model and champion for fairness, openness and diversity in learning*
- *encourage best practice among unions, learning providers and others*
- *help raise skills levels resulting in higher levels of personal fulfilment, stronger communities and improved economic performance and*
- *work collaboratively with partners – employers, government and providers of high quality learning.*

5.2 **'SULA' will be a provider of learning** – it will be **the route through which trade union members and those sharing their workplaces will have access to learning opportunities**, it will be the route through which trade unions encourage, engage and support learners through their learning experiences and it will be the route through which trade unions access external resources for their learning programmes.

5.3 Yet **'SULA' is not intended to take over the role of trade unions** – it is intended to support and coordinate our work with members and partners across the range of aims described above. **Nor will 'SULA' be a deliverer of learning in the sense that it will run courses itself** – it will work with established partners to meet learners' needs. Simply put, the starting point for 'SULA' is to bring together and take forward the roles of an influencer, an innovator and the **provider of learning and services for trade union members**. It won't be possible or desirable to make sweeping changes overnight, nor would the resources be likely to be available to allow this to happen.

6. What will 'SULA' look like?

6.1 'SULA' will have both a strategic and an operational role.

6.2 **Strategically**, its role will be to work with trade unions in Scotland to campaign for trade unions to be seen, through our work on learning, as a positive, progressive and essential force in our modern society and economy. This role will be underpinned with strategic planning of union-based and union-led learning.

6.3 **Operationally**, 'SULA' will:

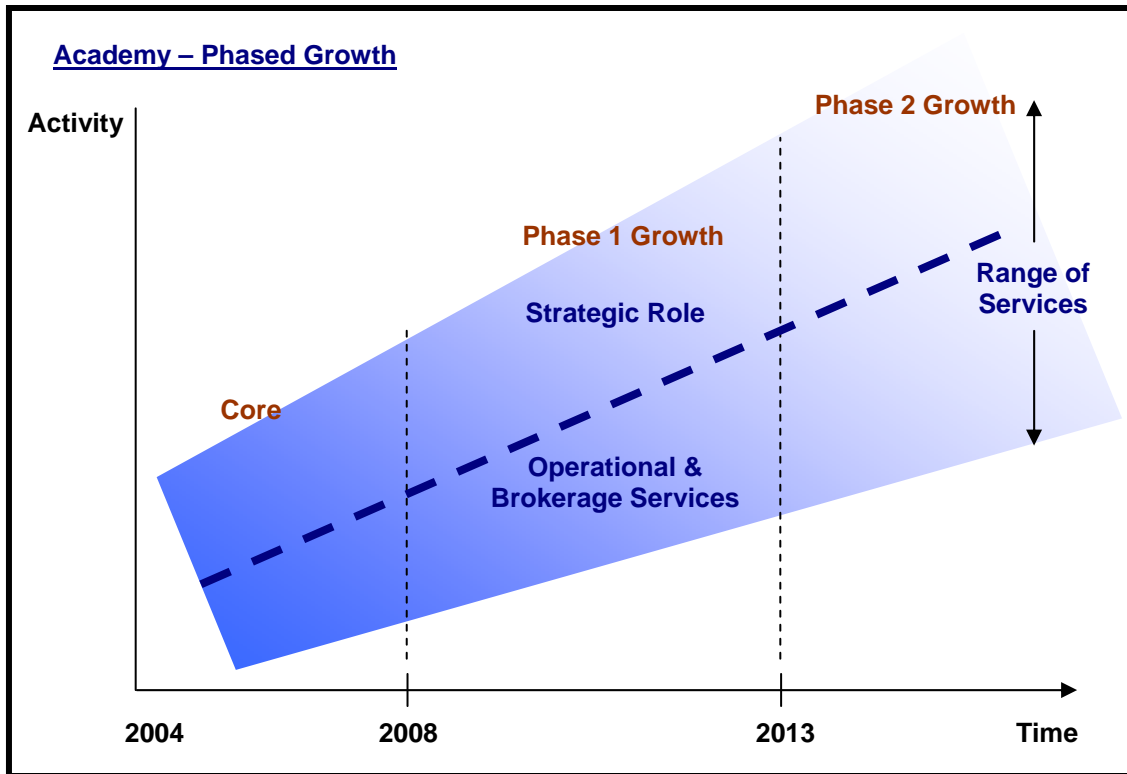
- *offer working people advice and help on where and how their learning needs can best be met*
- *ensure there are opportunities for working people to have access to the learning, skills and qualifications they need*
- *ensure quality assurance of union-based and union-led learning*
- *encourage members who learn through the Academy to remain in membership and to take part in wider union activities and*
- *by offering a new, high quality and coherent service to members of trade unions, encourage non-members to join.*

6.4 It is likely that 'SULA' would grow gradually and consistently, responding to and meeting the needs of increasing numbers of member-learners and of trade unions' needs in supporting those members. The diagram below shows an **increasing range of activity** as trade unions in Scotland progress towards our vision for learning, linked to the periodic Spending Reviews – a government mechanism under which funds for public expenditure including the key education budgets are determined.

6.5 Over the course of this growth, 'SULA' will have two key **organisational** aspects – 'Organisation' and a 'Coordination Unit', as shown in the diagram below.

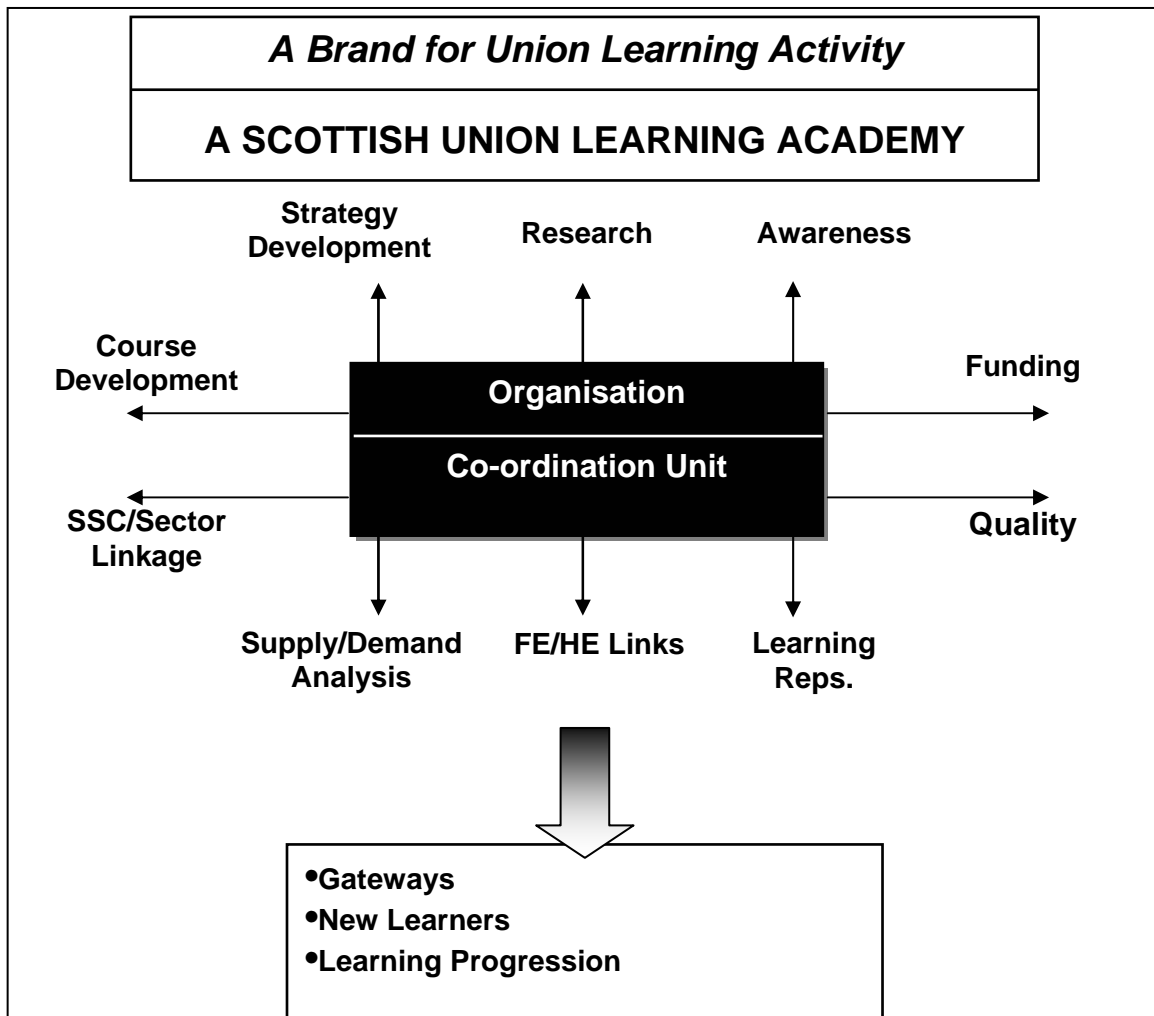
6.6 The '**Organisation**' element will address broad strategic, research, promotional, management and funding aspects of 'SULA's work, including:

- *promoting, arguing and campaigning for learning for working people*
- *helping trade unions and other stakeholders plan and coordinate their work*
- *commissioning research and piloting new activities and approaches*
- *disseminating good practice and*
- *being a source of independent advice and guidance for working people, for example through the provision of an enquiry line and website.*



6.7 The '**Coordination Unit**' will address the key operational aspects, working day to day with trade unions and our partners across Scotland:

- *advising on good practice in quality assurance and accreditation*
- *advising on good practice in coordinating administrative work such as marketing, preparation of funding bids, course design*
- *working to fill gaps in existing provision*
- *developing or coordinating new forms of provision beyond the capacity of individual trade unions (for example, e-learning),*
- *improving the coordination of delivery that is common across trade unions (such as the development of union learning representatives or full time officer training) and*
- *acting as a broker – arranging linkages between trade unions, providers, funders and employers to meet the needs of learners.*



How would we do this?

6.8 There is a range of options that 'SULA' could adopt to provide the services for which it is responsible. It could:

- *provide the services itself, or*
- *commission others to provide them, including developing new agents where there is currently a shortage, or*
- *adopt a mix of the two approaches.*

6.9 The scale of operation, the extent of commissioning and the extent to which any trade union required a 'full service' – using 'SULA' to deliver all or most of its learning objectives - or a more focused, selective approach using specific services - mean that it is **not clear at present** what levels of staffing would be needed. The key will be to **offer a good range of choice** to suit the needs of learners, individual trade unions, sectors, communities and regions of Scotland.

- 6.10 What is clear is that 'SULA' could provide the stimulus and be a focal point for the development of **significant additional impetus** to the encouragement and inclusion of Scottish workers in learning, to the benefit of all.

7. Branding

- 7.1 We have described what we see as the vision, aims and objectives of a new, trade union led learning initiative that would create a significant change in the opportunities for working people to take up learning opportunities with the support of their union.
- 7.2 The range of activities for the new initiative will include strategic planning, coordinating operations, quality assurance of learning provision and of the support provided by trade unions, promotion and marketing and research. Yet aside from a small office to accommodate the staff team, 'SULA' is likely to be mainly a 'virtual' organisation. So what should it be called?
- 7.3 The working title for the initiative is '**the Scottish Union Learning Academy**' – partly in consideration of other UK wide initiatives such as the Organising Academy. The name and brand of the initiative must reflect its function and purpose – whatever that may be - and be **acceptable and understandable** to those engaging with it, whoever they may be. Given the experiences of many of our intended audience – those working people who have not recently been involved in learning – many of the titles that could be used may have negative connotations.
- 7.4 For example, a recent study in England for the TUC² found that *“the words ‘institution’ and ‘university’ (were) particularly misplaced...they were felt to have connotations of a full-blown bricks and mortar institution... and both ‘sound too academic’ and would be likely to alienate substantial numbers of union members, particularly those lacking in (everyday) skills”*. This stressed the importance of any marketing strategy being able to reach and be relevant to the full range of union members.
- 7.5 It will be essential that the brands for this new trade union learning initiative reflect the values that it will hold – the study in England found the following examples of what the brand might stand for:
- *‘opportunity’*
 - *‘collective learning’*
 - *‘advancing workers’ education*
 - *‘something to be proud of’*
 - *‘centre of excellence’*
- 7.6 There are two important aspects to branding the work of the new initiative:
- what will be appropriate for the purpose and features of the organisation?
 - what will be appropriate for the activities of the organisation, for example promotion of learning opportunities, advice, brokerage and quality assurance?

² Interim Study of Stakeholders' Views for TUC Union Academy Feasibility Study

7.7 For example, for the **organisation** the following possibilities might be considered:

- Scottish Union Learning Academy (SULA)
- Scottish Centre for Union Learning (SCUL)
- Centre for Union Education in Scotland (CUES)

7.8 The title for the organisation may not be appropriate for the **branding** of services or activities, for which a specific brand or brands may need to be developed – a particular example is the differentiation of the organisation ‘Scottish University for Industry’ – SUfi – from its working brand – *learnirect scotland*.

8. Context – Scotland’s society and economy

- 8.1 Economies with high levels of training are better placed to take advantage of changing business environments. Work-focused training is an important element in the ongoing development of the labour market and investment in skills is considered essential for increased economic productivity. This is recognised by the estimated £1.5 billion spent by employers in Scotland on lifelong learning. Nevertheless, research³ has shown that, although skill shortages are uncommon, there are currently 12,000 vacancies (in a workforce of 2.1 million employees) that are hard to fill because of the lack of appropriate applicant experience, skills or qualifications.
- 8.2 Compared to other advanced economies, Scotland continues to struggle with the challenges of increasing economic growth and productivity. This, together with an ageing workforce and weak performance on in-migration, means that exploring ways of encouraging even higher levels of employer investment in employees is crucial in Scotland.
- 8.3 In order to tackle some of these challenges, the Scottish Executive has introduced a number of economic and social strategies, with learning and development as a significant feature.
- 8.4 The Scottish Lifelong Learning Strategy *‘Life Through Learning: Learning Through Life’* focuses on personal fulfilment and enterprise, employability and adaptability, active citizenship and social inclusion. There are a number of goals to realise this vision and addressing the skills shortage is a crucial element within them. Better matching of skills and opportunities is noted in the objectives of *‘A Smart Successful Scotland’* – the vision for improving Scottish economic performance - and in the Framework for Economic Development in Scotland (FEDS) which outlines the plan to raise the quality of life of Scottish people through increased economic opportunities. Lifelong learning is, again, a vital component.
- 8.5 The commitment given to helping people gain knowledge and skills in Scotland is underlined by the investment by the Scottish Executive in post-school learning – this has risen from £1.7 billion in 2003-04 to a planned £1.9 billion in 2005-06 and there is due to be a further 30% increase in spending in further and higher education by 2007-08. The Scottish Executive is committed to introducing a new Individual Learning Account scheme in the near future, which will be launched in phases starting with a targeted programme.
- 8.6 Tackling skills issues is also vital for the work of the ‘Skills for Business’ Network of Sector Skills Councils (SSCs) which have the job of ensuring that there is appropriate training to meet employers’ skills needs and of encouraging a skilled workforce. The contribution of SSCs to the development of in-work learning will increase over the coming years.
- 8.7 Many of the Executive’s strategies are dependent on tackling the skills deficit successfully. An estimated 23% of Scottish adults have low levels of literacy and

³ Future Skills Scotland - Scottish Employer’s Skill Survey, November 2002

numeracy skills. There is strong evidence to suggest that participation in learning is skewed - that those with lower levels of skill at work receive less training.

9. What do you think?

- 9.1 We are now inviting the thoughts and opinions of a wider group of stakeholders in Scotland and will be discussing the ideas presented here through face to face and group interviews over the coming weeks.
- 9.2 We also want to make sure that the opportunity is available to as many trade union representatives, officials and members, colleagues working in the world of learning and other stakeholders in the community and business world as possible to contribute to the study into the Scottish Union Learning Academy.
- 9.3 We have highlighted some key questions from each section below, and would welcome your thoughts on these issues. Please **do not feel limited by the specific questions** or the main headings used in the document – offer us all you feel is relevant and appropriate to the notion of the Academy. However, where you are responding to specific questions it will be helpful if you can list the question number with your response.
- 9.4 The document is also available from the STUC's website: www.stuc.org.uk.
- 9.5 ***Please send your comments in writing by 11th January 2005, including your name and contact details, to:***

email: sula.scotland@yorkconsulting.co.uk
(you can also send queries to this address)

Or by post:

Scottish Union Learning Academy
York Consulting
Hudson House
8 Albany Street
EDINBURGH
EH1 3QB

Thank you in advance for your contribution.

Consultation Questions

1. The case for 'SULA'

- Q1.1 How could a Scottish Union Learning Academy make a difference to you?
- Q1.2 Can the Academy be successful in raising the profile of trade union-based and trade union-led learning and of the trade union movement?
- Q1.3 What is the most important impact the proposed Academy could have?
- Q1.4 Where does lifelong learning sit on the organising agenda of trade unions?
- Q1.5 How can the Academy be an effective national agent and meet regional and sector needs in Scotland?
- Q1.6 What are the current strengths and weaknesses of trade union support for lifelong learning?
- Q1.7 How would a *Scottish* Union Learning Academy meet the needs of trade unions, given that most trade unions are organised on a UK wide basis?

2. Vision

- Q2.1 What do you think about the proposed vision and aims for the Scottish Union Learning Academy?
- Q2.2 How acceptable is the proposed approach to trade unions and to other stakeholders?
- Q2.3 Given the level of trade union membership in Scotland, what do you think the Academy's goals for take up of lifelong learning should be?
- Q2.4 How sustainable is the Academy likely to be in terms of the likely take up by learners and competition from other providers of learning?
- Q2.5 What is the nature/degree of accountability that is needed – to working people, to trade unions, to the STUC and to other stakeholders?

3. Goals

- Q3.1 How will the Academy help you to expand and/or improve your work?
- Q3.2 How will the Academy achieve a better/closer relationship with providers and other partners?
- Q3.3 Will the Academy achieve cohesiveness and improve coordination across the trade union and learning sectors?
- Q3.4 What are the most important functions of the Academy?
- Q3.5 What would you say would be the 'top three' services the Academy should offer:
- to learners?
 - to trade union activists workplace representatives and branch officials?
 - to regional officials and full time officers?
 - to providers?
 - to employers?
 - to other stakeholders?
- Q3.6 What is the degree of risk of not carrying these out?

Q3.7 What aspects of the proposed Academy would definitely *not* help you?

4. Organisation

Q4.1 What structure should the Academy take to be most appropriate to developing partnerships between trade unions, providers of learning and employers?

Q4.2 Does the proposed approach provide an appropriately modest but ambitious platform that has potential for growth?

Q4.3 What is your view on the total resources that would be required for set up and ongoing operation of the Academy?

5. Branding

Q5.1 What characteristics or values do you think the brand for the Academy should stand for?

Q5.2 What do you think are the most important features of the **name** for the Academy - do you have a specific suggestion for the name?

Q5.3 What do you think are the most important features of a **brand** for marketing and services – do you have a specific suggestion for brands?

6. Context

Q6.1 What is your view on the likely impact for the resources used – the overall value?

Q6.2 Will the Academy help trade unions make a difference for working people in Scotland?