



Return to Learn

The image features a dark red stage curtain with gold tassels on the sides. In the center, there is a graphic of a target with concentric circles. A large, semi-transparent watermark with the word "SALE" in a bold, sans-serif font is overlaid on the target. The text "Please Turn Off Your Mobile Phones" is written in a white, elegant cursive script across the middle of the target.

*Please Turn Off
Your Mobile Phones*

HOUSE KEEPING



Camera on all the time: sound may be muted until you want to speak Please use 'Raise hand' option on screen



Time Keeping / Attendance –Join a five minutes before we start to deal with any problems



We start promptly we finish on time this includes Breaks!



Mobile Phones switched off in the virtual classroom No walking or moving away from your screen during class



Students must be at the course at all designated times



Remote/Online Learning

- Total different experience from class room
- Concerns around technology fatigue
- Way images are on screen..... Brain expects three dimension picture not two.... negative effect
- Concentration span is affected and more limited
- Will take class feedback after each session and
- Adjust how we operate as necessary



➤ *Margaret Egan -de Courcey*

➤ **Employed** with SIPTU since 1980

➤ **Industrial Organiser** for 15 years

➤ **Tutor with SIPTU College** for 26 years

➤ **3rd Level Qualifications in** Industrial Relations, Employment Law, Adult Education and Psychology of Learning (1st Class Honours BA and MA Degrees) from NUI- Galway

➤ **Certified Mediator** from Mediation Institute of Ireland since 1999

➤ **Post Graduate Diploma (Level 8)** in Employment Law from NUI-Dublin 2015





Introduce yourself...



Why are we here?



- Enjoyment?
- Personal challenge/personal development?
- Develop new skills?
- Job promotion?
- Increase knowledge?
- All of the above or none of the above?



This is an introductory module and its aim is to introduce the overall programme and prepare the learner to embark on the Certificate programme with confidence.

It's an induction to SIPTU College and how we work and our role and relationship with the National College of Ireland (NCI) who award the final certificate.

You will be introduced to effective study and writing skills.

Be encouraged to assess their own learning needs in this regard.

The module will explore your needs returning as you are to learning after a gap of some years. While balancing the needs of your learning with work and life.

This will be delivered as a co-requisite module with the first module you will study.



Course Learning Outcomes

Identify

- Identify your own learning needs

Develop

- Develop effective self-directed learning skills

Plan and develop

- Plan and develop written assignments appropriate to the core modules

Cite and reference

- Cite and reference your work correctly

Understand

- Understand SIPTU College ethos; navigate the siptulearn site.



Adult Education

A process “...that allows adult thinkers to improve their skills, improve their knowledge, improve their technical or professional competence, and change attitudes and behaviours both in terms of personal development and in participation in balanced and independent social, economic and cultural development.

(Titmus, Buttedahl, Ironside and Lengrand, 1985).



ICTU Vision

‘Congress seeks to achieve a just society - one which recognises the rights of all workers and citizens to enjoy the prosperity and fulfilment which leads to a good quality of life. Quality of life embraces not just material well-being, but freedom of choice to engage in the arts, culture and all aspects of civic life. This vision applies in the context of Ireland, Europe and the wider world and challenges the existing economic order.’ (<https://www.ictu.ie/about/>)



Our Learning Outcomes

Learners will have a basic knowledge of the principal features of the employment relationship and trade unions, as well as their practical articulation with the external economic, social, legal, and political environment.

Learners will have a basic theoretical and practical understanding of trade union purpose and practice, as well as the core areas of collective bargaining and associated regulatory frameworks, both voluntary and legal.



Our Learning Outcomes

Learners will be able to identify a range of options in relation to a range of industrial relations and trade union issues taking account of internal procedure and external regulatory contexts.

Learners will be equipped with a range of skills and tools in industrial relations and trade union activism that are used by practitioners in the field, and the ability to propose and defend recommendations to appropriate audiences.



Our Learning Outcomes

Learners will have acquired the knowledge and skills to operate in a variety of trade union settings to promote and contribute to trade union policy and practice within and without the workplace.

These learning outcomes have been developed based on the research around similar programmes nationally and internationally and are aligned with the needs and experiences of Trade Unions and their members in Ireland



SIPTU College Learner Handbook



Learner Handbook

December 2020

To be read in conjunction with the relevant programme information sheet



ICTU/SIPTU

Certificate in Trade Union Studies

This ICTU/SIPTU Trade Union Studies certificate programme was developed in partnership with the National College of Ireland almost three decades ago.

It's purpose was to offer trade union activists and staff a recognised qualification in the industrial relations environment in which they operate.

The programme is managed by SIPTU College and is offered currently in Dublin x 3, Waterford, Cork, Limerick, Sligo and Galway x 2



TUS course review

- The old version of the Trade Union Studies course comprising of six modules defunct
- A significant programme review started in 2018 and is operational from this module January 2021
- Arrangements will be looked at for students nearing the end of the old version of the course to complete their six module before the summer



New TUS Programme

- 5 core or compulsory modules accumulating 45 *credits*
 - *Return to Learn (5 credits)*
 - *Trade Union & Collective Bargaining (10)*
 - *Law and the Worker (10)*
 - *Workers and the Economy (10)*
 - *Management and Labour (10)*



New TUS Programme

- The remaining *15 credits* are achieved by a combination of any 3 minor modules (*5 credits*) of the following:
 - *Diversity and Social Inequality*
 - *Labour History*
 - *Modern Labour Issues*
 - *Organising Health & Safety at work*
 - *Representing Workers*
 - *Work in Irish Society*



Work Programme 2021

Management of Labour

- Major Module – 10 credits
- Starts 19th January for 10 weeks to 23rd March
- Formal Assessments –
- 30% Continuous Assessment 20% & 10%
- 70% final assignment

Return to Learn

- Minor Module – 5 credits
- Starts 12th January other class will be located within 10 weeks or extra class if required
- **Formal Assessment**
Module essay



Work Programme 2021

Representing Workers

- Minor Module – 5 credits
- Starts 6th April for 5 week
- **Formal Assessment**

Module essay

Essay due w/c 24th May

Tutor marking submitted to NCI
14th June provisional results will
follow

Workers in the Economy

- Major Module – 10 credits
- Starts 7th September for 10 weeks to 9th November
- **Formal Assessments** –
- 30% Continuous Assessment
- 70% final assignment
- **New Students Return to Learn minor module**



Accreditation

- This course is accredited for lifelong learning with a value of sixty (60) QQI credits
- *Four Major* module with a value of *10 credits* per module
- *Four Minor* module with a value of *5 credits* per module
- Successful completion of the course earns the award of a Certificate in Trade Union Studies and eligibility to progress to a range of degree courses. Assessment is by end of **module assignment or exam (70%) and by continuous assessment (30%)**
- Results are issued on a provisional basis by SIPTU College usually within 6 weeks of the end of the module. They are at all times subject to change by the external examination process at the National College of Ireland.
- This course is QQI (Quality and Qualifications Ireland) Level 6



SIPTUlearn

- We have our own internal site where we place all our course material
- You will be given access to this site and material, readings, videos and quizzes are all place there
- You will sign into the site for module material and work each week
- Your assessment work is submitted through the site



Course Descriptors – Level 5 or 6?

Class Exercise 1

Abrasive Wheel Mounting

The purpose of this award is to equip the learner with the knowledge, skill and competence to **select, assemble and mount abrasive wheels and discs** in line with current legislation.

VS

Accommodation and Housing Advocacy

The purpose of this award is to equip the learner with the knowledge, skill and competence to **advocate for service users** in the area of accommodation and housing.



Course Level Differences

- Level 5 (FETAC Award – Further Education) – competency based – focus on one particular skill – Leaving Certificate Level
- Level 6 is a move from further education to Higher Education – reading/research – express in writing as opposed to doing!



Educational Focus?

Class Exercise 2

WLRI “The WLRI undertakes academic, applied and socially committed research and teaching emphasising equality and social justice in all aspects of working lives. We work for and in partnership with trade unions and other social movements and for charities and research councils and government departments internationally, within Europe and the UK.”

VS

UCD “A central theme of the UCD College of Business Strategy is to continuously redefine how business is taught and learned to inspire the next generation of leaders, in particular in the areas of digital business and the future of financial services.”



QUESTIONS



Part 1

STUDY SKILLS



Classroom Exercise 3

- Name each person in the room
- Name one achievement of each person
- Name 2 courses discussed
- Name 2 colleges discussed
- What Level is TUS course?



In the classroom

- Staying focussed
- Listening
- *Really* listening
- Note-taking – why bother?
- After class



What happens when you listen?

- Understand –
- Remember –
- Interpret –
- Evaluate –
- Respond –
- Recall -



What stops us from listening?

- Self focused, worried
- Information Overload
- Being apprehensive and fearful
- Being over-confident or careless
- Unconscious bias
- Not interested in subject
- Teacher's delivery style



There are four types of listeners...

- A 'non-listener'
- A 'passive listener'
- A 'listener'
- Finally, an 'active listener'

What type are you?



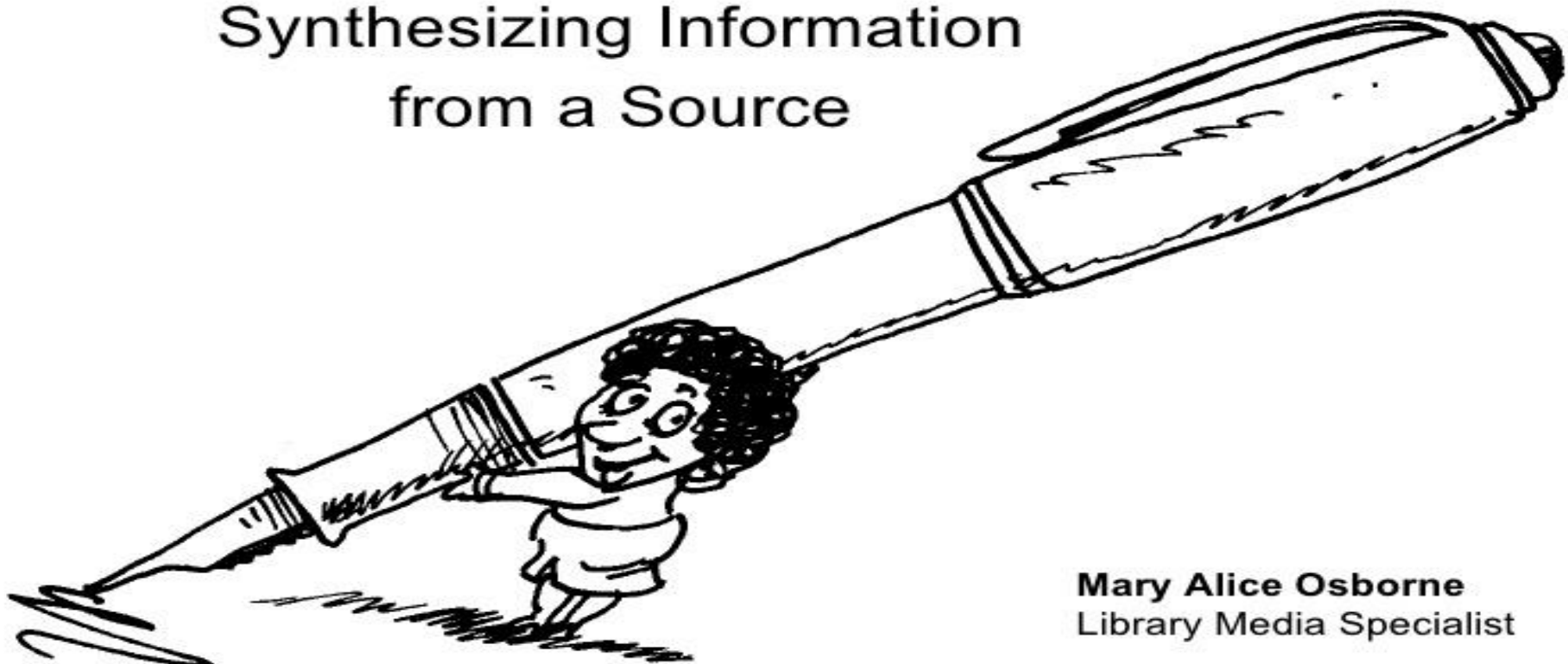
Motivations

- Social relationships – I'd like to make new friends
- External expectations – Because if have to do it (or work, etc.)
- Social Welfare – because I'd like to help (someone, society, etc.)
- Personal advancement – I want to get that job
- Escape/stimulation – I'm bored
- Cognitive Interest – Knowledge for its own sake, “tell me more about the 1913 lockout”, etc.



Taking Notes

Synthesizing Information
from a Source



Mary Alice Osborne
Library Media Specialist

Why Take Notes?

- Keeps you alert
- Engages your mind
- Emphasises and organises information
- Creates a condensed record for study
- Assists recall



Cornell note taking method

Name
Date
Class
Period

Cornell Notes

<ul style="list-style-type: none">• Main Idea• Key Question (after notes are completed)	<ul style="list-style-type: none">• Key words & ideas• Important dates/people/places• Repeated/Stressed Info• Ideas/brainstorming written on board / overhead projector• Info from textbook/stories• Diagrams & Pictures• Formulas
----------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Summary of your notes in your own words



Independent Learning

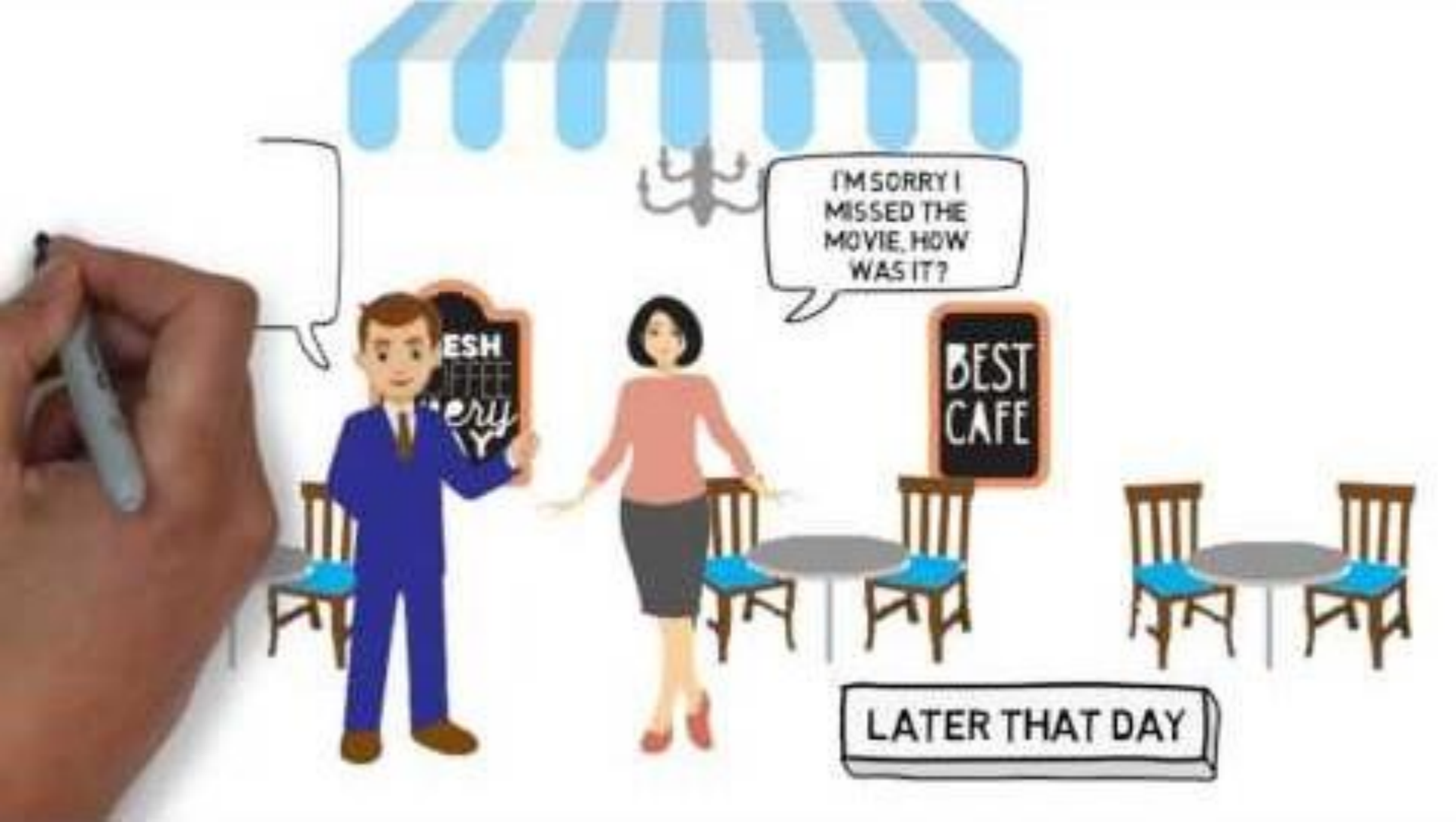
- Reading for a purpose
- Why are you reading this piece?
- Making notes as you read
- Combining your notes
- Revising



Memory techniques

- Your memory works in three ways:
 - Information in
 - Information storage
 - Information recall





I'M SORRY I
MISSED THE
MOVIE. HOW
WAS IT?

BEST
CAFE

LATER THAT DAY

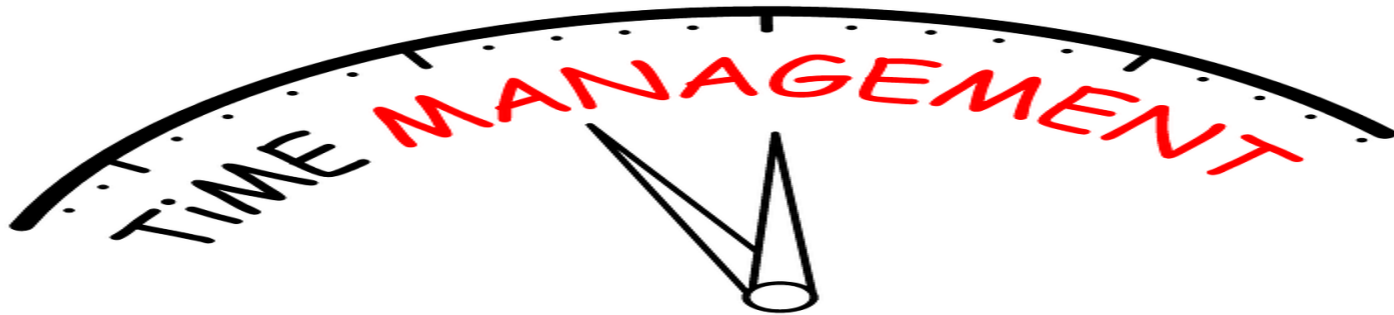


How to Memorize 10X Faster!

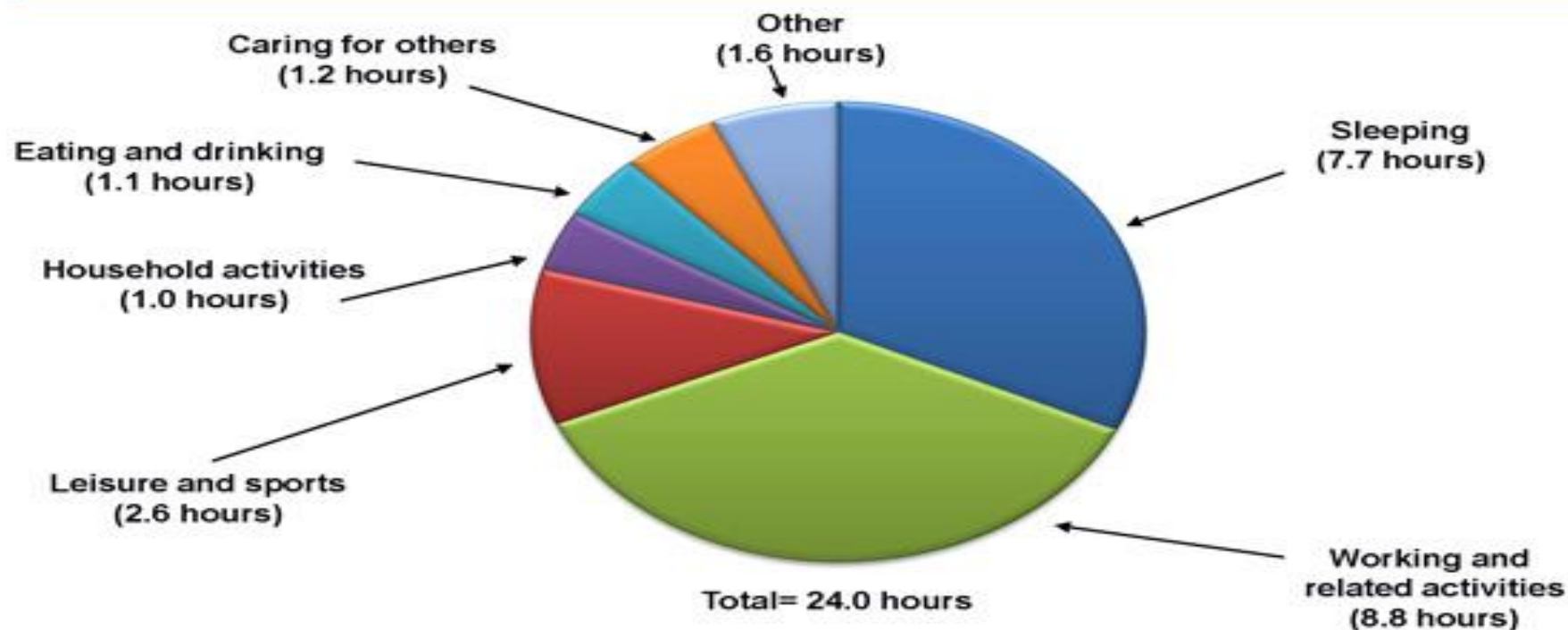


Study Time

- Start to think of your time as units you can 'spend' then decide how you get the best 'value' for your spending!



Time use on an average work day for employed persons ages 25 to 54 with children



NOTE: Data include employed persons on days they worked, ages 25 to 54, who lived in households with children under 18. Data include non-holiday weekdays and are annual averages for 2012. Data include related travel for each activity.

SOURCE: Bureau of Labor Statistics, American Time Use Survey

OUT TO LUNCH



Part 2

WRITING ASSIGNMENTS



Writing

- Get into the habit – ‘Take 5’
- Get organised
- 7-step procedure
- Analyse the question - keywords
- Structure – ‘Take another 5’



7 stages of essay writing

- Understand the essay title/question.
- Gather the information you will use.
- Organise and plan.
- Think, review and evaluate.
- Write your first draft.
- Work on your first draft.
- The final draft...ready for submission.



Key Words

- Think about the question/essay title...
- Look for the pointers...
- *Discuss, compare, contrast, outline, etc.*
- Who or what is the subject of the title?
- For example...*Discuss why low wage workers need Unions.*



Assignment Marking

- Your tutor can only mark the information you give them in your assignment!
- NCI requires that we use robust marking rubrics to ensure students have attained the necessary breadth and depth of knowledge to earn 60 credits, for which the student will be awarded the Certificate in Trade Union Studies.



Discuss the following statement.

'Despite being one of the wealthiest countries in the world, Ireland is unable to adequately house its people. Given the extent of human suffering caused by this public policy failure as well as the economic damage it is doing, the housing situation should be treated as an emergency' (ICTU 2017).

In your answer refer to relevant factors that can cause homelessness; the effect homelessness can have on people living in emergency accommodation and possible solutions to the crisis.

Your answer should be 750 - 800 words and should be typed in Times New Roman font, 12pt.

Reference to course materials **must** be referenced correctly and a bibliography included, using Harvard Style.

ICTU (2017) *A Local Authority led emergency response to the housing crisis*. Dublin: Irish Congress of Trade Unions



Assignment Marking

Look at this marking sheet and think about the assignment question on the previous slide.

What kind of information would you expect to see in the assignment?

Now look at the assignments you have been sent and mark them according to the marking sheet.

<u>Individual Candidate</u> Marking Sheet		QQI Level 6 Equality & Diversity Continuous Assessment 30%
----------------------------------------------	------------------------------------------------------------------------------------	---------------------------------------------------------------------

Student Name: _____ PPS No. _____

Centre: _____

Assessment Criteria	Maximum Mark	Candidate mark
Introduction – outline the structure of the essay and relevance of topic	10	
Main body – the factors that cause homelessness; the effect homelessness can have on people/families; possible solutions to the problem	40	
Conclusion – summary of arguments and recommendations.	20	
Use of supporting literature	10	
Referencing / bibliography.	10	
Presentation/ layout	10	
TOTAL MARKS <small>This mark should be transferred to the Module Results Summary Sheet</small>	100	

Internal Assessor's Signature: _____ Date: _____

External Assessor's Signature: _____ Date: _____



Marking Rubric

Following the marking sheet and using this rubric, grade the two assignments that you have been given.

	Range and Accuracy of Knowledge	Structure and Focus	Quality of Argument and Expression
70+	<ul style="list-style-type: none"> Response demonstrates informed and secure understanding of the issue. Response acknowledges complexity of the argument and reveals a very high standard of comprehension. A range of reading and sources is evident. 	<ul style="list-style-type: none"> Response is exceptionally well formulated. Structure is clear, coherent and develops the writer's argument. Answer relates directly to the task and shows an appreciation of the wider implications/context. 	<ul style="list-style-type: none"> Writing is clear, fluent and accurate with an appropriate use of vocabulary and linguistic idiom. Writing displays evidence of original thinking rather than merely replicating tutor's notes or paraphrasing other author's ideas. Argument demonstrates conceptual command of the issue and displays a level of critical reflection
60-69	<ul style="list-style-type: none"> Sound understanding of main issues demonstrated. Knowledge is significant. Answer is competent in the reproduction of received ideas. There is evidence of good reading. 	<ul style="list-style-type: none"> While work displays an understanding of the question it may lack a sustained focus. Structure is clear but may wane from question. Answer relates directly to the task and shows and appreciation of the wider implications/context. 	<ul style="list-style-type: none"> Writing is clear enough to convey the writer's meaning. Writing displays evidence of original thinking rather than merely replicating tutor's notes. Argument demonstrates conceptual command of the issue.
50-59	<ul style="list-style-type: none"> Sound understanding of main issues demonstrated, but work is limited in terms of depth of analysis and findings. Knowledge is significant. Answer is competent in the reproduction of received ideas and in the demonstration of a critical viewpoint. There is evidence of reading beyond class notes. 	<ul style="list-style-type: none"> While work displays an understanding of the question it may lack a sustained focus. Answer may get a little side tracked and veer away from the central issue or task set. Response deals effectively with the task set but may omit to place this in the wider context. 	<ul style="list-style-type: none"> Writing is clear enough to convey the writer's meaning. Writing displays evidence of original thinking rather than merely replicating tutor's notes Argument demonstrates conceptual command of the issue.
40-49 PASS	<ul style="list-style-type: none"> Shows sufficient knowledge to frame a basic answer to the question. Shows a basic understanding and awareness of the relevant concepts and practice. Misses some points of information and may not answer the question directly. 	<ul style="list-style-type: none"> Writing is indiscriminately around the subject without showing real understanding of the question. Structure of answer is underdeveloped. 	<ul style="list-style-type: none"> Argument is incomplete and poorly organised. Writing is generally grammatically correct but does not use extensive or sophisticated vocabulary. Little originality is shown. Work is limited in terms of depth of analysis.
Under 40 FAIL	Essentially, the work is severely lacking in a number of ways, as there is an inadequate coverage of objectives. The work is likely to have errors or go off in a tangent at times and overall the material presented tends to be overly descriptive rather than evaluative. The material presented shows little relevance and may fail to deal with the theoretical elements of the programme. It may be suggestive that the Learner concerned needs to understand more clearly how to write and to develop more appropriate techniques for project preparation.		

Part 3

REFERENCING AND PLAGIARISM



Referencing – What is it and why use it?

- When you write an essay, you will be expected to refer to things other authors have written about that subject.
- You can do this in different ways – by using a short direct quote from an author, by paraphrasing – using the idea of another author and putting it in your own words, or by using longer direct quotes.
- You **must** always use a reference when using information or ideas from another author.
- You **must** reference correctly to avoid **plagiarism**.



Plagiarism

- This is when an author uses the work of another without acknowledgement, and tries to pass the work off as their own.
- Plagiarism is viewed very seriously, and if a student is found to have plagiarised another's work, you will fail your assignment.



Bibliography – What is a bibliography?

- At the very end of your assignment, you must list in alphabetical order all of the references you have used.
- The most common bibliography style used is the Harvard style.





Swinburne
Online

Referencing - Harvard Method



Part 4

GRAMMAR, PUNCTUATION, SPELLING



Punctuation

- A woman without her man is nothing
- A woman, without her man, is nothing.
- A woman: without her, man is nothing.



A panda walks into a cafe. He orders a sandwich, eats it, then draws a gun and fires two shots in the air.

“Why?” asks the confused waiter, as the panda makes towards the exit. The panda produces a badly punctuated wildlife manual and tosses it over his shoulder.

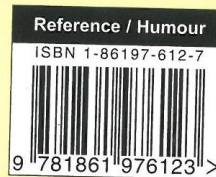
“I’m a panda,” he says, at the door. “Look it up.”

The waiter turns to the relevant entry and, sure enough, finds an explanation.

“**Panda.** Large black-and-white bear-like mammal, native to China. Eats, shoots and leaves.”

So, punctuation really does matter, even if it is only occasionally a matter of life and death.

This is the zero tolerance guide.



Punctuation

- Capital letters; full stops and question marks
- Comma
- Apostrophe
- Colon
- Semi-colon



Capitals, full stops, ? !

- Usually overused
- Proper nouns only
- “President Michael D Higgins” but “.. In his time as president, Michael D Higgins...”
- ? Only after direct questions
- ! Seldom used in formal writing



Comma - when

- A pause or a slight change of direction
- Separates different parts of sentences
- After words like 'although', 'if', 'since'
- Extends a sentence
- Lists



Comma - how

- The hourly rate was €11.50, though they never mentioned overtime.
- In unionised employments, the rate of pay is often higher.
- Labour Court Recommendations are usually fair, though some may not seem that way.
- I need some paper, pens, a desk and good lighting.



Apostrophe ‘

- Contraction – it’s she’ll I’ll wasn’t isn’t
 - Do not use in academic writing
- Possessives – something belongs to someone
 - Tom’s employer, two weeks’ wages
- Do not get this confused with plurals
 - The teachers’ strike
 - The teachers went on strike



Colon :

- Use it where you might otherwise have said ‘as follows’ or ‘that is’ – to start a list
- “The newly elected works committee has just been announced: Thomson, Johnson and Samson”
- To elaborate on the first part of the sentence



Semi-colon ;

- Joins two complete sentences that are closely related.
- For example: I have a big test tomorrow; I can't go out tonight.
- An extra refinement – seldom if ever necessary
- Only use if you really know how.



Spelling

- Always use spell check – no excuses!
- Sound-alike words – their/there, effect/affect, advise/advice, principal/principle, practise/practice, quiet/quite
- It's and Its



Write now!

- You must read the text assigned to you, which is relevant to the module you will be studying.
- Write a 600-700 word summary of the text, which must include the correct Harvard style of referencing in the text and in the bibliography.
- Use the structure outlined on the following slide as your guide.



Structure

- Take 5
 1. Introduction
 2. Point 1
 3. Point 2
 4. Point 3
 5. Conclusion

Upload assignment to siptulearn.ie





copyright (c) 1999 Daniel J. Simons. All rights reserved.



(c) 2010 Daniel J. Simons

www.siptucollege.ie