

EIS LEARNING REPRESENTATIVES PROTOCOL

General Introduction

Learning Representatives (LRs) work at two levels within the EIS.

At multi-establishment (schools) level, EIS LRs are school-based and cover all schools within their local authority area.

At establishment (college) level, EIS LRs are college-based and cover their own college, or, where a college is multi-campus, the campus in which they are based.

Local associations and college branches approve members to undertake training to become LR's.

The Protocol for both EIS LR's at multi-establishment (schools) level and at establishment (college) level is set out below.

Number of Learning Representatives

The objective is that there should be 50 school-based EIS LR's working within the framework of the EIS local associations.

The numbers, broadly pro-rata in terms of membership levels within local associations, are as follows:

Aberdeen City (2)	Aberdeenshire (2)	Angus (1)
Argyll & Bute (1)	Clackmannanshire (1)	Dumfries & Galloway (1)
Dundee (1)	East Ayrshire (1)	East Dunbartonshire (1)
East Lothian (1)	East Renfrewshire (1)	Edinburgh (4)
Falkirk (1)	Fife (3)	Glasgow (5)
Highland (2)	Inverclyde (1)	Midlothian (1)
Moray (1)	North Ayrshire (1)	North Lanarkshire (3)
Orkney (1)	Perth & Kinross (1)	Renfrewshire (2)
Shetland (1)	South Ayrshire (1)	South Lanarkshire (3)
Stirling (1)	Scottish Borders (1)	West Dunbartonshire (1)
West Lothian (2)	Western Isles (1)	

From time to time additional EIS LR's will be appointed, following discussion between the local association concerned and the Education Committee, through the CPD Sub-Committee.

Each college should have one EIS LR. Larger colleges have the option of additional EIS LR's. Multi-campus colleges may have an EIS LR on each campus.

The Role of EIS Learning Representatives

EIS LRs operate within a framework established by the UK Government, Scottish Government, TUC and STUC and have the rights and entitlements of LRs as set out in the relevant legislation and ACAS Code.

EIS LRs are subject broadly to the Standards for Learning Representatives set out by the TUC and specifically to the Standards for EIS Learning Representatives. An EIS LR does not fulfil the same role as a local association negotiator or EIS negotiator in a college. They are not required to undertake casework or represent members.

EIS LRs are required to adhere to the rules and regulations of the EIS as set out in national and local Constitutions (and FELA Constitution where appropriate), and to perform their duties consistent with these.

EIS LRs will promote high-quality teacher professional learning within the authority area or college where they work. This will include liaison on issues related to professional learning with the local association executive or committee of management, with the local authority, with the college management and with all providers of teacher or lecturer professional learning.

EIS LRs will work in a flexible manner with all appropriate stakeholders committed to the quality professional learning agenda for teachers and lecturers. These include local authority and Scottish Government representatives, teachers and lecturers who are members of other unions and teachers and lecturers who are members of no union. EIS LRs will, however, only provide detailed support, information and advice on professional development opportunities to members of the EIS.

EIS LRs will provide support for EIS members in accessing, planning and managing professional development. LRs working at a multi-establishment level will also liaise closely with LRs working at college level, where appropriate.

The Standards for EIS Learning Representatives set out the full range and scope of the EIS LR role.

Becoming an EIS Learning Representative

Local associations and college branches, according to local procedures, will approve potential EIS LRs consistent with the numbers set out on page 1 of this Protocol in the area, college or campus in which the LR will undertake their duties.

A potential EIS LR, following approval by the local association or college branch, will be required to undertake and pass an approved module at Masters level, taught by a university partner of the EIS. Only after the module has been successfully completed will the potential EIS LR be accredited to undertake the duties of an EIS Learning Representative.

Notification that the required module has been completed will be sent to the relevant local association or college branch secretary.

Student EIS LRs will be invited to take part in EIS LR meetings as part of their development in the role.

Training of EIS Learning Representatives

The CPD Sub-Committee of the Education Committee oversees training development in relation to EIS Learning Reps and the professional learning agenda, including the arrangements in respect of EIS LRs consistent with the terms of the EIS Constitution Section XVI Paragraph 3(d).

The CPD Sub-Committee will, in liaison with an appropriate university partner, arrange for the teaching of a module at Masters level for EIS members wishing to become EIS LRs. The content of the module will cover broadly the lifelong learning agenda as it applies to teachers and lecturers, to the relevant terms of the Teaching Profession for the 21st Century and to other areas of work which EIS LRs currently and in the future would undertake.

No member will become accredited as an EIS LR working at multi-establishment or college level without passing the module.

Where an EIS member wishes some experience of the work of an EIS LR but has not completed the LR module, the local association or college branch, in consultation with the CPD Sub-Committee, may appoint the member as an assistant EIS LR. This would usually arise when there is a vacancy, or anticipated vacancy, for the post of EIS LR at multi-establishment or college level.

This member would have access to appropriate meetings and discussions with accredited EIS LRs and with EIS personnel but would not give detailed support, advice and information to members. An Assistant EIS LR would be expected within a reasonable period of time to study the EIS approved LR module and thereafter to achieve accreditation as an EIS LR.

Ongoing Development of Accredited EIS Learning Representatives

The CPD Sub-Committee will arrange appropriate follow-up development and training for accredited EIS LRs in order that they are equipped to maintain the EIS Standards for Learning Representatives. This will be responsive to EIS LRs' identified learning needs where possible.

The CPD Sub-Committee will facilitate a network of all EIS LRs. This will encourage regular liaison among EIS LRs through all means available including through a web-based infrastructure established nationally by the EIS.

The CPD Sub-Committee will organise regular meetings of LRs to discuss issues of common interest and to take forward EIS policy in terms of the EIS learning

agenda. Out with the regular meetings, there will be professional learning opportunities aimed specifically at EIS LRs.

EIS LRs will have priority access to EIS professional learning courses and events, as well as access to a range of opportunities for professional learning arising through the activities of the EIS Education and Equality Department.

From time to time EIS LRs may organise meetings, either face-to-face or virtual, of EIS LRs working at school and college level within their own local authority area or college, or across areas or colleges.

Student, Assistant and Accredited EIS LRs have access to a full-time Professional Learning Co-ordinator for guidance and support, should it be needed.

Time Off for Learning Representatives

Local associations and college branches will be charged with negotiating appropriate time off for EIS LRs within the framework of the ACAS Code. In the event of failure to agree appropriate time off which is acceptable both to the local association or college branch and to the EIS LR, the matter will be referred back to the CPD Sub-Committee, which will seek the support of the EIS Employment Relations Department, with a view to pursuing the matter with the local authority concerned and thereafter, if necessary, will seek appropriate redress in law.

The CPD Sub-Committee will be charged, in the first instance, with investigating any alleged failure on the part of an EIS LR to adhere to the terms of this Protocol and/or to the Standards for EIS Learning Representatives. This will include investigating any finding by a local association or college branch that an EIS LR has failed to meet the terms of the Protocol and/or Standards, or otherwise not carried out the EIS LR role. The CPD Sub-Committee will make recommendations to the Education Committee about how to address any issues identified.

Expenses of Learning Representatives

A flat-rate sum, to be approved from time to time by the Education Committee, through the CPD Sub-Committee, will be paid to accredited EIS LRs to cover expenses including ICT software replacement and telephone.

EIS LRs can additionally claim travel and subsistence expenses for attendance at meetings through the EIS Expenses Claim Form.

Particular requests to consider additional, more significant out-of-pocket expenses incurred by EIS LRs will be considered by the CPD Sub-Committee.

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