ACTIVISM
ACADEMY

Continuing learning and development for RCN Reps

Structure and quality assurance framework

RCN
INSTITUTE OF
NURSING EXCELLENCE

Royal College
of Nursing

Contents

1. What is continuing learning and development (CL&D) for RCN representatives?

Continuing learning and development for RCN representatives (CL&D for reps) is a programme of ongoing learning that supports all RCN reps to maintain, develop and enhance their knowledge and skills and to respond to key emerging issues.

Reps participate in RCN structured learning that enables them to progress and excel in their rep role as set out in the role descriptors.

CL&D is designed, developed and delivered by the Activist Learning and Development (AL&D) Team with UK-wide L&D expertise. RCN CL&D is free for reps as it is important for us to invest in our members.

It broadly fits into the following categories:

Live learning event	Course	Resource
• A face-to-face or online event or programme of events. • Can be local or nationally delivered. • Short duration (up to 2 days). • Developed and delivered by the AL&D Team with defined learning outcomes and meets the AL&D standards for learning products. • A rep attends the event, in real time, and takes part in any learning activities designed. • There is no assessment undertaken.	• Can be delivered either face-to-face, blended or entirely online. • Developed and delivered by a learning and development facilitator (LDF) with support from the online learning team when required. • Has defined learning outcomes and assessment criteria. • Considers the potential for 4-country applicability as part of meeting the AL&D Standards. • A rep enrols/applies and undertakes any online/pre-learning as well as attending any group learning. • There is an assessment task (for example quiz, assignment, observed activity).	• Not CL&D on its own but can be a key supporting part of events and courses or be developed as a way of widening participation (such as a recording of presentations or briefing with key questions). • Information/guidance such as publications, recorded presentations, webinars, briefings or position statements. • Co-produced by AL&D team and subject experts. • Does not require learning outcomes or assessment but must meet AL&D standards for resources (as available).

2. How does CL&D get commissioned?

To build and maintain a CL&D offer for reps, the following structures are in place.

- Reps CL&D is designed and delivered in England regions via their LDF or in the countries via an activist L&D resource (job titles may vary).
- All reps across the UK will have a minimum offer of 3 one day (or time equivalent) learning events per year (delivered in regions, countries or 'clusters' as locally agreed).
- In addition the AL&D team (with appropriate 4-country involvement) will design and deliver:
  - national learning events
  - courses and resources in a range of formats.

Funding to support the expansion of the CL&D offer will come from within AL&D budget. New year-on-year funding has been identified to allow for this. Regional/country CL&D will continue to be funded collaboratively between regions and the existing AL&D budget for this activity.

CL&D for branch and board and pathway are not part of the CL&D offer and are a separate ring-fenced resource.

2.1 Making a request for new CL&D

Who	Example
AL&D team	• Reps regularly note on evaluations that they'd like more knowledge about ill-health retirement / What to do in an investigation / TUPE.
Countries and regions	• Feedback from RCN officers that flexible working requests are being refused or compromised. • Feedback from supervision and support identifies ill-health retirement
RCN Membership entities (Council, Trade Union Committee, Professional Nursing Committee, reps committees, Congress)	• Congress resolution asks RCN to raise awareness of Health Ability Passport and reasonable adjustments at work. • Safety Rep Committee identifies reps need more knowledge about work-related stress.
RCN Staff entities Executive Team, England Management Team, Member Experience and Journey Strategy Board, Employment Relations Department, Member Support Services, Equity Team, Activism Academy	• RCN vision to use job evaluation in approach to FPFN identified need to equip reps with knowledge and the skills to support members in collective action. • RCN data protection strategy requires all members acting on behalf of the RCN to be compliant with GDPR regulations.

It is important that those with an interest in the activity and potential of reps can feel they can contribute to the development of our CL&D offer.

All CL&D requests will be subject to a commissioning process to ensure it meets the definition of CL&D, is of a high standard and is prioritised and actioned appropriately.

2.2 Having a commissioning conversation

It is important to have a commissioning conversation to explore an idea and consider what shape it may take.

The conversation will happen in the first instance with your local LDF, activist L&D resource or AL&D team member.

If strategic, it may be a direct approach to the head of AL&D who will assign an AL&D team member to discuss further.

Timeframes will depend on the scale of the work proposed and will be discussed and agreed as part of the commissioning conversation.

Key questions to guide the discussion

Establishing the need and learning outcomes
- How did you identify this need?
- What do reps need to know and be able to do?
- Who is the intended audience (type of rep, level of experience, area of practice etc)?
- Is this a UK-wide issue? Do country specific versions need to be produced?
- How does this link to the rep role descriptors?
- How does it link to the RCN strategy?
- Does this need support or sponsorship from senior staff/members

Reviewing the learning landscape
- Are there currently any learning materials or courses that can be adapted or drawn on?
- Does this already appear on any workplans (department/committee etc)?
- Does the subject expertise lie within the RCN or will we need external support? And how will conflicts of interest be managed?

What shape might this take?
- Which would best describe the output:
  - Live learning event
  - Course
  - Resource

Time and resource
- Is this something that can be developed and delivered within the existing resourcing?
  - Learning events – can it be covered within your standard 3 local CL&D days?
  - Resources – can local comms and employment relations expertise produce this

See Appendix 1: Commissioning conversation template.

2.3 Getting the 'green light' for CL&D

The commissioning conversation should provide a good grounding for taking forward ideas. Some may quickly be agreed at a local level, while some may require more resource or further thinking outside of the LDF and Commissioner before things can get started.

Learning events	Courses	Resources
A learning event can immediately begin to be developed if: • it meets the CL&D definition by linking to the role descriptor and/or addressing a key emerging issue • it is local and can be produced within the existing resource provided by your local LDF or activist L&D resource (3 days per year or equivalent) It will need to meet the AL&D standards for learning (AL&D staff responsibility) and the programme and resources will be added to the CL&D repository for use by other regions and countries. Regions/countries may choose to pool together resources and deliver in clusters. A learning event will need further discussion and may be referred to the Head of AL&D if: • it requires additional resource above the agreed 3 days • it is of national significance and would better suit delivery on a wider scale either in terms of geography or expanded audience. • there is ongoing work in other parts of the organisation that will need to be considered and aligned to.	Courses will always need to be referred to the AL&D Team who will: • work with you and any relevant subject experts to discuss and develop a proposal • determine courses for development as part of the annual workplan. • The AL&D team workplan is determined by organisation need and is developed in discussion with the head of AL&D who will collaborate with stakeholders to determine prioritisation.	A resource can immediately begin to be developed if: • it can be produced within the existing resource provided by your local team such as communications, legal etc. Examples might be a webinar, blog or poster. A resource will need further discussion and may be referred to the head of AL&D if: • it is of national significance and would better suit distribution on a wider scale either in terms of media type (print, website, reps hub, vimeo channel) or audience reach • there is no locally identified budget and there is a need to put in a business case or use central AL&D budget • there is ongoing work in other parts of the organisation that will need to be considered and aligned to.

The commissioning conversation need not be a one-off conversation and the outcome need not be limited to one type of CL&D provision. For example, while developing a series of learning events or a course, it may become apparent that a printed or online resource is needed to support reps to apply their learning in the workplace. To reach a wider audience, a conference may request to have the presentations recorded and made available online.

The commissioning conversation can be reopened at any time and can be expanded to meet changing needs or ideas.

3. How are CL&D courses designed?

We will focus on designing events and courses. Resources have a slightly different quality assurance and review process.

Our rep community:

- is comprised of 3 specific roles who work both in their area of practice (health and safety, workplace learning and employment) and also together, bringing their practice and perspectives to emerging issues and collective aims
- has reps in a variety of workplace settings both in the NHS and independent sector
- is always growing. At any one time we have reps who are new to role and, at the other end, reps who have many years of experience and expert knowledge and skills
- has reps with different learning styles, learning skills and time to devote to CL&D.

We therefore know that our CL&D offer:

- provides learning that can be either role specific or common to all roles
- feels relevant to reps in all workplace settings
- has content that is developmental – building on knowledge and experience so that reps never feel either out of their depth, or stagnating in their learning
- is available in a variety of formats and levels of time commitment required.

3.1 Delivering CL&D to reps at different stages of their development

CL&D for reps will be delivered using a 3-tier model:
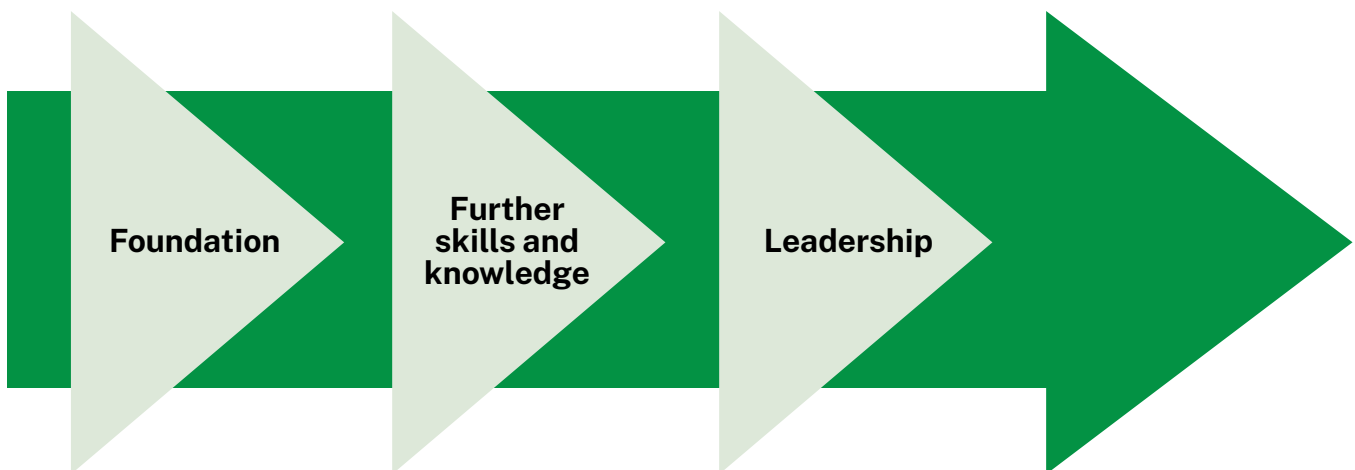
This model is not time dependent, and a rep may be at different stages for different topics For example, they may be expe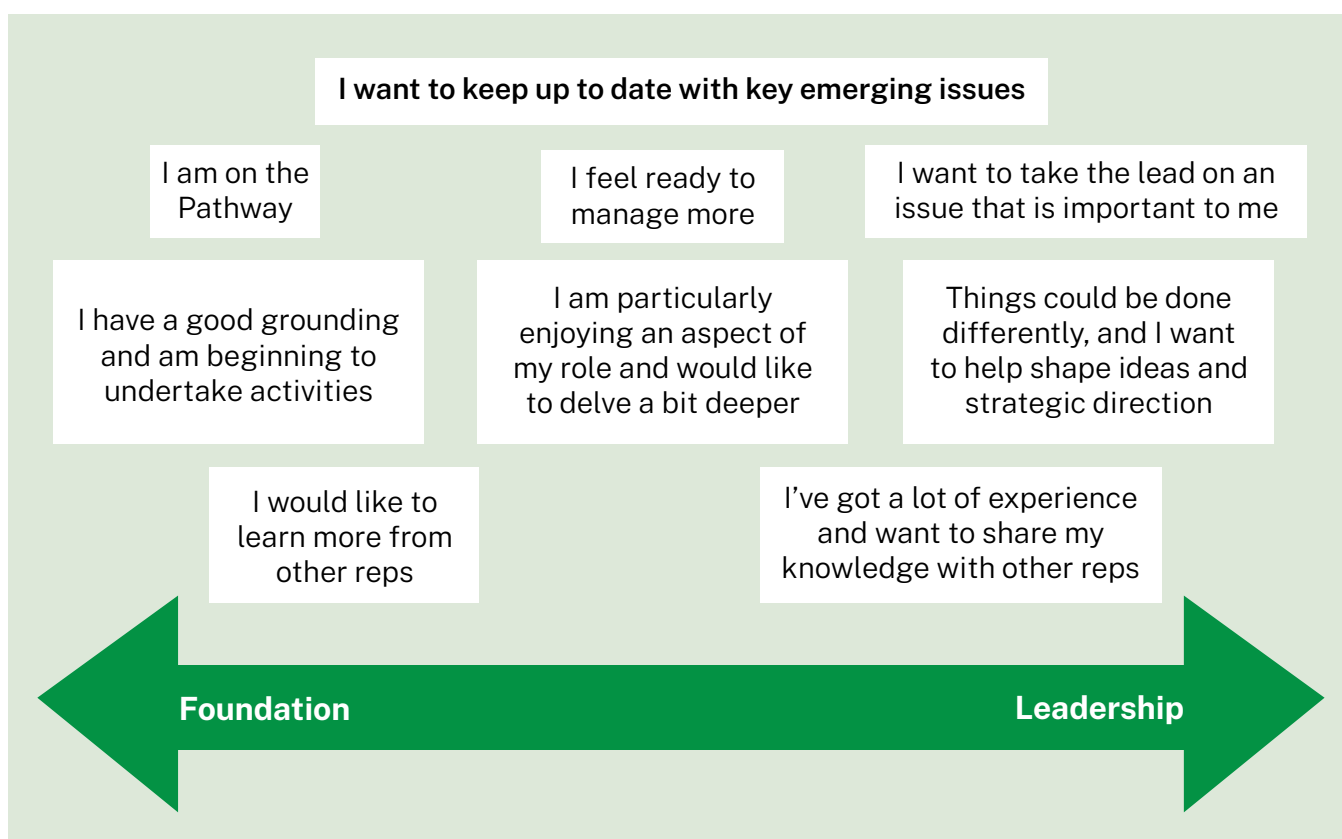rt at representing members at disciplinary hearings but advanced beginner at representing a group of members through organisational change.

There are 2 main ways of designing learning in this model as follows:

I want to keep up to date with key emerging issues

I am on the Pathway

I feel ready to manage more

I want to take the lead on an issue that is important to me

I have a good grounding and am beginning to undertake activities

I am particularly enjoying an aspect of my role and would like to delve a bit deeper

Things could be done differently, and I want to help shape ideas and strategic direction

I would like to learn more from other reps

I've got a lot of experience and want to share my knowledge with other reps

Foundation ← → **Leadership**

Specific level or role related

The learning is designed at the specific level and potentially for different rep roles and there is an assumption that everyone attending group learning has the prior attained knowledge and experience to move forward together. This requires the capacity to deliver specific workshops across the UK.

Differentiated learning

Different levels of learning are delivered to mixed groups. This is not about some learners doing more, but some doing different.

When designing workshops, a range of learning outcomes can be used across the 3 levels and appropriate activities designed.

There is also the benefit of the more experienced reps sharing that experience with the wider group and this will take place in planned delivery of CL&D.

Differentiation is about using a range of different approaches and resources to meet the needs of individuals and groups."
(Gravells, 2014)

3.2 Developing CL&D events and courses

Having already had the commissioning conversation (Stage 1 in the diagram) the discussion between the person designing the learning and the commissioner will continue as the learning content begins to be developed.

Learning product design and delivery cycle
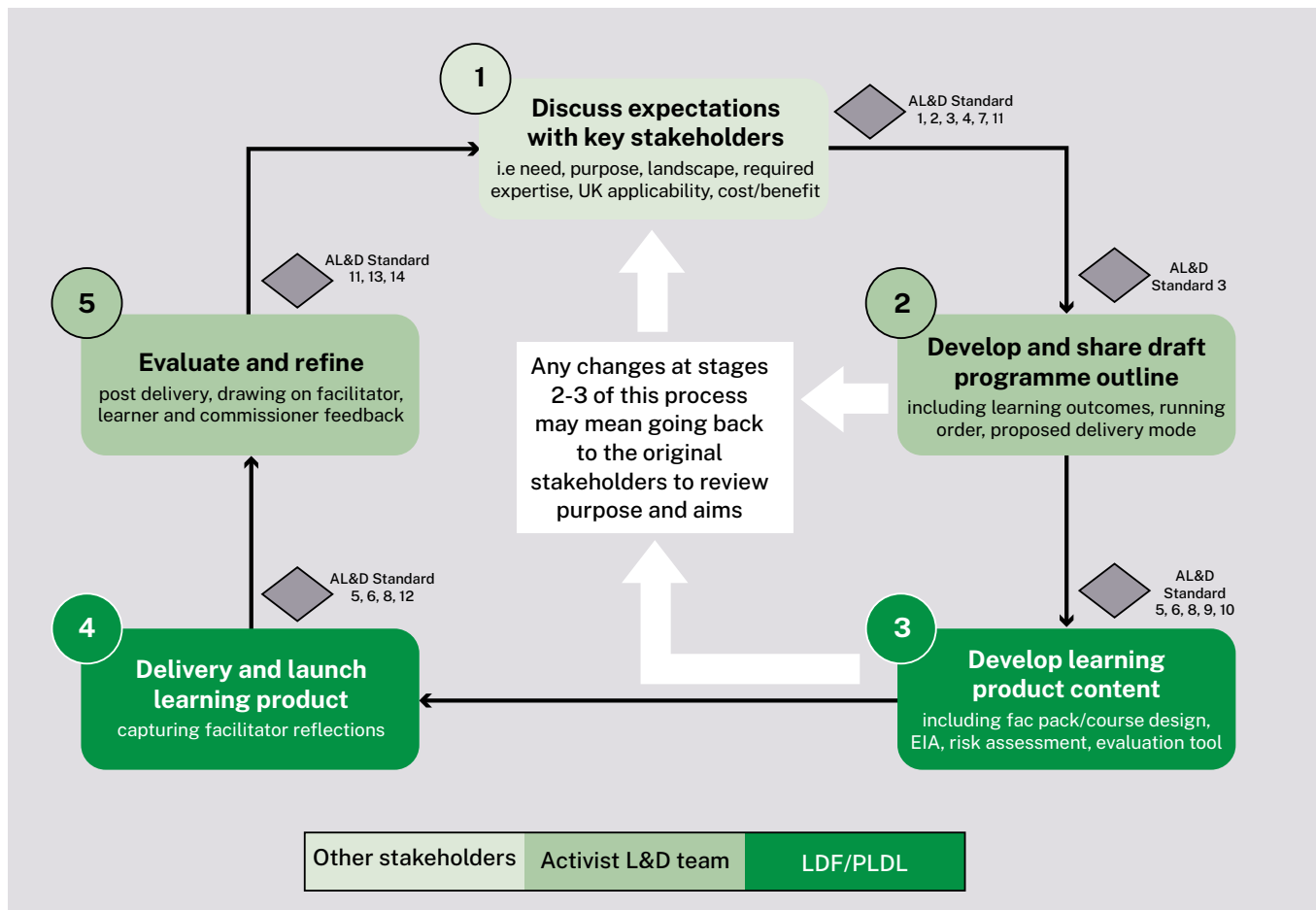
Having already had the commissioning conversation (Stage 1 in the diagram) the discussion between the person designing the learning and commissioner will continue as the learning content begins to be developed.

Key questions

To begin to develop CL&D content, whatever the type of learning, there are some key questions to guide the conversation. Some will have already been explored during the commissioning conversation.

- Are there currently any learning materials that can be adapted or drawn on?
- Will the content be for all rep roles?
- If yes, are there different required outcomes for each of the representative roles?
- Will any of the reps have prior learning?
- Where does reps' understanding of the current topics fit into the 'Foundation to Leadership' model? Does it fall into one or several levels?

Creating learning outcomes

A set of learning outcomes will be created that will establish what level they meet in relation to the Foundation to Leadership model. It is good practice to standardise the outcomes with at least one other LDF or activist L&D resource to ensure consistency.

Design learning

The learning outcomes will then be used to design a learning product that is delivered in a way that best meets the subject matter and audience. As part of the design process, the following must be completed/met using the standardised templates:

- An equality impact assessment to make sure that all learners can access learning (See Appendix 2).
- A risk assessment so that the learners can be as safe as possible whilst accessing learning (See Appendix 3).
- AL&D Standards checklist (See Appendix 4).
- A programme and facilitator pack.

Evaluating learning and content review

All learning will be evaluated using an online smartsurvey form. As well as events and courses, reps will be able to evaluate and offer feedback on resources they have accessed.

The evaluation questions have been designed to meet the AL&D Standards and to understand how learners respond to the learning content, activities and environment. The evaluation will also prompt the learners to consider whether the learning has empowered them to make a difference in their workplace.

A follow-up survey to find out how reps have used what they've learned in the weeks after completion has also been developed for use. The survey also asks reps for ideas about further CL&D that they would like to see as part of our offer.

Evaluation enables us to directly respond to feedback from learners about a specific event, course or resource so that we can adapt or review the content and delivery.

Annually reviewing all evaluations, across the whole CL&D offer will inform the overarching review and enhancement CL&D on an annual basis, helping us to assess whether we are meeting our aim of providing structured learning that enables reps to progress and excel in.

4. How will learners find and access CL&D?

The following process aligns with the way learning is presented and managed throughout the organisation with particular reference to the nursing department. It also has the potential to be applied to the wider activist community.

Type	Description	Locate	Book/apply	Record
Live learning event	A face-to-face or online event (or programme of events), developed and delivered by an LDF/AL&D team with defined learning outcomes. Could be locally or nationally delivered.	The Reps' Hub has an at-a-glance calendar of future events and the Activism Academy webpage has an events area that shows the latest events, which also appear on the national and local pages.	Click on event listing. Event admin has choice of direct booking through Evocos CRM or email to register	CRM/Evocos > Certificate Issued
Course	Self-directed online, blended or nationally delivered course or programme developed and delivered by an LDF and online learning team with defined learning outcomes.	Current: Activist Learning Portal (LMS) has a refreshed 'home page' with learning opportunities. Future aspiration: RCNLearn	Self-directed - Self-enrol via the LMS, Blended - Email to course admin, face-to-face booked via 'sign me up' on LMS. If application only - form to course admin	Self-directed: LMS record and rep records on template for Officer. Blended: CRM > Certificate Issued
Resource	Information that could take the shape of a publication, webinar, briefing sheet etc. Co-produced by AL&D team, members and subject experts.	Current: Publications area of website as well as Reps Hub and Activist Learning Portal (LMS). Future aspiration: RCNLearn	No enrolment required	Rep records on template for officer

5. Can RCN reps access learning that isn't provided by the RCN?

Reps may find learning and resources that are provided by external organisations or other unions, for example webinars or publications. Employers also may offer development opportunities for their reps, including shadowing or observing meetings.

We have provided a tool for capturing learning relevant to their rep roles. See Appendix 5.

As part of the Leadership Tier offer, access to appropriate external courses and qualifications will be available, subject to resources.

6. How will the CL&D offer be quality assured?

Quality assurance is embedded into the development and delivery of CL&D from commissioning right through to evaluation. By using the guidance and templates referenced in this document, the AL&D team can have confidence in the individual learning products that are provided to RCN reps.

All the guidance and templates have been developed using the overarching agreed AL&D standards which are mapped to the RCN's education, learning and development (ELD) standards.

CL&D standards	
1. Commissioning (ELD[1] 1b)	The learning resource addresses the needs of RCN members in being active in their workplace and/or community.
2. Independence (ELD 1f)	When working with external partners any conflict of interest is acknowledged.
3. Design (ELD 1a)	The learning resource has clearly stated purpose, aims and learning outcome.
4. Strategic alignment (ELD 6)	L&D activity is consistent with RCN strategy and meets RCN strategic, operational and workplace needs.
5. Evidence base (ELD 1c)	L&D activity is evidence-based and draws on current best practice.
6. Professional alignment (ELD 2a,b)	The learning resource is aligned with legislation and regulatory guidance.
7. 4-country involvement (ELD 3)	A UK-wide perspective is represented where applicable.
8. Equality and inclusion (ELD 4)	The learning resource reflects equality legislation and complies with the RCN's EDI standard.
9. Risk assessment (ELD 8)	Any risks associated with the learning resource/activity have been identified and mitigated.
10. Online resource standards (ELD 7a,b)	Resource has been designed, developed and delivered in collaboration with the digital learning resource team where appropriate.
11. Value for money (ELD 1e)	Consideration is given to the costs and the benefits of the proposed learning resource.
12. Delivery (ELD 1d)	L&D activity is designed and delivered by a competent facilitator, with input from subject experts where appropriate, and meets the principles for promoting effective L&D.
13. Evaluation (ELD 5)	L&D activity is evaluated and meets requirements of the CL&D evaluation strategy.
14. Review and updating (ELD 9)	A process is in place for reviewing learning resources and ensuring they remain up to date.

[1] Education, Learning and Development Standards. RCN. Available on the RCN stgaff intranet: **https://yourspace.rcn.org.uk/Interact/Pages/Content/Document.aspx?id=10082&SearchId=1012686**

See AL&D Standards checklist (Appendix 4).

Open College Network (OCN) external accreditation

The L&D pathway for RCN reps has been accredited by the Open College Network since 2011.

To support the new CL&D structure and framework, we will be extending current arrangement to cover all activist learning and development including CL&D. There will be both an internal and external review annual exercise using the AL&D standards.

Appendices

Appendix 1: Commissioning conversation

Topic / working title	
ALD staff lead / LDF	
Date of conversation	
Commissioner	
Who is the target audience? For example, type of rep, level of experience, area of practice etc.	
What is the intended outcome? For example, is this information and guidance, a call to action or skills development?	
Is this an internal project or will there be a need for external support and how will con-flicts of interest be managed?	
Key stakeholders: Is this a 4-country resource? Or a single country issue?	
Link to RCN 5-year strategy	
Timescales	
If a CL&D Resource: What kind of resource would be suitable? Print, digital/online re-source, event (f2f or virtual)? Has accessibility been considered?	
Value for money: Are there significant costs related to developing and delivering this re-source? Has budget been identified and approved where appropriate?	
Does the request need to be escalated to the Head of AL&D for further discussion and/or approval?	
Referred to another ALD staff lead	
Date of handover	

Appendix 2: Equality impact assessment

Use this form to document your equality impact assessment using the equality impact assessments guide.

When you have completed this form you should submit it with any formal paper proposing the policy/activity being assessed to the relevant decision-makers such as the executive team, partnership forum, Council, board or committee and retain a copy as part of routine record keeping.

Step 1: Identify the activity that is being assessed			
Policy, procedure, project, programme of work, decision or activity title		Directorate / department responsible for the activity	RCN Activism Academy
Is this a new or previously approved activity?		How long will it be in operation?	
Date of last assessment or review (if known)		Date of this assessment	
Name of assessor		Job title and role of assessor	
Step 2: Further information			
1. Who is responsible for the activity being assessed?			
2. Which objectives in the RCN Strategic Plan 2023-2027 will this contribute to meeting?			
3. What are the purpose, aims / objectives, and intended outcomes of this activity?			
4. Who is expected to benefit from this activity?			
5. Which groups have been consulted on this activity and what were their views?			

Step 3: Assess the impact on different groups of people (face-to-face group learning)		
Equality target group	**Impact** **Positive, negative or neutral?**	**Evidence** **Such as data, information gathered, feedback, research findings**
Age (consider different age groups)	Neutral	The workshop is being delivered face-to-face with travel and hotel being provided to accommodate those who may need extra time.
Disability (consider different types of disability, visible and invisible)	Positive	As the workshop is being delivered face-to-face it facilitates the attendance of anyone who might be neurodivergent. Resources can be provided in advance of the session to help anyone who may need extra time to process information. In addition, regular breaks have been built into the session to ensure that attendees have an opportunity to change their position and take a comfort break. There is the potential for some members who have a physical disability to be negatively impacted by having to travel to a face-to-face event. This will be a small group event where any emerging inequality in terms of learner involvement can be addressed during the session.
Gender (consider different sexes/genders)	Neutral	There is no evidence that members are impacted either negatively or positively by face-to-face learning experiences. This will be a small group event where any emerging inequality in terms of learner involvement can be addressed during the session.
Gender identity/reassignment	Positive	The RCN's Respect Charter will be revisited at the beginning of the workshop to ensure that all members and staff taking part are treated with dignity and respect.
Marriage and civil partnership	Neutral	Marriage and civil partnership status is not relevant to learners' experience of this workshop
Pregnancy and maternity	Negative	As the workshop is being delivered face-to-face some who is pregnant or breast feeding may find attendance difficult.

Race (consider different ethnic groups and nationality)	Positive	The RCN's Respect Charter will be revisited at the beginning of the workshop to ensure that all members and staff taking part are treated with dignity and respect.
Religion or belief (consider different religions/ beliefs, or lack thereof)	Positive	The RCN's Respect Charter will be revisited at the beginning of the workshop to ensure that all members and staff taking part are treated with dignity and respect.
Sexual orientation	Positive	The RCN's Respect Charter will be revisited at the beginning of the workshop to ensure that all members and staff taking part are treated with dignity and respect.
Community background (Northern Ireland only)*	Positive	The RCN's Respect Charter will be revisited at the beginning of the workshop to ensure that all members and staff taking part are treated with dignity and respect.
Dependents	Neutral	As the workshop is being delivered face-to-face it may be difficult for someone with caring responsibilities to attend. Breaks have been built into the session to ensure that attendees have an opportunity to take a comfort break and to check on anyone they might be responsible for.
Intersectionality (specify where you've considered groups with multiple characteristics such as women aged 50 plus or BAME men).	Positive	The workshop plans to be accessible to members who might have intersectional characteristics. By ensuring that the RCN's Respect Charter is revisited at the beginning we aim to create a safe and respectful space and by holding learning face-to-face we plan for all members to have as accessible and interactive an experience as possible.

* The Fair Employment and Treatment (NI) Order 1998 in Northern Ireland requires us to monitor the community background and sex of job applicants and employees.

Step 3: Assess the impact on different groups of people (on-line group learning)		
Equality target group	**Impact** **Positive, negative or neutral?**	**Evidence** **Such as data, information gathered, feedback, research findings**
Age (consider different age groups)	Neutral	The workshop is being delivered using MS Teams. All attendees are familiar with the platform and have used it extensively in their activist role
Disability (consider different types of disability, visible and invisible)	Positive	As the workshop is being delivered online it facilitates the attendance of anyone who might have a physical disability impacting on their ability to travel to take part in an in-person event. In addition, regular breaks have been built into the session to ensure that attendees have an opportunity to change their position and take a comfort break. There is potential for some members who are neurodivergent to be negatively impacted by taking part in an online learning experience. This will be a small group event where any emerging inequality in terms of learner involvement can be addressed during the session.
Gender (consider different sexes/genders)	Neutral	There is no evidence that members are impacted either negatively or positively by online learning experiences. This will be a small group event where any emerging inequality in terms of learner involvement can be addressed during the session.
Gender identity/reassignment	Positive	The RCN's Respect Charter will be revisited at the beginning of the workshop to ensure that all members and staff taking part are treated with dignity and respect.
Marriage and civil partnership	Neutral	Marriage and civil partnership status is not relevant to learners' experience of this workshop.
Pregnancy and maternity	Positive	As the workshop is being delivered online it facilitates the attendance of anyone who might be pregnant.

Race (consider different ethnic groups and nationality)	Positive	The RCN's Respect Charter will be revisited at the beginning of the workshop to ensure that all members and staff taking part are treated with dignity and respect.
Religion or belief (consider different religions/ beliefs, or lack thereof)	Positive	The RCN's Respect Charter will be revisited at the beginning of the workshop to ensure that all members and staff taking part are treated with dignity and respect.
Sexual orientation	Positive	The RCN's Respect Charter will be revisited at the beginning of the workshop to ensure that all members and staff taking part are treated with dignity and respect.
Community background (Northern Ireland only)*	Postive	The RCN's Respect Charter will be revisited at the beginning of the workshop to ensure that all members and staff taking part are treated with dignity and respect.
Dependents	Positive	As the workshop is being delivered online it facilitates the attendance of anyone who might have caring responsibilities. In addition, breaks have been built into the session to ensure that attendees have an opportunity to take a comfort break and to check on anyone they might be responsible for.
Intersectionality (specify where you've considered groups with multiple characteristics such as women aged 50 plus or BAME men).	Positive	The workshop plans to be accessible to members who might have intersectional characteristics such as caring responsibilities and physical disability. By ensuring that the RCN's Respect Charter is revisited at the beginning we aim to create a safe and respectful space and by holding the webinar online we plan for all members to have as accessible and interactive an experience as possible.

* The Fair Employment and Treatment (NI) Order 1998 in Northern Ireland requires us to monitor the community background and sex of job applicants and employees.

Step 4: Promoting equality	
6. Give a brief description of how this activity promotes equality, including how it benefits the equality target groups identified above. What evidence is there to support this? Could it do more?	
7. For any negative impact identified against any group, state the impact here and explain: · if it can be legally and objectively justified? · what actions will be taken to mitigate it? · who will take those actions? · when will they be taken by?	
Step 5: Monitoring and evaluating effectiveness	
8. How and how often will the impact on protected groups be monitored and evaluated and by whom?	
Step 6: Recommendation	
9. What is the assessor's recommendation following this process? Proceed / Stop / Proceed with caution	

Appendix 3: Risk assessment

IMPACT		LIKELIHOOD		
HIGH		7	8
MEDIUM	4	5	3
LOW			2
	LOW	MEDIUM	HIGH

Department/Location:	RCN Activism Academy	Date undertaken:		Review period:	
Assessor:		Job title:		Safety rep consulted:	
Activity being assessed:				Date of review:	
Signed off by (Head of Department):				Date signed off:	

What is the hazard?	Who might be affected and how?	What are you already doing to control the risks?	What action do you need to take to control the risks?	Who needs to carry out the action?	When is the action needed by?	Done date	Risk rating	Risk colour
Delegates feel triggered by content			• More than one facilitator at the event.					
			•					
			•					
Expert speakers do not arrive			• Presentations to be received before the event.					
			•					
			•					
On-line session Facilitator has internet issues			• More than one facilitator at the event.					

Appendix 4: Quality assurance (QA) standards checklist

Topic / working title	
ALD Staff lead / LDF	

	Complete
1. Commissioning: The learning resource addresses the needs of RCN members in being active in their workplace and/or community. Who identified the need for this learning resource? Which activist group are the target audience? How will they evidence and apply their learning?	
Notes	
2. Independence: When working with external partners any conflict of interest is acknowledged. Are any external partners involved in design and delivery of the resource? Have they any conflicting interests? Have they been informed about the ALD standards?	
Notes	
3. Design: The learning resource has clearly stated purpose, aims and learning outcome. Have purpose, aim(s) and learning outcomes been stated? Are the learning outcomes mapped to the RCN rep role descriptors? Does programme content address all the learning outcomes? Is assessment of learning included?	
Notes	

4. Strategic alignment: L&D activity is consistent with RCN strategy and meets RCN strategic, operational and workplace needs. Which aspects of the RCN's 5-year strategy does the learning link to? How is learner attendance/completion recorded? How is information about this learning resource communicated to members and staff?	
Notes	
5. Evidence base: L&D activity is evidence-based and draws on current best practice. What evidence base has been drawn on to develop this resource? For example, learning needs analysis, legislation, models of activism, models of learning. How does it link to members' workplace/lived experience?	
Notes	
6. Professional alignment: The learning resource is aligned with legislation and regulatory guidance. Does this resource link to other important frameworks? e.g. RCN *Nursing Workforce Standards*, RCN Rep role descriptors, NMC *Future Nurse Standards.* Has an explicit statement about intellectual property rights (IPR) been included? Have any necessary copyright permissions been applied?	
Notes	
7. 4-country involvement: A UK-wide perspective is represented where applicable. Is this a 4-country resource? If resource has been suggested as country-specific, could it be widened to have full UK applicability? Have stakeholders from all relevant countries been consulted?	
Notes	

8. Equality and inclusion: The learning resource reflects equality legislation and complies with the RCN's equality standard. Has an equality impact assessment been completed? Does the content model good equality and inclusion practice? Is there a clear and equitable process for learners to access the resource?	
Notes	
9. Risk assessment: Any risks associated with the learning resource/activity have been identified and mitigated. Do any of the activities being asked of learners pose a potential risk to them? Are learners coming together as part of this learning activity? Has a risk assessment been completed? Are there any mitigating actions required?	
Notes	
10. Online resource standards: Resource has been designed, developed and delivered in collaboration with the digital learning resource team where appropriate. Is this resource being placed on the RCN Learn platform? Does it meet the requirements outlined in the *Guide to publishing content on RCN Learn*?	
Notes	
11. Value for money: Consideration is given to the costs and the benefits of the proposed learning resource. Are there significant costs related to developing and delivering this resource? Has budget been identified and approved where appropriate?	
Notes	

12. Delivery: L&D activity is designed and delivered by a competent facilitator, [MR1] with input from subject experts where appropriate and meets the principles for promoting effective L&D. Has a facilitator pack been developed to support delivery, including resources, such as a slide deck, worksheets, case studies? Are delivery modes appropriate to the content and audience? Are all facilitators aware of the principles for promoting effective L&D?	
Notes	
13. Evaluation: L&D activity is evaluated and meets requirements of the ALD evaluation strategy. How will learner and facilitator feedback be collected (as appropriate)? How will evaluation feedback be fed back to commissioners and into future development of activist L&D?	
Notes	
14. Review and updating: A process is in place for reviewing learning resources and ensuring they remain up to date. Does the resource have an identified author and a review date? Is there an explicit route for users to provide feedback on the resource once it is in use, including any safety concerns?	
Notes	

Appendix 5: Capturing CL&D

This brief guidance is an optional support resource for RCN Representatives who wish to capture reflections following any learning which has supported you to deliver in your RCN Representative role. This could be CL&D delivered by the RCN or external, informal or experiential learning.

How to use the template

The form unapologetically mirrors the NMC reflective account form, to reduce the time it takes you to complete and so that you can use this as part of your revalidation evidence if appropriate.

You may choose to share this with your local RCN officer or senior officer during one of your supervision meetings. If you would like, you can request that this be noted in your supervision documentation which will then be logged on your CRM record.

Capturing learning relevant to the rep role

Reflective account

What was the nature of the learning activity and/or event or experience?
What did you learn from the learning activity and/or event or experience?
How did you / will you, change or improve your approach as a result?
How is this relevant to your RCN rep role descriptor (steward, health and safety rep, learning rep)?

Appendix 6

This framework was developed as the result of the reps CL&D project. The CL&D project worked towards the following item from the 2023 Trade Union Committee workplan 'Conduct comprehensive CL&D improvement project, identifying and implementing real improvements to the processes, content, and delivery of learning for experienced reps'.

Using a co-production approach, RCN reps and staff set out to identify and implement real improvements to the processes, content, and delivery of continuing learning and development for all reps UK-wide. The project began in June 2023 and the following project outputs were achieved and approved in July 2024. The new reps CL&D framework launched in October 2024, along with the new improved learning offer to reps which can be access via the reps hub.

Project outputs
- An agreed definition of Reps CL&D.
- An effective process to commission, plan, organise, deliver, record, and evaluate reps CL&D events.
- High quality reps CL&D content in line with current best practice, complementing the reps pathway and the support received through rep supervision.
- Reps CL&D is accessible and inclusive in terms of its delivery method and content.
- Rep CL&D offer is equitable in terms of a minimal agreed offer across the UK.
- Updated UK CL&D standards, and all other outputs adhere to them.

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Karen Carberry, Head of Activist Learning and Development
Gaynor Bradley, Learning and Development Facilitator (project co-lead)
Catherine Salter, Quality Improvement Project Facilitator (project co-lead)
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Helen Inskip and Nancy Ghansah, RCN UK Safety Representatives Committee
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