RCN Learning Representative’s Handbook:
A guide to making the most of your role
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Welcome to the RCN’s handbook for learning reps, which we hope will help you to make the most of your role.

Inside you’ll find details of your key activities and responsibilities; how the RCN supports you to make a difference in your workplace; and how you can help members to fulfil their potential, through learning and development. Throughout, there are case studies featuring the inspirational work of some of our learning reps.

Lifelong learning is integral to nursing — whether it’s the statutory training all staff must complete to practise safely; ensuring you meet the criteria to successfully revalidate; or learning new skills to take your career in a different direction. As the emphasis on professional development grows, so has the unique role of learning reps, working alongside the other members of the RCN family, including health and safety reps and stewards.

Learning happens in all kinds of ways. It may be an academic course, reflecting with colleagues after a particularly challenging day, or even reading a magazine article. As learning reps you’re the expert, helping members understand what’s on offer, so they can make the best choice for their needs.

In the face of increasing financial pressures and staff shortages, opportunities for members to enhance their skills can fall off the agenda all too easily. That’s why your role is so important.

Thank you.

Paul Brown
Chair of the RCN Learning Representatives’ Committee
In a nutshell, RCN learning reps champion and promote the value of learning. There are many reasons why members choose to become a learning rep. You may already be involved in education and developing practice in your working life; you may also have a passion for knowledge, welcoming the opportunity to help and inspire others, alongside broadening your own experience.

**What are my key activities and responsibilities?**

With full support from the RCN you will:

- assist members to choose, plan and manage their own learning and development in ways that suit their personal learning style
- play your part in embedding and protecting training, by negotiating and supporting opportunities for professional development in your workplace
- organise and promote events – such as study days, seminars and workshops – either with your employer or local RCN branch, sometimes working with other organisations and unions
- make sure you’re up-to-date with learning opportunities, signposting members towards information, resources and support to make the most of what’s on offer.

For more details see the RCN Role Descriptor for Learning Reps:
[rcn.org.uk/professional-development/publications/pub-005918](http://rcn.org.uk/professional-development/publications/pub-005918)
The UK Learning Representatives’ Committee

The UK Learning Representatives’ Committee provides a voice for RCN accredited learning representatives and contributes to the development of RCN policies on lifelong learning and career development in the workplace. The Committee reports through the Trade Union Committee to RCN Council.

Each country and region elects a learning rep to be part of the committee and they identify what matters to members locally and nationally and then work together to influence and energise the RCN’s work.

Visit the ‘Active Representation’ page of the RCN Reps Hub: rcn.org.uk/reps-hub/active-representation
Before I was nominated, Scotland didn’t have anyone on the committee for about three years. I felt that we were really missing out, not having that voice.

I’ve been a learning rep for less than a year and before I attended my first meeting, I wondered whether it was for me, as I felt I didn’t know enough. But then I had a bit of a lightbulb moment and thought, what better place to learn than from other more experienced learning reps, and that convinced me. It’s been onwards and upwards ever since.

There are six meetings a year, four just for the 14 learning reps and two where we join with the stewards and safety rep committees. Our committee has a rolling workplan and we can also bring our own ideas to the table. Everyone has made me so welcome and I find the meetings absolutely inspiring, giving me lots of ideas that I can take back to my workplace, especially about how to engage and involve members with the RCN, building their enthusiasm.

I’ve been very involved in an RCN project that is raising the profile of the learning reps’ role, our value and the difference we can make. I’ve been able to update the committee on what we’re trying to do and they’re very excited by it.
At RCN Congress in 2017, I bumped into a colleague who suggested I should become a learning rep. It was my second Congress and I was beginning to see nurses in a different light, listening to people who were passionate about their profession and learning.

For me, the attraction was in the learning opportunities the role presented — both for myself and fellow nursing staff. I really enjoy being able to support my colleagues in the workplace. We already have a learning culture on our ward. Learning something new helps us to deliver better care and I enjoy encouraging people to read and study. What I often find is that if one person gets involved in some learning, others will quickly follow suit.

I also find it rewarding to help my nursing colleagues with their revalidation. This can be a particular issue for agency nurses, as they may not always be working in the same place regularly. I like to reassure them that I’m there to support them, giving them advice on what to do, for example on their reflections or asking someone to write a piece about their practice. I’ve guided a few nurses who have said it wasn’t as difficult as they’d thought it might be.

I think the role has helped my own confidence to grow too. I’ve become the RCN branch’s equality and diversity link and I don’t think I would have volunteered to do that were it not for my experience as a learning rep. It has also opened my eyes to the many different learning opportunities that are out there, helping me to think about other training I might do in the future.

As learning reps, I think we can make a lot of difference in the workplace. As I’m quite new in the role, I’m planning a presentation that will tell people much more about what we can do to help them — and gradually the message will spread.
As a learning rep, all your local activities are carried out with the support of local RCN officers, the community of RCN reps, and the UK Learning Rep committee, who are working in partnership with you to achieve your goals. Throughout, you will receive expert mentorship and supervision, with opportunities to engage with your own learning and development.
Darren says:

I’ve been involved in education throughout my career and I really enjoy it. I decided to become a learning rep because I thought it would help me get more education in place for nursing staff in my department. With all the pressures we’re under, especially in emergency care, it can feel pushed out and is always the first thing to be cancelled.

Having the title of learning rep strengthens my role in promoting education, demonstrating that I have RCN support and knowledge. It says to staff, I’m someone you can approach who can help you, and although I’ve only been doing it for a short time, I’ve already given a lot of advice to staff.

My RCN officer, Sue, is always there to listen to any problems or concerns I may have. As I’m still very new to this role and finding my feet, she helps to steer me in the right direction. She also signposts me to information, pointing me towards the right people to speak to about different issues. For me, it’s vital to know I have this support.

Among the initiatives I’ve been involved with is creating a new video to raise awareness about sepsis that features me rapping — difficult because I’d never done it before! The original idea came from colleagues in my department, but I was very keen to be involved in making it happen. We’ve now had around 6,000 views on YouTube and it’s been shared around the whole Trust, with a great response from everyone. It felt like a good way to convey messages because it’s fun – so people were more likely to listen. Sue has really helped to promote it, sharing it widely.
I also run a monthly journal group, which brings together more than a dozen staff from different disciplines to review the various professional journals, checking to see if there’s anything we can incorporate into our own practice.

Looking ahead, I want to make education feature more highly in people’s minds. Sometimes education can feel like an after-thought, but I’d like my role to help cement evidence-based nursing as the backbone of what we do. There are so many benefits – it boosts staff morale, improves patient safety and retains staff.

You can watch Darren’s video here
youtube.com/watch?v=sfYoovL7cHM&amp;a=&amp;feature=youtu.be

Sue says:

Darren is extremely enthusiastic and passionate about learning and development. From the word go, he’s had ideas about what he wants to do to help and support members — he’s very active, full of plans and an excellent advocate for the RCN.

Rather than leading him, I tend to act as a sounding board, offering suggestions to help bring his ideas to fruition. We meet formally every couple of months, but catch up too when I’m visiting the Trust where he works. I always say to him, if you want to discuss anything, you know I’m here.

It’s really important to have committed and active learning reps in the workplace because in these cash-strapped times, one of the first things to go on the back burner is learning and development. Trusts are even struggling to meet the requirements of mandatory training because of staff shortages and time constraints. And often if you work in highly pressurised environments, such as emergency care, or you work nights you’re expected to do a lot of your learning in your own time.

That makes it doubly important to have someone who can bang the drum for professional development. If you have a workforce that feels they have opportunities to learn and develop, it motivates them.
A key aspect of your role is representing the professional learning and development needs of RCN members where you work. This may involve being their spokesperson, negotiating on their behalf, and advising colleagues on learning and development issues.
I’ve always been the kind of person who wants to be involved and I’m passionate about learning, development and encouraging people to fulfil their potential.

I chose to become an RCN Learning Rep because the role has a lot of flexibility and you can be creative with it, using it to meet your own local needs. It’s helped me to keep up-to-date too. We’re a geographically challenging organisation because we’re a community service, with pockets of teams who are working in very remote areas. Trying to ensure that everyone feels valued, and has the opportunity to take part and give their feedback, can be very difficult.

We relaunched our learning agreement about four years ago and it includes utilising learning reps much more than we had in the past. It’s useful to hold people to account, ensuring that learning doesn’t fall by the wayside.

One of the initiatives that has proved very popular are the ‘Value my Skills’ mid-career reviews, which the RCN has trained us to deliver. It’s helped us connect with those staff who for various reasons have become disillusioned or lost confidence, enabling them to look at themselves again, seeing their skills and attributes and how they might channel them towards new opportunities.
Within our trust we’ve always done an adult learning week and eventually this has become an annual month-long festival of learning, happening each June. It gives us a massive opportunity to raise the profile of the RCN learning rep role and what we do to help members. Now it’s very well supported by different organisations, including charities. Its message is that learning isn’t just about mandatory or job specific training – it’s also part of your health and wellbeing.

The festival includes a ‘pledge wall’, which encourages staff to commit to learn some new skills or try something new. Past pledges have included people wanting to complete their care certificate, finish their PhD, learn to play a ukulele, run a half-marathon, or become a speed boat racer. It’s a lovely way of demonstrating how aspirational our staff can be, giving a different feel to how we think about learning.

I started out in this role by sowing seeds in different places, building up my own confidence. Looking back, I’ve learned to recognise that changes are most likely to be gradual, rather than quick wins. You need tenacity to keep going, as you try to instigate new ideas.

Watch a film about Karen’s work with members: www.youtube.com/watch?v=1Cl_7e6eAt4

Sometimes your role may involve working with other RCN officers and reps to achieve the best outcome for members. In the case study overleaf, Paul Brown, an RCN learning rep at Hertfordshire Community NHS Trust, successfully worked with a local RCN officer. Together they made a significant difference for a member, who was facing a serious disciplinary case over errors in record-keeping.
I was involved in a case where one of our members had accidentally added information to a patient’s records in the wrong column, so it looked as if she had completed the information before care was given. Suspended and facing serious allegations of gross misconduct, she sought help and representation from the RCN.

As a learning rep, I helped her understand the gravity of what had happened and recognise the gaps in her learning, encouraging her to look at the situation from the point of view of patients. Through our conversations, she gained insight into her actions, appreciating the crucial importance of timely record-keeping to patient safety.

It was key that she understood records are a legal document — and making sure they are accurate is among the key responsibilities of being a registered nurse. I worked with her to improve her knowledge of this vital aspect of nursing practice, using both the Nursing and Midwifery Council’s (NMC) Code of Conduct and the Trust’s own policy on clinical documentation.

Once she’d gained more understanding, I supported her to write a statement about what had happened, showing how remorseful she felt. She also demonstrated her awareness of the potential impact inaccurate documentation may have, alongside the steps she was taking to improve her skills in this area. This included using revalidation, reflection and learning, with an action plan we created together.

As a result, the disciplinary panel saw she had made an honest mistake. I think what made the difference is that the panel members could appreciate she understood exactly what she’d done wrong, she’d
reflected on those actions and was determined to improve. Working in partnership with the local RCN officer, we made sure the matter was dealt with swiftly and effectively, enabling the nurse to go back to work quickly, with the Trust avoiding any further costs.

For me, this case really demonstrates the value of involving learning reps, and how we can make a significant difference to the outcome, by helping members think about what’s happened and guiding how they can learn from it.
You may also be involved in:

**Revalidation**

Introduced in April 2016, revalidation is part of the process of renewing registration with the Nursing and Midwifery Council (NMC), which happens every three years for all nurses and midwives in the UK. There is a list of requirements, including: 450 practice hours; 35 hours of professional development — including 20 hours of participatory learning; five pieces of practice-related feedback; five written reflective accounts; and reflective discussion. Find out more:

http://revalidation.nmc.org.uk/welcome-to-revalidation.1.html

**Appraisals**

Appraisals — two-way discussions between a staff member and their manager — should focus on progress towards current objectives and setting future ones; demonstrating the organisation’s standards; accomplishments; and development needs. Protected time should be given and a coaching style adopted, advises the NHS Staff Council, which says well-constructed appraisals can increase motivation, performance and commitment. They are also a critical element of the new NHS pay progression framework, which applies to staff appointed on or after 1 April 2019, or those promoted on or after that date.

Learning reps can play a role at all stages of the process, including making sure that appraisals take place in a timely and appropriate way; staff members know what to expect and are prepared; any agreed training and development needs are met; and advising staff who are unhappy with the outcome what to do next.
Mandatory training

Working with their fellow RCN representatives, learning reps can help to create a positive culture around mandatory training in their workplace. This helps to ensure a safe working environment for staff that supports them to meet professional standards, alongside making sure patient care is both safe and effective. For more details see the RCN’s publication, Improving Mandatory Training: How Reps Can Play Their Part.

www.rcn.org.uk/professional-development/publications/pdf-006689

Continuing professional learning and development

With many nursing staff reporting difficulties in accessing professional development, learning reps can play a crucial part in helping to improve provision at a local level. For practical guidance, see the RCN’s publication, Improving Continuing Professional Development: How Reps Can Make a Difference in the Workplace.

rcn.org.uk/professional-development/publications/pub-007215
There are many opportunities within organisations to champion learning and development, ensuring it remains high on the agenda.

**Taking part in learning committees and staff side**

When learning reps attend the Learning and Development Pathway, one of the exercises they undertake is to map out their workplace and find out who is responsible for decisions around learning and development.

This can take the form of a staff and management ‘partnership’ group. Many of the larger independent sector employers have a group like this. In the NHS it is usually known as ‘Staff Side’.

Broadly speaking, staff side is the interface between the various unions – and sometimes recognised professional bodies – within an NHS organisation. The RCN strongly believes that all types of rep should take part in staff side meetings, as each brings a different contribution. As a learning rep, you can make sure learning needs are incorporated into discussions about organisational change, policy development and workplace culture. For more information on playing an active role see the RCN publication, *Working Together: Being Active on Staff Side*.

[rcn.org.uk/professional-development/publications/pub-007153](http://rcn.org.uk/professional-development/publications/pub-007153)

You may find that there is a specific committee or group in your organisation that is responsible learning and development. They may not have any staff or union presence, but many of our learning reps have built strong relationships with these groups and have successfully worked in partnership to promote and protect learning.
Francis has been taking part in regular consultative meetings with other trade unions at his workplace for the last year or so on a range of issues, including infection prevention and control.

We’re trying to find solutions, raising standards with a new strategy on infection control and prevention, so we can achieve better results. Great progress has been made and I think the trust has seen the value of including the perspective of a learning rep because we look at things differently, with fresh eyes. We can also diffuse any potentially tricky situations by using our knowledge. We’re always signposting people to different sources of information, including the RCN.

The last year has seen me being invited into arenas where I’ve not been before, meeting some new people. In my approach, I try not to be confrontational but I will challenge in a constructive way, if there’s a need, putting forward different ideas. I think it’s very important that learning reps take part in these kinds of discussions. We see things that others don’t, often from different angles. I think we’re good at listening to other people’s points of view, and then trying to find a consensus.

Years ago, I think all the trade unions would have been much more competitive with each other, but now I can see how these consultative meetings are breaking down those barriers. We’re working well together on the basis of mutual respect.

In challenging times, it’s important to recognise we’re all trying to do the best we can with the limited resources we have available. There’s
an attitude of ownership and partnership - we’re in this together and it’s our NHS. Celebrating achievements is also vital and I was delighted to be on the judging panel for the Trust’s excellence awards. It raises us all up, encouraging us to learn and develop.

**Developing learning agreements**

Learning agreements are mutually beneficial partnerships between trade unions and an employer. In essence, they set out each party’s commitment to effective learning in the workplace, alongside the organisational support, resources and expertise needed to deliver it.

The benefits include protecting learning from cutbacks; actively promoting a culture of learning; and ensuring that all staff have equal access to development opportunities.

Learning agreements should be supported by:

- A 12-month agreed action plan, specific to your organisation, which details outcomes plus how everyone will work together to achieve them.
- Accredited union learning representatives, on hand to provide information, advice and support on learning for individuals, alongside a strategic role.
- A learning committee – with equal numbers of union and employer reps – to support, monitor and evaluate progress on the action plan.
- Learning resources – including those produced by the RCN and other organisations.

To access further resources to support you in understanding and developing learning agreements, go to our Questioning and Influencing pages on the reps hub and explore our staff development area.

Interserve Healthcare provides a range of patient services, including care and support for complex needs, palliative and respite care and home therapies. Here Ariannne describes how their learning agreement works in practice and the benefits it brings.

We had a very forward-thinking chief nurse, who was eager to get a learning agreement with staff off the ground and needed nurses to volunteer as learning reps to help make it happen.

From the beginning, I was interested and wanted to become involved. It made me think about why I became a nurse in the first place. I qualified more than 20 years ago and I’d begun to lose my way a little. This has reignited my passion for nursing, reminding me that there is so much we can achieve, influence and change. Working outside the NHS, you can lose that family feeling of nursing sometimes, but becoming a learning rep has given back my sense of belonging, and that what I do is important.

We’re a group of five learning reps and we have allocated time to use for our work - including talking to each other once a month - as part of our learning agreement with the company. Actions need to be completed by the next meeting, as we don’t want to lose momentum or for learning to begin to take a back seat.

It’s early days but already we have lots of exciting plans, working together with the company, and we’ve been able to implement a few things already. This includes ‘take five’ – something that we feel staff
need a prompt about, with an easy to read sheet that takes just five minutes to read. For instance, some handy reminders about infection control.

Looking ahead, we want to create a learning hub, where staff can share good practice. The idea is based on feedback we’ve had from the staff themselves, some of whom are working in areas where they can feel quite isolated from their colleagues. It ties in too with our support for the government’s initiative on creating a culture of learning rather than blaming if things go wrong. I’m passionate about asking: what can we take from this? How can we use what’s happened — or could have happened — to make things better in the future? We hope the hub will include an area where staff can highlight any concerns they have and increase the avenues open to staff for reporting concerns.

In my view, taking this overall approach to learning makes a huge difference to staff across the organisation, wherever they’re working. I think it also benefits the clients themselves, helping to improve both standards of patient safety and the care they receive. Staff too are happier because they feel more supported.

Anything you can do to promote learning is only ever going to be positive and I’m really enjoying playing my part.
Influencing at a national level

Working with colleagues, Sandra was instrumental in achieving the historic and pioneering Nurse Staffing Levels (Wales) Act, which became law in March 2016. This places a legal duty on Health Boards and NHS Trusts in Wales to ensure they employ enough nurses to provide sensitive patient care in all settings, and specifically, have an appropriate number of nurses on shift in adult care settings.

I’ve always had an interest in developing and mentoring staff, so becoming a learning rep felt like a natural progression for me. It’s a unique and privileged place to be, helping to signpost members towards all the resources and help the RCN offers.

Without a doubt, my proudest achievement so far has been working with colleagues to persuade Assembly Members (AMs) to back legislation on staffing levels in Wales. We’re the first country in Europe to achieve this and it’s a highlight of all our campaigning work here.

We’ve been working towards this since I started as a learning rep and over the years, we’ve organised many events to highlight the issues. This includes inviting members to speak to AMs, with frontline staff encouraged to share the difficulties of being able to provide the best quality patient care, when they faced staff shortages. We also engaged members in sending postcards and a petition to the Welsh government. We wanted to get the messages across in as many ways as we could.

As a Welsh speaker, I’ve given a lot of media interviews about the progress of the safe staffing campaign, raising its profile and persuading people to support it. Of course, there have been setbacks.
and times when I thought we would never get here. Trying to convince politicians was sometimes difficult, but we used the evidence and information we had gathered to influence their views and gain their backing.

In practice, the Act means that every day we’re looking at how many nurses we have on a ward, alongside the level of acuity for patients. We can then mitigate any risks using our professional judgement, which may include getting extra nursing staff. At the moment the Act only covers acute surgical and medical wards, so we’re now campaigning to extend it to the community, paediatrics and mental health. We’re not resting on our laurels.

In tandem with this legislation, the Welsh government has also significantly increased the numbers of nursing students, and we have kept the bursary here. They have also invested in a fast track course to enable some healthcare assistants to complete their nurse degrees in two years. Recruitment here will rise as these students graduate - more good news for staff and patients.

The RCN – and in particular, the members and activists – have been so influential in achieving this and I feel immensely proud.
RCN reps and staff work together with members as equal partners, agreeing shared goals about how to make a difference at both local and national levels. Examples of projects range from improving the visibility of the RCN in the workplace, to gaining decision-makers’ support for key RCN campaigns, such as safe staffing.

Learning reps play a vital role in this work. This includes:

• organising learning events that provide an opportunity to gather intelligence about the issues that matter to members, and how they want to take action
• signposting members to evidence and resources to formulate and strengthen their case, helping them feel confident and authoritative
• supporting members on who to influence and how best to approach them to achieve results.

Visit the ‘Organising and campaigning’ area of the RCN Reps Hub:  
rcn.org.uk/reps-hub/active-representation
Hamira Ghafoor has been a learning rep at Oxford University Hospitals NHS Foundation Trust since 2015, where she has worked tirelessly to raise awareness of diversity, equality and inclusion in the workplace.

I wanted to do something that would have a positive impact in my work environment and after considering the options, I thought the learning rep role suited me best of all. At the time I volunteered, trusts were being asked to collate their data for the Workforce Race Equality Standard (WRES). I’ve always had a keen interest in equality, diversity and inclusion and was already a champion in my workplace. WRES offered a good starting point, as each organisation had to produce their own data. I wanted to be able to go further, supporting where learning could be brought in, so we could be as inclusive as possible.

It’s very exciting to create opportunities that celebrate our diversity, different cultures and religions. For the last three years, we’ve worked with the chaplaincy team to organise a highly successful events celebrating the Eid festivals: Eid-ul-Fitr, (marking the end Ramadan, when Muslims fast during daylight hours) and Eid-Ul-Adha. Working with colleagues from other unions, we’ve been able to make the events even bigger, with numbers attending increasing every year.

We’ve also been doing mock interviews with black and minority ethnic (BME) staff who want to progress within the organisation, but need to build their confidence. And in 2018, we supported Black History Month for the first time, which was wonderful. We have some great ideas for the coming year, putting together a calendar of different events. We regularly feedback to the organisation and our members what we’re doing, as everyone enjoys seeing the positive work that’s happening. It’s important not to remain static, but constantly learn and evolve through feedback.
I really enjoy collaborative working and being in a position where you can listen and support others. Learning is about working together and, as a learning rep, you can make a key contribution. Helping someone achieve their goals makes me feel really proud and I strongly connect with the coaching and mentoring side of my work. I’ve supported a couple of members to gain new skills, which they’ve then been able to share with colleagues. I can see the positive impact my support has had — and that feels very rewarding.

It’s great to support members who want to be more active too. Recently a staff member was signposted to me for some help, as she wanted to organise a wellness event. We talked about what she was trying to achieve and how we could support her, being there on the day and bringing extra resources. It was the first time she had done anything like this and she got very good feedback. There are lots of ways we can support members. The strength of the RCN is that we also have the professional aspect and it’s important to shine a light on it.

This role has given me more back than I ever envisaged, helping me learn much more about myself, both personally and professionally, pushing me to go further and developing my leadership skills. Learning is very much a two-way channel, so while I’m suggesting things for others, I also look at how I can improve too. Being able to help someone achieve their goals is very satisfying. At a time when services are stretched and there are staff shortages, our role is even more important. When money is tight, we know that professional development is often one of the first areas to face cuts.

When you’re trying to create lasting change, it’s also very important to be visible, so that staff feel they can come and speak to you about their concerns. When I started my career back in 2000, I didn’t have anyone from an ethnic minority staff group to be my role model. For me, it’s a privilege when someone shares their stories and experiences with you — I’m always humbled by it. I feel a sense of responsibility to be their advocate and share their story, helping to drive positive change that carries wider benefits for both staff and patient care.
What resources can help you?

Royal College of Nursing (RCN)

To find out more about your role as a learning rep:

- The Role of RCN Learning Reps
  [rcn.org.uk/get-involved/rcn-reps/the-role-of-rcn-learning-reps](rcn.org.uk/get-involved/rcn-reps/the-role-of-rcn-learning-reps)
- Becoming an RCN rep
  [rcn.org.uk/becomearep](rcn.org.uk/becomearep)
- RCN Learning Reps – Making a Difference
  [www.youtube.com/watch?v=kc7BgStPzXk](www.youtube.com/watch?v=kc7BgStPzXk)

To signpost members towards further information

- RCN forums and networks
  [rcn.org.uk/get-involved/forums](rcn.org.uk/get-involved/forums)
- RCN publications
  [rcn.org.uk/publications](rcn.org.uk/publications)
- RCN learning resources
  [rcn.org.uk/learningzone](rcn.org.uk/learningzone)

RCNi learning

An online learning resource with almost 200 interactive learning modules, some of which are free.
[https://rcnilearning.com](https://rcnilearning.com)

The RCN on social media

@theRCN
/royalcollegeofnursing

Visit the ‘Resources to promote the RCN’ area of the RCN Reps Hub:
Other organisations

Nursing and Midwifery Council (NMC)
www.nmc.org.uk/

For specific advice on revalidation:
http://revalidation.nmc.org.uk/

NHS Education for Scotland
https://www.nes.scot.nhs.uk/

Scottish Social Services Council (SSSC)
https://www.sssc.uk.com/careers-and-education/

Apprenticeships in Scotland
https://www.apprenticeships.scot/

Scottish Qualifications Authority
https://www.sqa.org.uk/sqa/70972.html
https://scqf.org.uk/

The TUC provides Unionlearn, which helps unions deliver learning opportunities for their members
www.unionlearn.org.uk/

Futurelearn provides free online courses, including many in health and psychology
www.futurelearn.com/

Skills for Health provides e-learning across the health sector
www.skillsforhealth.org.uk/

Foundation of Nursing Studies (FONS) Centre for Nursing Innovation
www.fons.org/

We Communities – includes #wenurses and other groups for different nursing specialisms including students, mental health, school, learning disability, children and young people, general practice and health visiting
http://wecommunities.org/