

# Role Definition for RCM Learning Representatives



Promoting · Supporting · Influencing



# Role Definition for RCM Learning Representatives

RCM learning representatives (LRs) are workplace representatives who assist and advise other members on their training and development needs and promote opportunities to access learning.

RCM Learning Representatives are entitled to time off with pay to undertake their role and to be trained. The training provided by the RCM will support the acquisition of a range of transferable knowledge and skills that will support future career progression, as well as increasing personal confidence and self-esteem.

## 1

## Analysing learning or training needs

Task	Knowledge	Skill	Expectation
<ul style="list-style-type: none"> <li>• Design and distribute learning needs questionnaires or other methods of data gathering</li> <li>• Effectively identify and record individual and group learning needs</li> <li>• Analysis of data</li> <li>• Draw up plans to meet identified learning requirements.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of different survey methods including RCM generic survey form.</li> </ul>	<ul style="list-style-type: none"> <li>• IT skills to prepare or adapt surveys</li> <li>• Ability to analyse and interpret data and information</li> <li>• Ability to formulate action plans.</li> </ul>	<ul style="list-style-type: none"> <li>• Confidentiality over individual members learning needs</li> <li>• Sympathy and empathy in dealing with members learning needs</li> <li>• Networks with other LRs.</li> </ul>

## 2

## Providing information or advice about learning or training matters

Task	Knowledge	Skill	Expectation
<ul style="list-style-type: none"> <li>• Deliver Information, Advice and Guidance (IAG) to individual learners</li> <li>• Organise quality IAG about learning for members</li> <li>• Obtain and maintain knowledge of courses and providers</li> <li>• Work with employers on accessing their IAG sources.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of available opportunities in order to be able to provide accurate information to members about learning opportunities within and outside the workplace</li> <li>• Sources of information and guidance where additional support is needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Skills in verbal and written communication</li> <li>• Ability to present information in a format relevant and accessible to the individual or audience</li> <li>• Ability to network</li> <li>• Obtaining and maintaining knowledge of learning opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>• Creates rapport with members and employers</li> <li>• Sympathy and empathy shown in dealing with members learning needs</li> <li>• Adds value to RCM membership.</li> </ul>

## 3

### Arranging and supporting learning and training

Task	Knowledge	Skill	Expectation
<ul style="list-style-type: none"> <li>• Organising local workplace learning events</li> <li>• Supporting and encouraging members to access other learning opportunities</li> <li>• Providing information on RCM i-learn and other e-learning opportunities</li> <li>• Recording and reporting learning outcomes</li> <li>• Monitoring quality of learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness of different types of learning opportunities</li> <li>• Background understanding of funding for learning</li> <li>• Knowledge of barriers to learning and strategies for overcoming them</li> <li>• RCM recording methods.</li> </ul>	<ul style="list-style-type: none"> <li>• Negotiating and influencing skills</li> <li>• Ability to research and keep up to date information on learning opportunities</li> <li>• Matching learner to best learning option</li> <li>• Ability to evaluate quality of learning experience for members</li> <li>• Ability to negotiate with learning providers</li> <li>• Skills in verbal and written communication.</li> </ul>	<ul style="list-style-type: none"> <li>• Keeps in touch with members during and after their learning</li> <li>• Networks with other LRs</li> <li>• Seeks assistance from RCM if necessary</li> <li>• Works constructively with other trade unions</li> <li>• Reports outcomes to RCM to meet deadlines.</li> </ul>

## 4

## Promoting the value of learning and training

Task	Knowledge	Skill	Expectation
<ul style="list-style-type: none"> <li>Promoting the value of learning to members and management</li> <li>Promoting the value of organising through learning within trade union networks and structures</li> <li>Working with employers to meet the learning and skills needs of both individuals and the organisation</li> <li>Promote formal and informal learning.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding current initiatives for the development of learning and skills in the workplace</li> <li>Up to date information on learning agenda</li> <li>Knowledge of case studies and success stories</li> <li>Understanding of Knowledge &amp; Skills Framework (KSF)</li> <li>Understanding of learning opportunities for working adults.</li> </ul>	<ul style="list-style-type: none"> <li>Skills in verbal and written communication</li> <li>Ability to present information in a format relevant and accessible to the audience</li> <li>Ability to network</li> <li>Obtaining and maintaining knowledge of learning opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>Creates rapport with members and employers</li> <li>Networks with other LRs</li> <li>Maintains regular contact with Branch Officers, Workplace Reps, National/Regional Officers and Organisers</li> <li>Adds value to RCM membership.</li> </ul>

## 5

## Making learning and skills core RCM activities

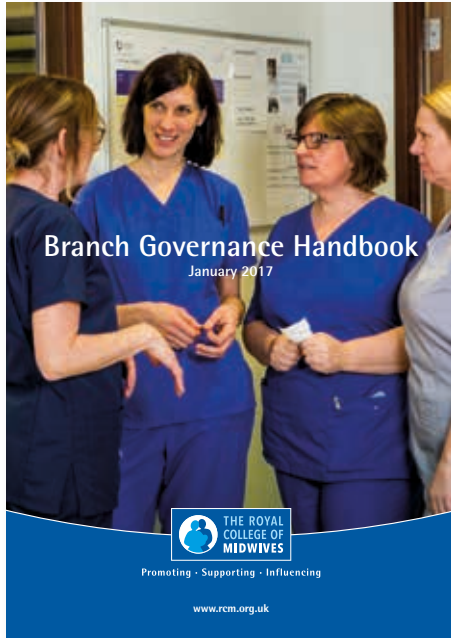
Task	Knowledge	Skill	Expectation
<ul style="list-style-type: none"> <li>• Take advantage of legal rights for LRs</li> <li>• Link learning to other RCM activities</li> <li>• Report back to RCM Branch, National/Regional Officers, Organisers and other partners</li> <li>• Publicise successes and case studies through RCM and other partners.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of legal right of LRs</li> <li>• Knowledge of other areas of RCM activity</li> <li>• RCM structure and organisation.</li> </ul>	<ul style="list-style-type: none"> <li>• Negotiating and influencing skills</li> <li>• Assertiveness</li> <li>• Ability to gather and analyse data</li> <li>• Ability to compile reports, verbal and written</li> <li>• Case study interview techniques, empathy with learners.</li> </ul>	<ul style="list-style-type: none"> <li>• Works with RCM activists from other fields</li> <li>• Seeks assistance from RCM if necessary</li> <li>• Treats learning needs and learning journey with sympathy</li> <li>• Networks with other LRs and Organisers</li> <li>• Adds value to RCM membership.</li> </ul>



## 6

## To maintain learning representative development

Task	Knowledge	Skill	Expectation
<ul style="list-style-type: none"> <li>• To attend the Learning Representative Introductory training course provided by the RCM</li> <li>• To attend ongoing training/development offered by the RCM</li> <li>• To attend regional study/training days provided by the National/Regional Officers/Learning Organiser/Senior Organiser.</li> </ul>	<ul style="list-style-type: none"> <li>• Some understanding of local and national policies on workplace learning</li> <li>• To remain updated on learning tools available</li> <li>• Knowledge of current research.</li> <li>• Knowledge of local learning issues</li> <li>• Understanding of the time off facilities for LRs to undertake their roles effectively.</li> </ul>	<ul style="list-style-type: none"> <li>• Able to manage time to balance the work of being a learning representative and carrying out contractual duties.</li> </ul>	<ul style="list-style-type: none"> <li>• To be prepared to undertake training required for the development of the learning representative role</li> <li>• To be motivated and committed to own development.</li> </ul>



## Branch Handbook

This handbook has been produced by the Royal College of Midwives as a user friendly guide to support Branch Officers, Workplace Representatives and Maternity Support Worker Advocates with the smooth running of their local Branch in England, Scotland, Wales and Northern Ireland.  
<https://www.rcm.org.uk/reps-and-branches/branches>



## There are a growing selection of courses relevant for workplace representatives ready for you to follow in RCM i-learn, your online learning environment.

Continue building your knowledge and skills by following short online modules to compliment your study on residential courses and regional seminars. Courses currently available include:

- An introduction to RCM i-folio
- An introduction to reflection
- Appraisal skills for midwifery managers
- Building resilient practitioners
- Developing a culture of compassionate care
- Developing your study skills
- Leadership – everybody's business
- Leadership framework – from theory to practice
- Lone working – advice and good practice
- Managing change for midwifery managers
- Preparing for your appraisal
- Professional update – standing up for high standards
- Promoting compassionate and supportive workplaces
- Revalidation: all you need to know
- Standing up for higher standards
- The Changing NHS
- Tips and tricks for CVs and interviews
- Undermining and bullying behaviour in the workplace
- Understanding pregnancy and maternity rights at work

## TUC Courses



Information about all TUC course is available from the TUC Education website <https://www.tuceducation.org.uk/findacourse> which includes a course directory for reps to look up and apply for any course (classroom or online) across the UK. The site allows support to existing learners and embeds online and blended learning across the programme, with easy access for reps to TUC resources.

[www.tuceducation.org.uk/newonlinecourses](https://www.tuceducation.org.uk/newonlinecourses)

The core courses delivering the skills reps need to be effective in the workplace include:

- Union Reps Stage 1
- Employment Law Stage 2)
- Health & Safety Stage 1
- Next Steps for Safety Reps Stage 2
- Union Learning Reps Stage 1
- Union Learning Reps Stage 2

## Union Learn with the TUC



Learning Representatives signing up to the new Union Learning Reps Stage 1 and 2 courses will automatically be signposted to the ULR Zone of the TUC Education site which will provide them with useful resources as new reps.

The Union Learning Reps Stage 2 course includes a module on supporting learners. The new Union Reps Stage 1 online includes the role of the union learning representative and the learning agenda within it.

## eNotes



The site is also home to eNotes, a resource developed to help union reps stay up to date on key workplace issues.

Each eNote is a self-contained e-learning module that contains a mixture of text, video and quizzes, lasting between 20 and 45 minutes. There are over 30 eNotes currently available from the TUC Education website including:

- Trade Union Act
- Health and safety and organising
- Facility time
- Building a stronger workplace union

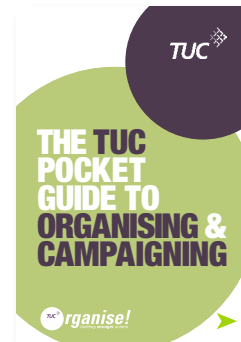
## TUC Apps



TUC's online community for union reps which can be found on the App Store/ Google Apps



This app has been designed to help ULRs effectively carry out their role in supporting union learners and help bring learning into the workplace



A handy guide for union members, reps, organisers and anyone who wants to run effective campaigns and build stronger unions. Contains easy to follow advice on campaign planning, improving communication and getting people involved. All with the aim of making your union stronger and more effective in the workplace and beyond



# RCM Workplace Representatives Role Definition for RCM Learning Representatives

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[www.rcm.org.uk/wpr](http://www.rcm.org.uk/wpr)