****

**Nursing Studies**

**Master of Nursing with Pre-registration**

**Form RPE3: Recognition of Prior Theoretical Learning**

**Candidate name**:

This form gathers information to enable us to RPL your theoretical learning from your undergraduate studies against the programme outcomes and NMC standards of proficiency for registered nurses. Additionally, you might want to identify how theoretical learning beyond your undergraduate degree prepares you for this programme through considering learning from courses undertaken as part of your employment, relevant reading, other sources of relevant theoretical learning.

You should identify at least 5 areas from the left-hand column of form RPE3 in which you have prior theoretical learning. Mark these with an ‘X’ on the form. You then need to identify what form of evidence you are using to support this claim. This evidence might be course or module descriptors or learning outcomes, details of training course content, references for the reading or other form of theoretical learning that you are using to complete this requirement. You should then provide 5 reflective statements on your learning from each of these sources on form RPE4.

**Please upload your completed forms RPE3 and RPE4 with your application.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Aspect of programme** |  | **‘X’** | **Form of Evidence** |
| **Leadership and management**  | Leadership theories |  |  |
| Economics |  |  |
| Policy |  |  |
| Social and health legislation |  |  |
| Teamwork |  |  |
| Data management |  |  |
| Communication skills |  |  |
| **Research skills** | Research design |  |  |
| Data collection |  |  |
| Data analysis |  |  |
| Ethics |  |  |
| Project management |  |  |
| **Social sciences** | Social determinants of health and illness |  |  |
| Health promotion/public health approaches |  |  |
| Disability |  |  |
| Diversity  |  |  |
| Ethnicity |  |  |
| Health and illness |  |  |
| Ageing |  |  |
| Death and dying |  |  |
| **Psychology**  | Behaviours  |  |  |
| Stress and coping |  |  |
| Adaptation |  |  |
| Emotions |  |  |
| Interpersonal relationships |  |  |
| Loss and bereavement |  |  |
| **Life sciences**  | Anatomy |  |  |
| Physiology  |  |  |
| Microbiology  |  |  |
| Biophysics, biochemistry, radiology |  |  |
| Dietetics |  |  |
| Pharmacology |  |  |
| **Ethics** | Ethical principles |  |  |
| Ethical frameworks |  |  |
| Consent  |  |  |
| Rights and choice |  |  |
| **Teaching and learning** | Learning theories |  |  |
| Principles of teaching |  |  |
| Information technology and learning |  |  |
| Supervising others |  |  |
| **Legal aspects** | Professional codes |  |  |
| Equality and diversity  |  |  |
| Anti-discriminatory practice |  |  |
| Health and safety |  |  |