

## Module specification

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Module Code	VEN504
Module Title	Leadership and Reflective Nursing
Level	5
Credit value	20
Faculty	FSLS
HECoS Code	100532
Cost Code	GAAN

## Programmes in which module to be offered

Programme title	Is the module core or option for this programme
Foundation degree (FdSc) Veterinary Nursing	Core

## Pre-requisites

None

## Breakdown of module hours

Learning and teaching hours	30 hrs
Placement tutor support	0 hrs
Supervised learning e.g. practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
<b>Total active learning and teaching hours</b>	<b>30 hrs</b>
Placement / work based learning	0 hrs
Guided independent study	170 hrs
<b>Module duration (total hours)</b>	<b>200 hrs</b>

For office use only	
Initial approval date	05/11/2019
With effect from date	28/09/2020



<b>For office use only</b>	
Date and details of revision	December 2023 – Update to Indicative Assessment Tasks section for implementation from Jan 2024
Version number	2

## Module aims

The aim of this module is to provide the student with reflective and leadership skills in order to make the transition from student to qualified veterinary nurse. The module will explore the different qualities required for leadership and how transformational leadership and being a skilled reflective practitioner will enhance satisfaction, performance and motivation of the multidisciplinary veterinary team, leading to a positive impact on animal patient care and outcomes.

## Module Learning Outcomes - at the end of this module, students will be able to:

1	Review personal qualities and skills required to effectively lead self and others within the multidisciplinary veterinary team.
2	Demonstrate effective leadership qualities in a clinical skills session.
3	Critically reflect on your journey to becoming a registered veterinary nurse, using a suitable reflective model

## Assessment

Indicative Assessment Tasks:

This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

### Formative tasks:

Peer review of leadership sessions in clinical suite.

A range of modalities will be used by the tutor to provide feedback to students.

### Summative tasks:

Assessment 1: Literature review, (1000)

Assessment 2: Practical, leadership task, students will plan, prepare and lead a clinical skills session (15 minutes).

Assessment 3: Reflective practice, (2000 words), students will write an essay reflecting on their leadership and coaching during the clinical skills sessions throughout the module.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1	Written Assignment	40
2	2	Practical	Pass/Fail
3	3	Written Assignment	60

## Derogations

N/A

## Learning and Teaching Strategies

A range of learning and teaching strategies will be employed, and will focus on student centred teaching. Delivery of content will be conducted in the clinical suite to apply theory to practice. Teaching sessions will also be delivered in lecture rooms. The emphasis will be on active learning for each session delivered.

The clinical suite will be used by the students to develop their practical skills which are linked to the RCVS Day One Skills list.

## Indicative Syllabus Outline

### Learning outcome 1

Process of leadership / leadership capacity / impact on multidisciplinary team / communication skills / proactive response / impact on patient care / transformational leadership / transactional leadership / mentoring / effective teams / decision making models and theories / decision making skills / resilience and wellbeing in practice / moral distress and compassion fatigue / Fitness to Practice and professional Code of Conduct /

### Learning outcome 2

Planning a clinical skills session / target and goals of session / management of time / materials and equipment required / communication / feedback / feedforward / self-reflection

### Learning outcome 3

Promoting effective practice / evidence based / identifying learning needs to make transition from student to registered veterinary nurse / life-long learning / personal development / CPD / benefits of reflective practitioner / reflective logs / models of reflection / suitability for practice / constraints of models / benefits of using models / learning from experiences / enhance practice / making changes / methods to reflect / linking to Professional Code

## Indicative Bibliography:

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Please note the essential reads and other indicative reading are subject to annual review and update.

### Essential Reads

Ballantyne, H. (2018), *Veterinary Nursing Care Plans*, Boca Raton: CRC Press.

Ellis, P. (2018), *Leadership, Management and Team Working in Nursing*. 3<sup>rd</sup> ed. London: Sage Publications.

Thompson, S. and Thompson, N. (2018), *The Critically Reflective Practitioner*. 2<sup>nd</sup> ed. London: Palgrave.

### Other indicative reading

*The Veterinary Nurse, Practical international peer-reviewed journal*. London: MA Healthcare Ltd.

*Veterinary Nursing Journal*. Abingdon: Taylor & Francis Ltd.

## Employability – the University Skills Framework

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Each module and programme is designed to cover core Graduate attributes with the aim that each Graduate will leave the University having achieved key employability skills as part of their study. The following attributes will be covered within this module either through the content or as part of the assessment. The programme is designed to cover all attributes and each module may cover different areas.

### Core Attributes

Engaged  
Enterprising  
Creative  
Ethical

### Key Attitudes

Commitment  
Curiosity  
Resilience  
Confidence  
Adaptability

### Practical Skillsets

Digital Fluency  
Organisation  
Leadership and Team working  
Critical Thinking  
Emotional Intelligence

Communication

