

Prifysgol Wreccsam Wrexham University

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
Pre-requisite module	N/A

Programmes in which module to be offered

Programme title	Core/Optional/Standalone
FdSc Veterinary Nursing	Core

Breakdown of module hours

Learning and teaching hours	30 hrs
Placement tutor support hours	0 hrs
Supervised learning hours e.g. practical classes, workshops	0 hrs
Project supervision hours	0 hrs
Active learning and teaching hours total	30 hrs
Placement hours	0 hrs
Guided independent study hours	170 hrs
Module duration (Total hours)	200 hrs

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

RCVS Standards	Day One Competencies (DOC)	Day One Skills (DOS)
Learning outcomes for this module are mapped to the following RCVS day one competences (DOC) and day one skills (DOS)	N/A	N/A

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.

Assessment 1:

Students will complete a literature review exploring the personal qualities and skills required to lead self and others within a multidisciplinary veterinary team. The review should draw on relevant evidence to examine key leadership concepts and their application in practice.

Assessment 2: Students will plan, prepare and deliver a 15-minute clinical skills session, demonstrating leadership, communication and the ability to facilitate learning in others.

Assessment 3: Students will produce a 6–8 minute reflective video critically reflecting on their development towards becoming a registered veterinary nurse, informed by a suitable reflective model.

Assessment number	Learning Outcomes to be met	Type of assessment	Duration/Word Count	Weighting (%)	Alternative assessment, if applicable
1	1	Written Assignment	1500 words	40	N/A
2	2	Practical	15 minutes	Pass/fail	N/A
3	3	Video	6-8 minutes	60	N/A

Derogations

Students are required to pass all assessment elements with a minimum mark of 40% for all modules.

Learning and Teaching Strategies

Learning and teaching on this module will be underpinned by the University's Active Learning Framework (ALF) and will adopt a student-centred, practice-focused approach that supports the development of placement readiness, professional judgement and evidence-based veterinary nursing practice.

A range of learning and teaching methods will be utilised, including:

- Interactive lectures
- Seminars and workshops
- Scenario-based learning activities
- Guided communication activities and role-play,
- Directed academic skills sessions

Opportunities for formative learning and feedback will be embedded throughout the module to support skill development and prepare students for summative assessment and placement expectations, including communication role play / risk assessment activity / study skill activities (literature searches, peer review writing tasks). A range of modalities will be used by the tutor to provide feedback to students.

Learning and teaching will take place in classroom and simulated clinical environments where appropriate, enabling students to make clear connections between theory, professional behaviour and practice.

Welsh Elements

Students can present their work, access forms, resources, email correspondence, work placements and personal tutorials in Welsh.

Indicative Syllabus Outline

Learning Outcome 1

- Principles and theories of leadership (e.g. transformational and transactional)
- Leadership roles, capacity and impact within the multidisciplinary team
- Communication, decision-making and teamworking
- Mentoring and development of effective teams
- Impact of leadership on patient care
- Resilience, wellbeing, moral distress and compassion fatigue
- Professional responsibilities, including Fitness to Practise and Code of Professional Conduct

Learning Outcome 2

- Planning and delivery of a clinical skills session
- Setting aims and learning outcomes
- Time management, resources and equipment
- Communication and facilitation of learning
- Providing and responding to feedback and feedforward
- Self-reflection on teaching practice

Learning Outcome 3

- Promoting effective, evidence-based practice
- Identifying learning needs for transition to Registered Veterinary Nurse
- Lifelong learning, CPD and personal development
- Reflective practice, including models of reflection and their application
- Strengths and limitations of reflective approaches
- Using reflection to inform and improve practice
- Professional accountability and links to the Code of Professional Conduct

Indicative Bibliography

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

Essential reading:

Ballantyne, H. (2018) *Veterinary nursing care plans*. Boca Raton: CRC Press.

Ellis, P. (2022) *Leadership, management and team working in nursing*. 4th edn. London: Learning Matters.

Other indicative reading:

Thompson, S. and Thompson, N. (2023) *The critically reflective practitioner*. 3rd edn. London: Bloomsbury Academic.

Administrative Information

For office use only	
Initial approval date	April 2026
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