

Programme Specification

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Please check the Programme Directory for the most up to date version:

[UG Programme Directory](#)

[PG Programme Directory](#)

Section 1 – regulatory details		
1.1	Awarding body	Wrexham University
1.2	Teaching institution	Wrexham University
1.3	Final award and programme title (Welsh and English)	BSc (Anrh) (Atodiad) Nyrsio Milfeddygol BSc Hons Veterinary Nursing (Top Up)
1.4	Exit awards and titles	N/A
1.5	Credit requirements	BSc (Hons): 120 credits at level 6
1.6	Intake points	September
1.7	Mode of study	Full & part time
1.8	Length of delivery	1 year full time 2 years part time
1.9	Location of delivery	Blended / Northop Campus
1.10	Language of delivery	English
1.11	Faculty	Faculty of Social and Life Sciences (FSLs)
1.12	Subject area	Animal Studies
1.13	HECoS Code	100532
1.14	Suitable for applicants requiring a Student Visa?	No
1.15	Is DBS check required on entry?	No
1.16	Professional, Statutory or Regulatory Body (PSRB) accreditation	N/A
1.17	Welsh Medium Provision	The programmes will be delivered through the medium of English. Students are entitled to submit assessments in the medium of Welsh.
1.18	External reference points	QAA Subject Benchmark Statement for Veterinary Nursing QAA Framework for Higher Education Qualifications (FHEQ) at Level 6 HEA Transforming Assessment QAA Characteristics Statements Higher Education Credit Framework CQFW
1.19	Derogation to Academic Regulations	N/A
1.20	Foundation Year route	N/A
1.21	Placement / Work based learning	N/A – no placement
1.22	Length and level of the placement	N/A

Section 1 – regulatory details

1.23	Collaborative arrangement	N/A
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Section 2 – programme details

2.1 Aims of the programme

- To develop competent, reflective and forward-thinking veterinary nurses equipped to explore the dynamic future of veterinary nursing and help shape the future profession.
- To create a deeper understanding of evidence-based practice and advanced clinical skills.
- To equip students with a range of personal and professional skills necessary for career progression including leadership, self-reflection, communication and research.
- To empower graduates to take on mentoring, clinical coaching roles and specialised veterinary nursing consults to help facilitate positive change within the profession.
- To encourage self-reflection to identify areas for development; and life-long learning to continue professional growth.
- To advance inter-disciplinary collaborations and engagement with inter-professionals and the wider community so graduates foster a sustainable veterinary nursing future.

Distinctive features of the programme

- Students will be able to gain a relevant degree via the flexibility of online learning that demonstrates their commitment to professional development and sets them apart in the industry.
- Expertise in client communication, clinical decision-making, and specialised consultations to improve patient outcomes will all be developed within the programme.
- Students will gain a deeper understanding of leadership and management strategies to take on senior roles and drive change within a veterinary practice.
- The programme provides an interdisciplinary approach with the human nursing department, allowing students to gain valuable insights from human healthcare professionals.

2.2 Programme structure and diagram, including delivery schedule

Full-time Programme Structure

Level	Module Code	Module Title	Credit Value	Core/ Option	Delivery (i.e. semester 1,2)
Level 6	VEN601	Veterinary Nursing in a Changing World	20	Core	1
Level 6	VEN602	Contemporary Leadership and Mentoring in Veterinary Nursing	20	Core	1&2
Level 6	VEN603	Specialised Veterinary Nursing Consults	20	Core	2
Level 6	VEN604	Research Skills and Professional Development	20	Core	1
Level 6	VEN605	Research Project	40	Core	2

Part-time Programme Structure						
Level	Module Code	Module Title	Credit Value	Core/ Option	Delivery (i.e. semester 1,2)	Year of Study (PT only)
Level 6	VEN601	Veterinary Nursing in a Changing World	20	Core	1	1
Level 6	VEN602	Contemporary Leadership and Mentoring in Veterinary Nursing	20	Core	1&2	1
Level 6	VEN603	Specialised Veterinary Nursing Consults	20	Core	2	1
Level 6	VEN604	Research Skills and Professional Development	20	Core	1	2
Level 6	VEN605	Research Project	40	Core	2	2

2.3 Programme Learning Outcomes							
No.	Learning Outcome	K	I	S	P	Honours (L6)	Optional Ref (PSRB standards)
1	Develop and critically assess an extensive knowledge and comprehensive understanding of advanced Veterinary Nursing including evidence-based approaches to patient care, clinical decision-making and professional standards.	☒	☐	☐	☐	☒	
2	Critically evaluate the roles and responsibilities of veterinary nurses within multidisciplinary teams, ensuring high standards of patient care and professional integrity.	☒	☐	☐	☐	☒	
3	Analyse the impact of professional empowerment on veterinary nursing roles, assessing career progression and its effect on workplace wellbeing and job satisfaction.	☒	☐	☐	☐	☒	
4	Critically explore the role of veterinary nursing in promoting sustainability within clinical practice by assessing the importance of preventative healthcare and wellness initiatives, developing strategies to improve patient health and welfare and by identifying strategies to reduce environmental impact.	☒	☐	☐	☐	☒	
5	Critically assess advancements in veterinary nursing and their implications for future development of the profession including patient care, clinical practice, and professional standards.	☐	☒	☐	☐	☒	
6	Critically reflect on leadership and mentoring to enhance professional relationships and to progress career development.	☐	☒	☐	☐	☒	
7	Analyse and integrate theoretical and practical knowledge to demonstrate independent learning, decision-making, and professional development.	☐	☒	☐	☐	☒	
8	Critically review contemporary research literature relevant to veterinary nursing to ensure a robust approach to evidence based practice.	☐	☒	☐	☐	☒	
9	Create a systematic understanding of mentoring principles within veterinary nursing, enabling analysis of clinical coaching and leadership techniques to support independent learning, decision-making, and professional development.	☐	☐	☒	☐	☒	

2.3 Programme Learning Outcomes							
No.	Learning Outcome	K	I	S	P	Honours (L6)	Optional Ref (PSRB standards)
10	Critically analyse advances in veterinary nursing developing specialist knowledge and its application to ethical decision making, enhancement of patient care and effective client support.	☐	☐	☒	☐	☒	
11	Critically analyse relevant research literature and establish suitable methodologies for data collection and analysis enabling investigation of chosen topics in veterinary nursing.	☐	☐	☒	☐	☒	
12	Critically evaluate research findings and their application to existing scientific knowledge advancing the role of veterinary nurses in the development evidence based practice.	☐	☐	☒	☐	☒	
13	Evaluate specialist knowledge in veterinary nursing practice, ensuring high standards of patient care, ethical decision making, and professional conduct.	☐	☐	☐	☒	☒	
14	Analyse the development of advanced consulting skills and leadership to facilitate effective client communication, improve patient outcomes, and strengthen the veterinary nursing role within a multidisciplinary team.	☐	☐	☐	☒	☒	
15	Demonstrate autonomy in managing long-term medical conditions and enhancing patient care through nurse-led consults.	☐	☐	☐	☒	☒	
16	Analyse the economic and welfare benefits of nurse-led clinics within a veterinary setting, assessing their impact on practice revenue, patient welfare, and the human-animal bond.	☐	☐	☐	☒	☒	

Note: K- Knowledge and understanding; I-Intellectual Skills; S-Subject Skills; P-Practical, professional and employability skills

2.4 Learning and teaching strategy

It is expected that the students on this programme will be employed RVNs. They will, therefore, be studying whilst engaged in full or part time employment. Delivery of the programme will need to afford students the flexibility of learning around work and home life. All learning will be online to accommodate this and synchronous delivery will take place during the early evening to try to ensure all learners can attend. Asynchronous content will be uploaded to VLE before synchronous delivery takes place to enable students to discuss asynchronous content provided.

Students will complete the three veterinary nursing modules (24 hours each) over eight week blocks with half of each module (12 hours) as asynchronous content uploaded to VLE before each session over eight weeks per module. Asynchronous module delivery will be achieved by using a variety of delivery methods that could include recorded lecture materials, videos, quizzes, reading, personal research on set topics and short tasks such as answering questions. Where tasks are set formative feedback will be provided to the students by module tutors. The other half of each module (12 hours) will be delivered synchronously online by tutors. This 90 minute session will cover key themes and address assessed coursework. Students should expect to spend three hours each week on each of these modules covering module content, with additional guided independent study on top of that. A summary diagram is provided below to illustrate the delivery pattern.

The Research and Professional Development and Research Project modules will be delivered over 12 weeks consecutively. Students will study these modules alongside the veterinary nursing modules so in any given week a student will only have two modules running together. The Research and Professional Development module will underpin the Research Project and will incorporate submission of the Ethics Application for the research project proposed. The Ethics Application will be submitted around week five so it is hoped that approval is granted by the end of the module or very early in the Research Project module if corrections arise.

Both the Research Skills and Professional Development and Research Project modules will be delivered in a similar way to the veterinary nursing modules but with only one hour of asynchronous content uploaded to VLE weekly and one hour of synchronous delivery (see diagram below). To guide students through the Research Project a research supervisor will be allocated to each student. Supervisors will have experience in the research area selected by the student and will serve to advise and support the research journey. Meetings will be held on line synchronously on Teams at the supervisor and student's convenience.

Students can expect 2.5 hours of synchronous and asynchronous delivery weekly (a total of 5 hours of learning), with guided independent study on top of that.

All students will be allocated a Personal Tutor to support their academic learning and any pastoral issues that may arise. Individual tutorials will be offered to the student three times a year and these will be synchronous held on Teams. Should the student experience other issues requiring support, they may request additional tutorials from their Personal tutor and signposting to Support Services will take place should a need arise.

Students will also be encouraged to develop a sense of community with their peers. Much of the asynchronous material provided will include padlets or forums where students can participate in conversations with their peers surrounding particular topics. Synchronous content will also include activities requiring group discussions to encourage communication with others. Students will also be encouraged to communicate on social media groups to keep their communication open with their peers.

Attendance of all synchronous sessions is monitored using Celcat. Students are encouraged to inform tutors if they are unable to attend sessions by logging into 'My Uni Portal' and reporting absences of five

2.4 Learning and teaching strategy

days or less. Where absence exceeds five days evidence for the absence is required. Students are expected to attend all scheduled synchronous sessions where their circumstances reasonably allow. Where live attendance is not feasible due to personal circumstances or work commitments, students are expected to:

- Watch recorded sessions before the next scheduled synchronous session
- Be prepared to contribute to synchronous or asynchronous activities based on content missed

Students facing temporary difficulties (e.g., illness, caring responsibilities, technical barriers) can request reasonable adjustments or personal tutors can put together individual learning plans to support them with their programme of study.

All students will have opportunity to provide feedback on their module delivery and assessment. These are provided through the use of the Student Evaluation of Module questionnaires that can be complete mid-module and at the end of the modules on VLE. Students can also raise any questions or concerns about module delivery and the programme in general at the Student Voice Forums (SVF) that are held twice a year. A student representative is selected for all programme groups and they gather any matters to be taken to the SVF meetings on behalf of the group. Feedback will be provided to the group through the student representative and via the SVF meeting minutes that are published on VLE. It is hoped that these mechanisms help evaluate, enhance and review programme delivery and improve the student experience.

At Wrexham University we aim to help students develop and enhance key employability skills and capabilities during their study. There are three key areas with different attributes, attitudes and skillsets and the aim is to help students have the opportunity to enhance and develop skills such as resilience, adaptability, confidence, team working, emotional intelligence and communication, creativity and acting ethically and sustainably. Programmes are designed to enable students to develop and enhance these skills via module content, module learning outcomes and assessment opportunities. Each module will help provide different opportunities for developing and enhancing these capabilities.

The programme has been designed using an Employability Level Descriptor in collaboration with the Careers and Employability team. The Employability Level Descriptor document is reviewed as part of validation and following approval will be published in the student programme handbook.

The Careers and Employability team are available to provide additional careers education activities for all programmes as well as individualised information, advice and guidance. Learners gain access to self-directed learning resources by logging into our careers portal. Here students can book professional careers guidance appointments and make employment and volunteering applications and learn to build and develop their CV and applications.

2.5 Assessment strategy

The one-year top up degree has been designed using module learning outcomes. These have been linked to assessment criteria by which the completeness and quality of student achievement is judged. Assessment is seen by the programme team to be an integral part of effective teaching, providing valuable feedback to students on their progress and achievement.

The assessment strategy makes use of methods that most effectively assess the learning outcomes of each module. Reference has been made to Wrexham University's assessment guidance to facilitate the use of a range of assessment methods. Assessments have been designed to ensure that, to pass the module and programme, students have to demonstrate they have achieved the intended learning outcomes. The precise format of assessed work, such as reports, essays or presentations, is presented to

2.5 Assessment strategy

every student in an Assessment Brief document uploaded to VLE alongside the Module Guide before each module begins. Both of these documents provide students with a range of information related to that module and include all coursework, with detailed assessment criteria provided.

The top up programme provides a balance of formative and summative assessment tasks, with opportunities for self, peer and tutor assessment. This enables students to gain confidence and competence as autonomous learners and when working collaboratively in a group. Formative assessment tasks will take place in synchronous sessions and will be set as asynchronous tasks, with working in peer groups facilitated on MS Teams. Formative assessment completed during the modules enables students to identify areas of work they need to develop, and informs staff of such. All summative assessments are authentic, innovative, and work relevant with a strong emphasis on reflection and evaluation to prepare students with the skills and attributes needed for their sector. Assessments methods are varied and designed to stretch-and-challenge all students. They are also designed so that the programme team is confident in the authenticity of student work.

2.6 Disclaimer

Throughout quality assurance processes we have ensured that this programme engages with and is aligned to:

- [Academic Regulations](#)
- [The University Skills Framework](#)
- [Welsh Language Policy](#)
- [Equality and Diversity Policy](#)
- [The Student Union offers support for students](#)

Section 3 – Programme set up (office use only)

3.1	Framework	FRAME043
3.2	Cost centre	GAAN
3.3	Course type (HESA)	N/A
3.4	Fee model	UG: Standard FT/PT (Fee as specified on website)
3.5	Are any modules taught over either multiple periods or across the HESA year (defined as running 1st August - 31st July)	No
3.6	Student funding model	SLC/Self Financed
3.7	Mode of Attendance (Funding)	In person attendance
3.8	Does the Suitability for Practice Procedure apply to the programme?	No
3.9	Programme Leader	Kelly Eyre
3.10	Date of Approval	April 2026
3.11	Date and type of Revision	N/A