

The Royal College of Veterinary Surgeons
Advancement of the Professions Committee

Advancement of the Profession

To be held via Teleconference by Teams

10 November 2020 14:00 - 10 November 2020 16:00

AGENDA

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1	Agenda [P] Agenda Page.docx 4	Ceri Chick	
2	Welcome [P] Minutes Approved for Council.docx 5 [P] Classified Appendix.docx 18	Ceri Chick	
3	Matters Arising	Ceri Chick	
4	Update from APC Workstreams [P] Workstream Cover Page.docx 20 [P] APC Reporting Framework - DIG.docx 22 [P] APC Reporting Framework - Fellowship.docx 24 [P] APC Reporting Framework - Global Strategy.docx 27 [P] APC Reporting Framework - Innovation.docx 29 [P] APC Reporting Framework - Leadership.docx 32 [P] APC Reporting Framework - MMI.docx 35 [P] APC Reporting Framework - RCVS Knowledge.doc... 38 [P] APC Reporting Framework - VN Futures.docx 41	Ceri Chick	
5	Paper: Edward Jenner Leadership Programme – Course Evaluation [P] Edward Jenner Leadership Programme – Course E... 44	Ceri Chick	
6	Paper: Environment and Sustainability working party proposal [P] Environment and Sustainability - WP proposal.docx 64	Ceri Chick	
7	Paper: Diversity and Inclusion Group Strategy – papers to follow	Ceri Chick	
8	Any Other Business	Ceri Chick	



Advancement of the Professions Committee (APC)

10 November 2020, 14:00

The Royal College of Veterinary Surgeons, Belgravia House, London

Agenda

- 1. Apologies for absence, declarations of interest and minutes of the meeting held on 8 Sept 2020.**
- 2. Matters arising**
- 3. Updates from APC workstreams**
- 4. Paper: Edward Jenner Leadership Programme – Course Evaluation**
- 5. Paper: Environment and Sustainability working party proposal**
- 6. Paper: Diversity and Inclusion Group Strategy – papers to follow**
- 7. Any Other Business**
- 8. Dates of next meetings:**
 - 1) 09 February 2021 (14:00)
 - 2) 11 May 2021 (14:00)
 - 3) 14 September 2021 (14:00)
 - 4) 16 November 2021 (14:00)

Summary	
Meeting	Council
Date	8 October 2020
Title	Advancement of the Professions Committee Report 8 September 2020
Summary	<p>To note the attached minutes of the meeting held on 8 September 2020.</p> <p>In particular, to note the following:</p> <ul style="list-style-type: none"> - Many workstream activities and events have been postponed or moved online due to the pandemic - The Committee heard from the CEO on plans to develop a new “Advancement of the Professions” department within the College. - The Committee noted that work is ongoing with the General Practice Project, with the intention to pursue some work objectives in the meantime before appointing a Director for the Advancement of the Professions department.
Decisions required	None
Attachments	Classified Appendix
Author	Ceri Chick Secretary APC c.chick@rcvs.org.uk / 0207 856 1034

Classifications		
Document	Classification¹	Rationales²

Paper	Unclassified	N/A
Classified Appendix	Classified	1

¹Classifications explained

Unclassified	Papers will be published on the internet and recipients may share them and discuss them freely with anyone. This may include papers marked 'Draft'.
Confidential	Temporarily available only to Council Members, non-Council members of the relevant committee, sub-committee, working party or Board and not for dissemination outside that group unless and until the relevant committee or Council has given approval for public discussion, consultation or publication.
Private	The paper includes personal data which should not be disclosed at any time or for any reason, unless the data subject has agreed otherwise. The Chair may, however, indicate after discussion that there are general issues which can be disclosed, for example in reports to committees and Council.

²Classification rationales

Confidential	<ol style="list-style-type: none"> 1. To allow the Committee or Council to come to a view itself, before presenting to and/or consulting with others 2. To maintain the confidence of another organisation 3. To protect commercially sensitive information 4. To maintain public confidence in and/or uphold the reputation of the veterinary professions and/or the RCVS
Private	<ol style="list-style-type: none"> 5. To protect information which may contain personal data, special category data, and/or criminal offence data, as listed under the General Data Protection Regulation

Minutes of the Advancement of the Professions Committee held on Tuesday, 8 September 2020 at 2pm via Teleconference by Microsoft Teams.

Members:

Dr C J Allen	Council Member
Professor D Argyle (Chair)	Council Member
Professor J Innes	Chair, RCVS Fellowship Board
Ms A Boag	Chair, Board of Trustees for RCVS Knowledge, and Leadership lead
Dr N Connell	Senior Vice-President, and Chair, Diversity, and Inclusion Group
Professor S Dawson	Chair, Mind Matters Initiative
Ms L Lockett	Chief Executive
Mr M Rendle	Vet Nurse Futures Project Board liaison point
Dr C Tufnell	Innovation and Global lead
Mr T Walker	Lay Council Member
In attendance: Miss C Chick	Leadership Initiatives Officer
Mr I Holloway	Director of Communications
Mr C Gush	Executive Director, RCVS Knowledge
Mrs L Quigley	Mind Matters Initiative Manager
Mrs L Hall	Director of Human Resources
Ms L Price	Head of Standards (Present for Agenda Item 6 only)
Ms L Lipman	Senior Manager, Practice Standards Scheme Department (Present for Agenda Item 6 only)
Ms E Ferguson	Solicitor, Registrar, Director of Legal Services (Present for Agenda Item 6 only)

*absent

Welcome and apologies for absence

1. The Chair welcomed all present to the meeting of the APC and noted that the meeting would be recorded for minuting purposes.
2. No apologies were received from the Committee.
3. The Chair welcomed Mr Matthew Rendle RVN to the Committee as Chair of the Veterinary Nurses Council. The Chair congratulated Ms Amanda Boag on her new position as Chair of the Board of Trustees for RCVS Knowledge.

Declarations of Interest

4. No new declarations of interest were received.

Minutes of the last meeting, held on 5 May 2020.

5. The minutes were approved as an accurate record of the meeting.

Matters Arising

6. The Chair emphasised that the Committee appreciated that workstream activity has been limited due to the pandemic.
7. The Chair noted that there is an effort to appoint a Green Initiatives lead. There has been a great deal of interest in the role and an intention to select the successful candidate before the next Advancement of the Professions Committee meeting in November 2020.
8. The Chair stated that the final matter arising, an update on the General Practice Project, would be discussed during agenda item 5 (APC Sept 20 AI05).

Updates from APC workstreams

9. The responsible Committee members or the relevant staff lead provided an update on each of the eight workstreams within the scope of the APC; this reflected the contents of the paper (APC Sept 20 AI01).
10. The Committee considered these updates, as well as other specific matters raised, that were brought to it for discussion and, in some cases, decision. These are highlighted below, in addition to the main questions and comments prompted by each update.

Diversity and Inclusion Working Group

11. It was noted that work is ongoing with a meeting being scheduled in the next months to keep the momentum going.
12. It was noted that the working group is organising a roundtable with the Veterinary Schools' Council looking at support for students from Black, Asian and Minority Ethnic (BAME) backgrounds. A questionnaire will soon be sent out to each school to better understand the work that has already been implemented and is working well, which will be circulated prior to the roundtable.
13. It was noted that a new three-tiered framework, "Promote, Understand, and Support" has been implemented to better focus this work.
14. It was noted that there was some discussion in the most recent working group meeting around how each organisation has been impacted by the Black Lives Matter movement. The lessons learned from this movement will now be imbedded into and become an integral part of work going forward, both internally within the RCVS staff team and externally.
15. It was noted that the language around disability and limited licensure that is used in connection with the Legislation Working Party report would need to be reviewed before it goes to consultation, as there is some concern from the Committee that a deficit model of disability is being manifested rather than something that may vary over the course of a person's career.
16. It was noted that this work should be thought of in the context of mental health as well as physical health. The Chair noted that training, such as the "See Me" training available for managers dealing with mental health in higher education, could be offered to the veterinary profession. It was explained a mental health for managers course was available via Mind Matters, and this was in the process of being reformatted for online delivery.

Fellowship

17. It was noted that out of a record number of 65 applications, 58 candidates were successful in receiving their Fellowships through the new Fellowship system (implemented in 2016).
18. It was noted that a member of the Committee was one of the successful Fellowship candidates. The Fellowship Chair and the Committee passed on their congratulations.

19. The Chair queried whether the gender demographic showed an increase in female applications and successful applicants. It was agreed that the Secretary would gather and provide this information to the Committee after this meeting.

Action – Secretary to circulate Fellowship gender demographic details to the Committee.

20. It was noted that discussion is ongoing between the Fellowship Board Chair and Fellowship staff leads around ensuring that equality and diversity are borne in mind throughout all processes.
21. It was noted that due to the ever-changing demographic of the profession, an increase in the number of female applicants should be expected in the coming years. Nonetheless, the Fellowship Chair noted that the Fellowship should continue and improve their efforts to encourage women to apply for the Fellowship, and support them once they have been accepted.
22. It was noted that a review of the gender balance within the Fellowship assessment panels will soon be underway. The Committee highlighted that the Fellowship assessment panels and Chairs should reflect the demographic of those applying in terms of age range, gender and ethnic diversity.
23. The Committee noted that the gender balance within the Fellowship is currently poor with slow progress. It was suggested that the Fellowship should seek and discuss more active measures to increase equality and diversity.
24. The Fellowship Chair emphasised that a review of the credentials panels was expected to take place before summer 2021, including a campaign to recruit new members. New and existing credentials panel members, and the Fellowship Board, will be receiving training on how consistently and fairly to assess the applications, as well as Unconscious Bias training. A framework for a three-year rotation of the credentials panellists will also need to be developed.
25. In relation to other activities, it was explained that due to the pandemic, this year's Fellowship Day event will take place online with a slightly more limited programme. It is intended that some traditional aspects of the day, such as the Fellows of the Future competition, will take place at a later date due to timing restraints. The Fellowship Chair highlighted that the event will take place on 1 October 2020, from 7pm, and encouraged the Committee to attend.
26. It was noted that the election for Vice-Chair of the Fellowship Board is currently running, with four candidates. The voting period for this election will end on 16 September 2020 with candidates and the Fellowship being notified of the result within the following week. It was noted that a promisingly high percentage of the Fellowship had participated in the election.

27. It was noted that Fellowship Board member Dr Mary Fraser has taken the lead on the Fellowship Science Advisory Panel (FSAP). Work on this project is ongoing with the intention of creating a Fellowship newsletter to further engage with the Fellowship.
28. It was remarked that a review of the Fellowship's appeals process is needed, with applying candidates being given more clarity around the process. It was noted that as it stands, the appeals process focuses on the application process rather than the outcome, which may need to change.
29. It was noted that an extraordinary Fellowship Board meeting will likely need to be arranged before the end of the year to discuss the themes highlighted in this Committee meeting. It was noted that before this meeting takes place there is a need to collect feedback from the Fellowship, particularly from female Fellows as to their ideas of necessary processes to increase gender equality in the Fellowship demographic.

Action - Secretary to liaise with the Fellowship Chair to create a feedback framework.

30. It was noted that there was a project on mentorship for those with the intention of applying for Fellowship in the pipeline. The Committee stressed that any mentorship panel would also need to be appropriately demographically balanced.
31. It was noted that Fellowship applications were currently being accepted for 2021, with the deadline being set at 15 February 2021. It was stressed that no process changes would be put into place before the 2022 round of applications to ensure consistency across all 2021 applications and assessments.
32. The Committee Chair asked whether there had been any decisions made by the Fellowship Board around implementing a nomination based system for Fellowship. The Fellowship Chair noted that there had been extensive discussion around this subject within the Board. The Board had, however, come to the decision not to implement this in the near future, as there are concerns that this would create a more insular and discriminatory environment within the Fellowship. The Fellowship Chair noted that the Board would keep this idea under review.
33. The Committee enquired as to the popularity of the Fellows Directory. It was noted that the Fellowship (aside from this year's intake, who will be invited before the next Committee meeting) have all been invited to be featured on the Directory. This has had a positive response from the Fellowship. It was agreed that the Secretary would gather and circulate information pertaining to the Directory's population and use after the meeting.

Action – Secretary to gather and circulate information pertaining to the population and use of the Fellows Directory.

34. The Fellowship Chair noted that there is an ongoing intention and workflow focused on increasing communication and participation throughout the Fellowship, to facilitate and meet the Fellowship's aim of becoming a thriving learned society.

Global Strategy

35. It was noted that there is a survey being prepared in conjunction with the European veterinary authorities, which will cast light on the way veterinary regulation works in other European countries, particularly concerning registration from third countries and practice standards. This will help to inform both post-Mutual Recognition of Professional Qualifications (MRPQ) policy and the Practice Standards Scheme's (PSS) global dimension.
36. It was noted that a key element of the Global Strategy work would be presented during the paper at agenda item 6 (APC Sept 20 AI06).

Innovation

37. It was noted that there has been a major staff change with Mr Anthony Roberts, former Director of Leadership and Innovation, departing the RCVS. The Committee recognised and celebrated his immense achievements throughout his involvement with the College's Innovation workstreams.
38. The Committee was invited to extend its congratulations and thanks to the staff Innovation lead, Miss Sophie Rogers, for her achievements in handling ongoing work in Anthony's absence.
39. It was noted that the RCVS Chief Executive Officer (CEO), Ms Lizzie Lockett, recently took part in a discussion panel online for the Digital Veterinary Summit, in which ViVet was an event partner. The panel discussion was 'A Global Regulatory Perspective on the use of Telemedicine in Veterinary Practice' with Jan Robinson, The College of Veterinarians of Ontario, and Jim Penrod, American Association of Veterinary State Boards.
40. It was noted that as part of the innovation workshop series, ViVet was recording six short podcasts focusing on innovation in the workplace, guiding listeners through skill development and self-reflection. Supporting resources and artwork would be hosted on the ViVet website.
41. It was noted that despite the pandemic, the innovation team was continuing to evolve ViVet, while ensuring that the website was up to date with resources to assist the profession to engage with the innovation process.
42. The Chair mooted that streams for lifelong education could take advantage of innovation resources brought to light due to the pandemic.

Leadership

43. It was noted that due to the departure of Mr Anthony Roberts, former Director of Leadership and Innovation, and Mr Oliver Glackin, Leadership Initiatives Manager, from the College; Miss Ceri Chick has been handling ongoing work in their absence, and she was praised for her hard work in this regard.
44. It was reported that an extraordinary run of the Jenner programme had been facilitated in July to cater in particular to students. This was done by liaising with university extra-mural studies (EMS) coordinators and promoted through these channels. The run had proved very popular so far with students from the Royal Veterinary College providing positive anecdotal feedback.
45. It was reported that a series of four weekly one-hour webinars had been facilitated in conjunction with the Tavistock Institute, which heard from experts in the field of organisational development and change as they addressed themes pertinent to leading and working with colleagues and clients through the coronavirus pandemic. These webinars had been recorded and were now available on the RCVS website.
46. The Chair extended his thanks to all staff members who have handled ongoing work after Mr Roberts and Mr Glackin's departure.
47. It was noted that the leadership initiatives will continue and likely pick up pace once the new Advancement of the Professions Department has been assembled.

Mind Matters Initiative

48. It was reported that the judging panel for the Sarah Brown Mental Health Research Grant met on 12 August and the decision was made to award two £20,000 grants this year. The first was for a collaboration between the Royal Veterinary College (RVC) and the British Veterinary Ethnicity and Diversity Society (BVEDS) looking at experiences of racism in the veterinary profession. The second is being led by Professor Neil Greenberg from King's College London, and will investigate the impact of moral injury on mental health. These grants will be formally awarded at the RCVS Honours and Awards Evening on 10 September. Sarah Brown's family has been informed of the decision.
49. It was noted that face-to-face meetings and training events continue to be cancelled due to the pandemic, although work is being put into moving much of this work into a virtual setting. Online webinars and events are ongoing, with one recent webinar celebrating the five-year anniversary of the Initiative, and what has been achieved in that time.
50. Reference was made to the successful veterinary student mental health and wellbeing roundtable that took place last year. Following on from this, plans are underway for a similar

event for student veterinary nurses. This will be held online due to the ongoing situation with the coronavirus pandemic.

51. The Committee noted that a recurring theme which was having a stronger effect on the mental health of veterinary professionals during the pandemic was euthanasia, due in part to the change in dynamic with pet owners being unable to be present during the procedure, also the fact that, as many other in-person procedures were not happening, euthanasia was taking up a larger proportion of a typical day's caseload and could seem relentless. It was noted that although euthanasia was a positive clinical tool, it could be the cause of stress. The Committee suggested that the MMI workstream could facilitate a resource on this issue, encouraging communication within the veterinary team around the stress the procedure may cause. It was reported that a blog on the topic was in process.
52. The Committee thanked the MMI staff leads for their consistent hard work.

RCVS Knowledge

53. It was noted that Ms Amanda Boag has been appointed Chair of the RCVS Knowledge Board of Trustees. The Committee extended its congratulations to Ms Boag.
54. It was reported that resources published by RCVS Knowledge supporting the public and profession in uncertain times around the pandemic had been well received and accessed over twenty thousand times.
55. It was noted that resources driving on quality improvement (QI) work had received a large amount of engagement as people started going back to work.
56. It was noted that RCVS Knowledge was currently seeking a clinical lead to take the National Audit for Post-operative Outcomes forward. This will be a voluntary position.
57. It was highlighted that RCVS Knowledge would be presenting its awards alongside the RCVS at the virtual Honours and Awards ceremony on 10 September 2020.
58. It was noted that Professor Ivan Morrison had been awarded the inaugural Plowright Prize for his wide-ranging contributions to the field of infectious diseases.
59. It was reported that Dr Kit Sturgess had been appointed Editor-in-Chief of Veterinary Evidence. The Student awards for Veterinary Evidence will be presented to the winners at the Honours and Awards ceremony on 10 September 2020.

60. It was noted that RCVS Knowledge had linked up with the Fellowship to provide knowledge summaries for common conditions. Fellows were being encouraged to donate information or clinical and scientific questions that the profession were interested in. There was the intention that this initiative, along with others, would assist the Fellowship to meet its aim of becoming a thriving learned society.

VN Futures - update

61. It was noted that a member change had seen the appointment of a new Chair of the Vet Nurse Futures Project Board, who is the current Junior Vice-Chair of the British Veterinary Nursing Association's Council.

62. It was noted that following the cancellation of the BVNA Congress 2020, the organisation had developed an alternative online event, open free-of-charge to all BVNA members.

APC Resources within the RCVS

63. The RCVS CEO gave an update on the decision made to create a new department within the RCVS, covering themes and workstreams under Advancement of the Professions.

64. It was noted that instead of seeking a new Director of Leadership and Innovation, the title of which was in-line with the RCVS's previous strategic plan, a Director of Advancement of the Professions would be appointed. There had been large amounts of applications received for this role, with the first round of interviews taking place at the end of September 2020. The CEO thanked the Human Resources team for their hard work in running the recruitment process for this new role.

65. It was noted that instead of promoting a set number of roles under the new department, the RCVS CEO had advertised the opportunity for current staff members to put forward ideas of potential projects they would like to be involved in which would align within this department's themes. This will assist in job progression within the College. It was reported that there had been a large amount of interest in this initiative from current RCVS staff.

66. The CEO gave her thanks to staff members Miss Sophie Rogers, Innovation Executive, and Miss Ceri Chick, Leadership Initiatives Officer, for regulating the department's work while the new department was being composed. The CEO also gave thanks to Mrs Lisa Hall, Director of Human Resources, for supporting Miss Rogers and Miss Chick in the absence of a Director.

Discussion: The General Practice project and the APC

67. The Chair reminded the Committee that the intention of this project was initially to fully utilise the expertise and resources within the Committee by working together on a project celebrating General Practice. This project's underlying focus would be recruitment and retention within general practice. Due to the pandemic, the Chair suggested that resources developed by the Committee's workstreams on this project could be delivered on an online platform, such as the RCVS Virtual Academy.
68. The RCVS CEO gave an update on the progression of this project. It was noted that due to short staffing, progress has been on hold, however a strategic plan for the project has been outlined in the provided paper "The Primary Care project [later renamed General Practice project' by the Committee] and the APC". The CEO stressed that this project would be likely to cover a two-year period, and that while some aspects of the work would begin before a new Director of the Advancement of the Professions Department was appointed, the majority of it would take some time.
69. The Chair noted that this project might also need to cover accessible care in a post-pandemic world.
70. The Committee agreed that the scope of this project should cover the primary care of all domestic animals.
71. It was noted that RCVS Knowledge intends to apply to the Heritage Lottery Fund for money to explore veterinary practice's place in British society. It was mooted that this may be pertinent to this project in an effort to engage with the public.
72. It was noted that the RCVS was seeking a new Research Officer, whose role may be suited to work within this project

Globalisation of our Standards and Services Paper

73. This information is available in the classified appendix at paragraphs 1-5.

Any other business

74. The Chair thanked the Committee members their ongoing efforts throughout the pandemic.

Date of next meeting

75. The Chair closed the meeting noting the next meeting would be on the afternoon of 10 November 2020.

Summary	
Meeting	Advancement of the Professions Committee
Date	10 November 2020
Title	Updates from APC Workstreams
Summary	<p>Provided below is an update on the outputs and outcomes of APC workstreams since the last Committee meeting in addition to looking forward to planned work for the next. Where relevant, also highlighted are matters arising as a result of these activities that would benefit from further APC scrutiny presently or in due course.</p> <p>The Summary is ordered as follows</p> <ul style="list-style-type: none"> i. Diversity and Inclusion Working Group ii. Fellowship of the RCVS iii. Global Activities iv. Innovation v. Leadership vi. Mind Matters Initiative vii. RCVS Knowledge viii. VN Futures
Decisions required	None
Attachments	None
Author	Ceri Chick Leadership Initiatives Officer c.chick@rcvs.org.uk 0207 856 1034

Classifications		
Document	Classification¹	Rationales²

Paper	Unclassified	N/A
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Area of work

Diversity and Inclusion Group (DIG)

Activities carried out since the last meeting of the APC (8 September 2020). N.B. Information explaining how these activities contribute to the delivery of the workstream's agreed plan must be clearly stated.

Since the last meeting of the APC a large focus of our activity has been around Black History Month (October), with President Mandisa Greene taking part in a range of activities, including speaking to the General Pharmaceutical Council, Liverpool vet school (podcast), the Ministry of Justice, Glasgow vet school (James McCall Lecture) and to various groups of school students. She was interviewed for an ITV Tonight special called 'Black and British' and has taken part in a podcast, alongside former President Amanda Boag, with RCVS Knowledge. The College also has a presence on the [Black History Month website](#) to promote these activities.

On 30 September and 12 October and we hosted a two-part joint roundtable with the Veterinary Schools Council on Black, Asian and Minority Ethnic (BAME) Student support. This was a useful session, with guest speakers from the American Association of Veterinary Schools Council, a student representative and a medical professor. The workshop sessions delivered some good suggestions on how to tackle what delegates had suggested were the key issues, and actions will be taken forward over the coming months. The key areas for action were identified as:

1. Developing and supporting a group of role models within the vet schools – students and faculty
2. Developing support structures for all BAME students, with faculty being trained on how to do this
3. Developing clear discrimination reporting structures

Staying with education, as part of the RCVS review of accreditation standards and of extra-mural studies, issues in relation to diversity are being included in the new standards, with both the wording of the standards, and evidence to be gathered in support of the standard being met, under consideration. A list of potential interventions aimed at supporting EMS delivery will shortly be going to the RCVS Education Committee, and guidance for practices delivering EMS opportunities is in the process of development.

A roundtable on BAME student recruitment is now under consideration.

Meanwhile from a staff perspective, follow up diversity and inclusion training sessions have taken place recently, which led on from initial sessions over summer. These sessions were challenging but started some important conversations. Unconscious bias training took place for Council in early September and is now in the pipeline for staff. There was also a staff 'takeover' of the internal newsletter for Black History Month.

<p>Proposed activities and issues to be managed before the next APC meeting. N.B. Information explaining how these activities contribute to the delivery of the workstream's agreed plan must be clearly stated.</p>
<p>We continue to work through the DIG action plan, and this is currently being expanded into a strategy. This may be available for the APC to view in draft before the November meeting, or may be circulated by email afterwards, depending on the workload generated by the current lockdown.</p>
<p>Details of any budgetary or risk related issues that should be brought to the Committee's attention.</p>
<p>Work around diversity and inclusion can be controversial both internally and externally but, in line with the new strategic plan, we must continue with courage and confidence to ensure that historic imbalances are levelled.</p>
<p>Synergies with other workstreams that your current activities may introduce.</p>
<p>There remains good synergy with our work on leadership and mental health. In addition, work is underway to make the Fellowship more inclusive.</p> <p>The appointment of a new Director of the Advancement of the Professions, who will start in January 2021, should assist in ensuring that potential synergy across all APC workstreams is maximised.</p>
<p>Areas of your work that you would like to highlight for discussion by the Committee.</p>
<p>It would be very useful to get feedback on the draft DIG strategy, as and when it is available in draft.</p>
<p>Any other matters arising from your work that you wish to bring to the Committee's attention.</p>
<p>Nothing specific.</p>

Area of work

Fellowship

Activities carried out since the last meeting of the APC. N.B. Information explaining how these activities contribute to the delivery of the workstream's agreed plan must be clearly stated.

Gender Diversity, Equality, and Inclusion

At the previous APC meeting, the Fellowship chair raised issues around structure and processes within the Fellowship, particularly with respect to equality and diversity. The Committee also expressed concern around diversity, equality and inclusion within the Fellowship, with the majority of Fellows being older white men and the chairs of all panels being so. The Fellowship has also received comments and concerns from the wider profession around this issue. The current Fellowship chair would like to be clear that in his first year of tenure he has observed and uncovered considerable failings in this area within the Fellowship application process, and he is determined to address the issues. Moving forward, the Fellowship board will be firmly committed to ensuring that the Fellowship is an inclusive learned society with processes that ensure fair and unbiased assessment of all applicants and equal opportunity to all Fellows.

To accelerate progress, the Fellowship Board will be holding an extraordinary meeting in December (exact date to be confirmed) dedicated to tackling this issue. Items for discussion at this meeting include (but are not limited to) the following;

- Observations from the Chair, APC and the profession
- The Fellowship application process:
 - Analysis of historical assessments
 - The nominations process
 - Review of materials and resources required by potential applicants from an equality and diversity perspective
- Structure of the panels – equality and diversity targets
- Training for all Credentials Panellists and Fellowship Board members:
 - how to effectively and accurately assess applications
 - unconscious bias training
- The Fellowship appeals process

Fellowship Day

Our annual Fellowship Day took place online on 1 October. The event saw the new cohort of Fellows being formally welcomed into the Fellowship by Prof. John Innes (Chair of the Fellowship Board) and Dr Mandisa Greene (RCVS President), along with presentations from Keynote Speaker Prof Mark Woolhouse and Fellows in Focus Professor the Lord Alexander Trees, Dr Freda Scott-Park and Dr Gerhardus Steenkamp. This year, due to time restraints on the online platform, the programme was limited. There is an intention to run the student competition, Fellows of the Future, at a separate occasion during the year.

The event saw over 280 people viewing the event, which is a record number for Fellowship Day.

Fellowship Governance

At the end of September, Dr Cheryl Scudamore was elected as Vice-Chair of the Fellowship Board. Dr Scudamore is enthusiastic about Fellowship activities, in particular encouraging diversity, equality and inclusion.

Fellowship Science Advisory Panel

Dr Mary Fraser has hit the ground running with regards to reinvigorating the Fellowship Science Advisory Panel. We ensured that our list of contacts is up to date, and work is underway to contact the Fellowship to get involved with the project.

Proposed activities and issues to be managed before the next APC meeting. N.B. Information explaining how these activities contribute to the delivery of the workstream's agreed plan must be clearly stated.

Fellowship Science Advisory Panel

We intend to send a newsletter to the Fellowship to encourage members to get involved with the project and provide useful information or topical questions for the panel to research.

Fellowship Applications

A review of the application process is underway to evaluate what needs updating or changing in regard to the resources provided by and required from applicants, as well as how the assessment process is run. The outcome of this will be presented to the Fellowship Board at their meeting in December.

A campaign to recruit new Credentials Panel members will take place before the end of the year, with new members being chosen in January 2021.

The Fellowship Board will be discussing the Fellowship's appeals process at their December meeting, to determine if it needs updating. We will also ensure that guidance on how to request an appeal is clearly stated on the RCVS website.

Details of any budgetary or risk related issues that should be brought to the Committee's attention.

N/A

Synergies with other workstreams that your current activities may introduce?

Possible synergy with Innovation

There will soon be discussion around whether the Fellowship could be a helpful tool to promote innovation within the profession.

Areas of your work that you would like to highlight for discussion by the Committee?
N/A
Any other matters arising from your work that you wish to bring to the Committee's attention?
N/A

Area of work
Global strategy
Activities carried out since the last meeting of the APC. N.B. Information explaining how these activities contribute to the delivery of the workstream's agreed plan must be clearly stated.
<p>Practice Standards Scheme (PSS)</p> <p>Further discussions about a global dimension to PSS have continued. The intention is to seek external marketing advice on the potential scope and cost/benefit analysis of the APC-approved models before this issue is returned to APC for consideration.</p> <p>European survey</p> <p>During September and October the Federation of Veterinarians of Europe carried out an RCVS-designed survey of European veterinary authorities to cast light on the way veterinary regulation works in other European countries, particularly in regard to registration from third countries and practice standards. This will help to inform both post-Mutual Recognition of Professional Qualifications (MRPQ) policy and the PSS's global dimension. The results will be analysed shortly.</p>
Proposed activities and issues to be managed before the next APC meeting. N.B. Information explaining how these activities contribute to the delivery of the workstream's agreed plan must be clearly stated.
Work will continue on the above.
Details of any budgetary or risk related issues that should be brought to the Committee's attention.
Synergies with other workstreams that your current activities may introduce.

Areas of your work that you would like to highlight for discussion by the Committee.
Any other matters arising from your work that you wish to bring to the Committee's attention.

Area of work

Innovation

Key activities and issues managed in the last quarter that the APC should be aware of.

Innovation during Covid-19 stories

ViVet has reached out to the profession to understand how veterinary professionals, practices and organisations have been innovating during the last 6 months. We recognise it has been a difficult time for everyone and that members of the veterinary profession have had to adapt and become driving forces for innovation.

The call is to individuals, practices, organisations and vet and vet nurse educational establishments. Examples could be:

- novel ways that a practice has adapted to continue to deliver services to clients who, for example, are vulnerable or isolating;
- ways an organisation or vet school has transformed from face-to-face delivery of services to digital; or,
- changes to the structure or business model of an organisation that have enabled them to adapt to the current situation and navigate the barriers put in place by Covid-19.

Submitted stories will be showcased on our website and social media channels so that others can learn from their experiences and inspire others.

ViVet Website

Published online

- Blog – Anthony Roberts, ViVet Reflections

ViVet Website

(Re-cap) Due to the Covid-19 guidance on events, the focus of the ViVet project changed to provide learnings as an education hub and library of resources, with lesser focus on opportunities to engage face to face with our audience.

Working with industry professional to develop and create content to be shared on the ViVet website and social media channels:

- Blog, Innovation – one word, infinite possibilities
- Blog, Intrapreneurship – encouraging the entrepreneurial spirit in employees
- Blog, Delivering your message with confidence
- Blog, Once upon a time – Story Telling
- Guide, Investment stages and their funding
- Guide, Practical steps for starting a business
- Creating a digital marketing strategy for your veterinary start-up using growth marketing

Proposed activities and issues to be managed in the next quarter that the APC should be aware of.

Innovation Mind-set Podcast Mini Series –

As part of the innovation workshop series, we have recorded six short podcasts focusing on innovation in the workplace, guiding listeners through skill development and self-reflection. Supporting resources and artwork will be hosted on the ViVet website.

The topics for each podcast is provided below and is being presented by Harvey Wade, an innovation consultant and founder of Innovate21 creative agency –

1. Innovation Mind-sets. How to collaborate and achieve better outcomes.
2. Innovation is an enabler. Set direction and desired innovation outcomes.
3. Ambidextrous focus. How to innovate for today and tomorrow.
4. Current environment. What currently stops or hinders innovation?
5. Recognition. What innovative outcomes and behaviours are desired?
6. What needs to change? Identifying both personal and corporate actions needed to create a successful, sustainable program.

Podcasts will be uploaded on to Spotify and promoted on RCVS News, social media and ViVet website.

ViVet Website

To be published online

- Report – Digital Veterinary Summit, A write up of the sessions and panel discussions over the three day conference will be uploaded to the ViVet website.

Design Thinking Webinar

As the part of ViVet Innovation Workshop Series (expanding into podcasts and webinars due to Covid-19), ViVet is hosting a webinar on Design Thinking (the creative problem-solving approach that helps you develop innovative solutions based on the needs of your staff/customers/ suppliers).

The topic for this webinar is 'Burn-out' amongst the veterinary professionals'. The webinar will be designed and delivered by Rick Harris and Gill Stevens – a collaboration between Customer Faithful and Level7 who specialise in employee engagement and design thinking methodology as a way to support innovation and team productivity.

After reviewing the engagement and feedback from the webinar, we will look into the option of future workshops that can bring groups of people together to focus on specific challenges across the profession.

ViVet Newsletter

E-newsletter, signposting new resources, podcasts and webinars as well as innovation stories from the profession during Covid-19.

Details of any budgetary or risk related issues that should be brought to the Committee's attention.

N/A

Synergies with other workstreams that your current activities may introduce?

Fellowship: Working with Mary Fraser FRCVS and Projects and Engagement Board Member, on communications plan to engage with the Fellowship members via email and e-newsletter to share their experiences on how Fellows have been innovating in their area of work during Covid-19.

Mind Matters Initiative: Guidance on topic and content review support for the Design Thinking webinar focussing on 'Burn-out' amongst veterinary professionals'.

Areas of your work that you would like to highlight for discussion by the Committee?

N/A

Any other matters arising from your work that you wish to bring to the Committee's attention?

N/A

Area of work

Leadership

Activities carried out since the last meeting of the APC. N.B. Information explaining how these activities contribute to the delivery of the workstream's agreed plan must be clearly stated.

Jenner Leadership programme

The Jenner Leadership programme continues to run smoothly, with over 11,900 total enrolments (as of the beginning of October 2020). The course has received positive and helpful feedback from students who participated in the extraordinary run of the Jenner programme. A couple of examples can be seen below. These will be considered when making any future adjustments to the course.

“This is a superb introduction into the complex world of veterinary and medical leadership. The focus is very clearly that anyone can be a leader in whatever role they have and the more leaders you do have, the better the outcomes- this is mainly due to people being more open and honest about their opinions/views/concerns. The course itself is perfectly suited to the busy student/new grad/practice owner and allows for discussion between everyone. It is great to read through to see how many similarities there are between the issues and struggles students have and those that senior vets have; we can all work together to tackle them. I whole-heartedly recommend this course to any veterinary student.”

“I did the RCVS leadership programme (Edward Jenner Programme part one and two) during the summer as part of my Webinar EMS due to Covid. I found the course really useful and helpful. I especially enjoyed the Glenvern tape sections. They helped add context to the learning material and helped keep the course flowing. The interactions with the admins was also very useful.

The bits which I found less helpful was the weighting with regards to time allotment, I found that each section of part 2 took significantly longer than in part one although both count as the same number of CPD. All in all, I think it spent around 60% more time on part 2 than part 1 even though they were both equally weighted.

It would have also been nice to have a bit more feedback and interaction from the admin staff and the other participants, I realise this is hard online, but I feel it really lacked that human/ group element. As a group also helps make sure you stay honest with yourself. The last 2-3 sections of part 2 were harder to apply as a student and made me rely on my experience in the hospitality sector rather more heavily than I would have wanted to. Many students do not have as many or as varied previous life experiences as I have had so they may find it harder to get stuff from this section.

Overall, it was an extremely interesting and useful course, and I would recommend it to any of my peers.”

In August 2020, the former Leadership Manager, Oliver Glackin, produced an evaluation of the Edward Jenner programme which assessed the impact of the course since its launch in 2018. This evaluation is attached.

The evaluation recommends the following;

- The programme should be promoted more confidently in doing so communications should seek to emphasise how it effectively compliments clinical skills in addition to providing the knowledge and resources to help enhance one's working environments.
- That the gap between course 1 and 2 is always maintained at least at 2 weeks. Thought should also be given to guiding learners to consider leaving a longer gap – until the next run of the programme before resuming their studies. To do this greater certainty on programme run timings will be required from NHS colleagues.
- Targeted promotion to student vets and vet nurses should now be carried out in order to encourage them to take up the programme – even if this is limited to course 1 in the first instance. Evidence suggests that there are particular year-groups who would be more likely to benefit from the course and targeting should be timed accordingly. Consideration should be given to either subsidising student involvement and/or providing free paid for places to students who then commit to acting as ambassadors for the programme amongst their peers. Support would need to be provided to them to do this.
- More learning mentors should be recruited to create a panel who can support future learners as they move through the programme. Expressions of interest should be gathered at the conclusion of course 2 and again at the end of the assessment stage.
- Changes should be made to the assessment, so it is no longer necessary to publish blogs outside of the circle of learning peers. This change is already being implemented.
- That steps are taken towards creating 'action learning sets'. At the end of each course learners would be invited to consider joining peer lead and run groups that provide a forum to discuss openly and in a non-judgemental environment leadership-related issues and to develop skills in this area together. To facilitate this, RCVS should create a framework for matching interested learners and set ground rules for safeguarding.

There is the intention to maintain momentum with marketing the course, with efforts to discuss strategies to increase awareness of the programme within the profession. It is also noted that, although we have been focusing on introducing students and early-career professionals to the programme, it is important to not lose sight of the more experienced members of the profession.

Proposed activities and issues to be managed before the next APC meeting. N.B. Information explaining how these activities contribute to the delivery of the workstream's agreed plan must be clearly stated.

Leadership role models

We plan to update the Leadership portion of the RCVS website, and add the videos from the Leadership role models initiative.

Leadership Framework

Discussion is underway to create a Leadership framework. We are currently looking at the NHS Leadership Framework for guidance.

Leadership Webinars

We intend to keep momentum going on the Leadership webinars in conjunction with the Tavistock Institute.

Jenner Leadership Programme

We will be updating public material for distribution with relevant, up-to-date information.

Details of any budgetary or risk related issues that should be brought to the Committee's attention.

N/A

Synergies with other workstreams that your current activities may introduce?

N/A

Areas of your work that you would like to highlight for discussion by the Committee?

N/A

Any other matters arising from your work that you wish to bring to the Committee's attention?

N/A

Area of work

Mind Matters Initiative (MMI)

Activities carried out since the last meeting of the APC. N.B. Information explaining how these activities contribute to the delivery of the workstream's agreed plan must be clearly stated.

Taskforce and Resourcing

The Mind Matters Initiative (MMI) Taskforce met on 24 September and welcomed new members Cheryl Scudamore, RCVS Council Member, and British Veterinary Association (BVA) President James Russell. A new Director for Advancement of the Professions has been recruited and will start in January.

Equine Veterinary Animation with British Equine Veterinary Association (BEVA)

On 10 October, in collaboration with BEVA, MMI launched an animation looking at mental health and wellbeing for equine vets. This was released as part of our activities to mark World Mental Health Day. The animation has received excellent feedback from across the professions and we have received enquiries about the possibility of developing a similar animation for small animal vets.

World Mental Health Day

To mark World Mental Health Day on 10 October, MMI published a blog post from its chair, Susan Dawson, reflecting on MMI activities over the last five years. It also published a new &me blog post from vet James Glass who shared his experiences of mental ill-health. These were well received and garnered positive feedback on social media.

Menopause Awareness

As part of Women's Health Month, MMI sponsored a webinar on the menopause, which was delivered by Dr Karen Morton and hosted by Veterinary Woman Facebook Page, in collaboration with the Society of Practising Veterinary Surgeons (SPVS).

Sarah Brown Grant

MMI Manager Lisa Quigley has met with the recipients of this year's Sarah Brown Mental Health Research Grant and they have now begun work on their projects. Last year's recipient, Kate Stephen from Scotland's Rural College (SRUC) has written to let us know that her research into farm vet mental health will shortly be ready for dissemination.

Proposed activities and issues to be managed before the next APC meeting. N.B. Information explaining how these activities contribute to the delivery of the workstream's agreed plan must be clearly stated.

Veterinary Nurse Student Roundtable

Following the success of the veterinary student roundtable held on 23 September 2019, plans are underway for a similar event for student veterinary nurses. This will be held online due to the ongoing situation with the coronavirus pandemic.

Webinars

A webinar on mental health disclosure due to be delivered on 30 September had to be postponed due to ill health. This will now take place in December. Further webinars are under development on topics including, men's mental health and the relationship between mental and physical health.

Lunch and Learns

An online 'Lunch and Learn' session has been developed with the intention of delivering one each month. These will give an overview of Mind Matters as well as some broad topics relating to mental health and wellbeing in a veterinary context.

Reflection Time with Mind Matters

Further sessions are being offered over the coming months, with both lunchtime and evening sessions being scheduled. These sessions are online opportunities to reflect on non-clinical topics relating to veterinary practice, for example, 'Support from my Team' and 'Juggling it all'. A number of planned Reflection Time sessions have had to be postponed due to low numbers and staff sickness.

British Small Animal Veterinary Association (BSAVA) Congress

The Mind Matters team will be virtually 'attending' BSAVA Congress in 2021. Plans are underway for a talk on the mental health impact of physical conditions, to be delivered by a representative of the British Veterinary Chronic Illness group, with input from health psychology researchers.

Details of any budgetary or risk related issues that should be brought to the Committee's attention.

None at this time

Synergies with other workstreams that your current activities may introduce.

There are potential synergies with ViVet around innovation; Leadership around wellbeing in the workplace; Knowledge around learning culture/quality improvement; and Global, around Mind Matters international.

Areas of your work that you would like to highlight for discussion by the Committee.

None at this time but the MMI team would be happy to take questions on any area of current or future work.

Any other matters arising from your work that you wish to bring to the Committee's attention.

None

Area of work
RCVS Knowledge

Activities carried out since the last meeting of the APC. N.B. Information explaining how these activities contribute to the delivery of the workstream's agreed plan must be clearly stated.

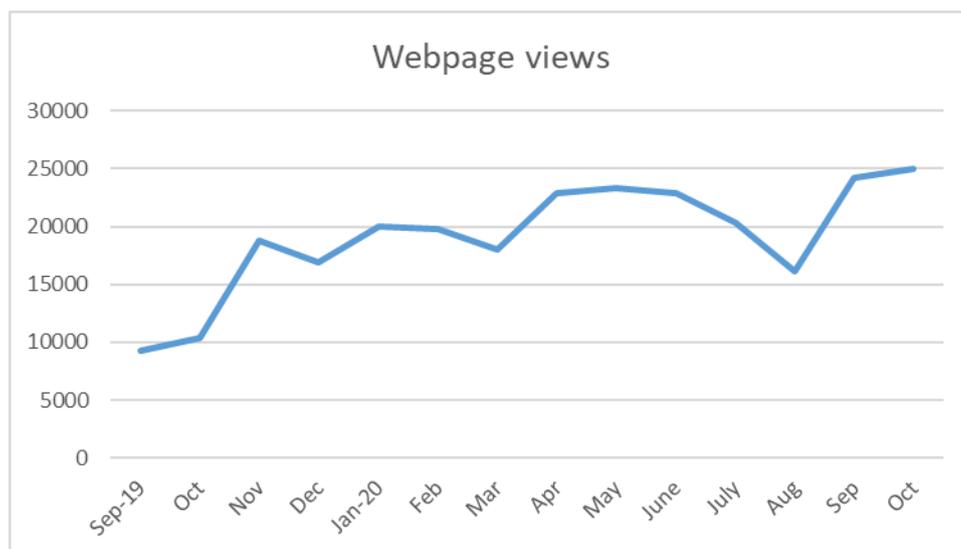
Quality Improvement

- a) We have seen a significant increase in the interest and uptake of our Quality Improvement resources and are continuing to work with a number of large corporate practices and universities on widening its adoption.
- b) We are collaborating with researchers at the University of Nottingham to run a Delphi-style study to simplify key QI terms. The results will be submitted for publication in a peer reviewed journal, and presented at conferences, as well as forming part of a larger PhD project thesis. The key terms will be used to help inform a Glossary to be published on the RCVS Knowledge website (expected Q3, 2021).
- a) Infection control: we have produced a complete series of Infection Control webinars and associated resources which have gained over 7,000 downloads.
- b) The QI team have been involved in developing a series of COVID Mythbusters to complement our ongoing support to the pandemic. 9 short clips have been produced which have generated nearly 4,000 downloads.
- c) We are running our annual Clinical Audit Awareness month campaign throughout November. We have experienced an 88% decrease in data this year. This is to be expected as routine neutering for most practices was put on hold for a period, and due to general pandemic stressors. However out of the data that was submitted this year, 76% of it came from practices new to vetAUDIT.
- d) Restart that Heart: a Facebook Live event (over 600 attended live, c.5K on demand views). The first in a 2-part series was a successful event which promoted the use of RECOVER's CPR guidelines and covered how to apply evidence-based theory to guideline creation, and what to do when there is weak evidence.
- e) How to Save a Life: the second Facebook Live in the 2-part series again generated huge interest, with 14K sign-ups (c.400 live, c.7.5K on demand views within only 3 days after the event). This session focused on the implementation of the guidelines.
- f) The National Audit for Postoperative Outcomes clinical lead has been appointed.

- g) The Small Animal Antibiotic Stewardship Audit clinical leads have been appointed. We have developed the project charter, governance model, draft data points and are exploring API integration with SAVSNET's antibiotic audit.

Veterinary Evidence

- a) The Fellowship engagement project was finalised and communicated with the Fellows via the College. We requested clinical queries to help build the evidence across a number of common and important conditions. John Innes mentioned the project during the virtual Fellowship day event. A follow-up email was sent October 27th. We have received 10 clinical queries so far.
- b) Publication frequency increased by 33% during lockdown.
- c) Lockdown submissions increased by 200%.
- d) From Oct 2019 to Oct 2020 webpage views have increased by 140%.



inFOCUS

- a) Since the last APC meeting we have published two issues of inFOCUS.
- b) We have also published two In the Spotlight features on Remoting consulting and Vector-Borne diseases. These, and the earlier spotlight on 'COVID-19 and animals', continue to be updated as new evidence becomes available.
- c) A new section of material for use in Journal Clubs has been added to inFOCUS; this includes an updated guide to Setting up and running a journal club alongside materials that practices can use to run their own journal clubs. To date these materials include guided checklists for three newly published papers which will support discussion in practice and help build confidence in critically appraising evidence.

Proposed activities and issues to be managed before the next APC meeting. N.B. Information explaining how these activities contribute to the delivery of the workstream's agreed plan must be clearly stated.

Details of any budgetary or risk related issues that should be brought to the Committee's attention.

Synergies with other workstreams that your current activities may introduce.

Areas of your work that you would like to highlight for discussion by the Committee.

Any other matters arising from your work that you wish to bring to the Committee's attention.

<p>Area of work</p>
<p>VN Futures</p>
<p>Activities carried out since the last meeting of the APC. N.B. Information explaining how these activities contribute to the delivery of the workstream's agreed plan must be clearly stated.</p>
<p>BVNA This Is Us 2020</p> <p>VN Futures held a series of five discussion sessions on key topics (COVID-19, environmental sustainability, the student-coach relationship, legislative change and role recognition) which were chaired and facilitated.</p> <p>E-news</p> <p>The first VNF e-news was published at the end of September.</p> <p>School Ambassadors Pilot</p> <p>The pilot has now been brought out of a suspension period and work is being done to recruit further ambassadors, reconvene, and consider online delivery of school talks</p> <p>Vets Now ECC</p> <p>The VN and VNF team have a virtual stand section at the upcoming virtual ECC conference.</p>
<p>Proposed activities and issues to be managed before the next APC meeting. N.B. Information explaining how these activities contribute to the delivery of the workstream's agreed plan must be clearly stated.</p>
<p>There are ongoing projects that will continue over the next 12 months, including some new areas of work that were identified. (<i>This is a repeat of information in the previous report, included FYI as still relevant</i>).</p> <p>These include:</p> <ul style="list-style-type: none"> ▪ Discussion regarding development of advanced practitioner status ▪ The School Ambassador Pilot, and the work that will continue following the pilot ▪ Research and development of the community veterinary nursing role ▪ Development of flexible working case studies and guidelines ▪ Development of career frameworks for veterinary nurses ▪ Continuation of involvement with diversity and inclusion ▪ Input to MMI projects relevant to veterinary nurses and SVNs ▪ Presence and presentations at events ▪ Resource-building, with focus on One Health resources ▪ Generation of a full VN Futures Report, plus an additional handout to summarise key points ▪ Discussion on devolution of the Head Nurse role ▪ Website content including blogs, case studies and other content

- VNF e-news

Details of any budgetary or risk related issues that should be brought to the Committee's attention.

From discussion at the Board meeting, it was decided that certain areas of the project work ongoing and in the future, should be managed by BVNA, and therefore this should assist with distribution of the budgetary commitments.

Synergies with other workstreams that your current activities may introduce.

- MMI - Input to development of potential student roundtable event
- Leadership – highlighting the EJ course to veterinary nurses and support staff
- Continue to work with the diversity and inclusion group. Julie Dugmore is the VNF / VN representative on this group.

Areas of your work that you would like to highlight for discussion by the Committee.

At the APC *Coordinating a Response* Meeting in January 2020, highlighting the provision of primary care practice and the roles within this as a focus for APC was discussed; and the work of VN Futures would be well placed to contribute to this aim. Many VN Futures' initiatives focus on veterinary nurses working in primary care, including:

- The webinars produced in 2020 which encourage driving forward the effective utilisation of nurses, ensuring nurses' time is charged for correctly (for example in nurse-led clinics) and in developing lead roles for nurses and devolving the head nurse role
- VN Futures' work to research and potentially develop a community veterinary nurse role
- The output from the school ambassadors pilot, which will assist in highlighting veterinary nursing as a career and driving workforce into primary care practice
- Investigating and highlighting the career pathways available to veterinary nurses
- Post-registration qualifications that support the work of nurses working in primary care practice
- Supporting the clinical coach and student relationship

Any other matters arising from your work that you wish to bring to the Committee's attention.

Summary	
Meeting	Advancement of the Professions Committee
Date	10 November 2020
Title	The Edward Jenner Leadership Programme for Veterinary Professionals – first evaluation
Summary	This paper provides an in-depth evaluation of the success of the Edward Jenner Leadership programme to date.
Decisions required	Discussion is encouraged
Attachments	None
Author	<p>Oliver Glackin Ex-Leadership Initiatives Manager (left RCVS August 2020) For comment, please contact Ceri Chick</p> <p>Ceri Chick Leadership Initiatives Officer c.chick@rcvs.org.uk 0207 856 1034</p>

Classifications		
Document	Classification¹	Rationales²
Paper	Unclassified	N/A

The Edward Jenner Leadership Programme for Veterinary Professionals – first evaluation

6 August 2020

Executive summary

In November 2018, the RCVS' Leadership and Innovation team launched publicly the Edward Jenner Veterinary Leadership programme. The programme's genesis was the RCVS and British Veterinary Association's bold VetFutures programme, and its report: *Taking charge of our future: A vision for the veterinary profession for 2030*. As part of this vision the need for 'exceptional leadership' was highlighted. Defining this need was the finding that the veterinary profession had given leadership insufficient focus. Specifically, that the professions did not have adequate leadership capacity, and neither was such a capability being developed.

Responding to this, in 2017 the RCVS approached the NHS Leadership Academy to explore the potential for redesigning and customising part of its training offer – the Edward Jenner programme – for the veterinary professions. After several months of development, a fully remodelled programme was created which would also go on to act as a blueprint for redefining the programme for human healthcare. This was piloted in the summer of 2018.

The programme comprises of two MOOCs (massive open online courses) and a final assessment. Both courses include articles, videos, discussion sections and the audio drama series - Glenvern. The first course introduces the concept of leadership and the second helps learners develop the foundations of their leadership practice. A final assessment sees learners create a portfolio consisting of reflective blogs designed to evidence understanding of leadership through the impact they can demonstrate in practice. Completion of this stage leads to a professional accreditation.

Since its public launch in November 2018, four runs of the Edward Jenner Leadership for Veterinary Professionals programme have been completed, the most recent started in April 2020. A sixth run of the programme is currently at the halfway point. This report seeks to evaluate the programme's success in achieving its objective to promote, support and grow the importance of self-reflection and the development of leadership skills as key aspects of veterinary professionals' continuing education.

The evidence is clear that the programme is achieving this aim. The programme has democratised access to leadership training in the profession. The large numbers of learners actively engaging with the programme combined with its popularity amongst those approximately five years into practice confirms this and confirms that it is supporting the 'every-day-leadership' concept which the programme seeks to support. As to whether the programme is providing learners with a quality learning experience, learners' feedback on the programme has been consistently positive. The programme's design, its engaging and relevant materials, coherent curriculum and the flexibility of learning inherent in the offer has been praised. Reflecting this, programme completion sits significantly above that of other MOOCs – strengthening the view that many learners are reaping its full benefits.

The evidence suggests that once on the programme, learners benefit in several ways. They have a better appreciation of what leadership is and is not. With this better understanding comes enhanced confidence to take up one's authority, and to lead in ways that creates more effective and satisfying

places to work for the individual as well as colleagues and team members. They are able to move forward with greater awareness and appreciation of human behaviours, the ways we think and learn and how to be adaptable and adapt one's organisation so that it becomes more resilient. Learners understand how they can be reflective – even in moments of acute stress – and know how to use this skill to prevent themselves from jumping to unhelpful conclusions or casting blame.

Overall, the programme is largely fit for purpose. It remains relevant and topical. However, identified as part of this evaluation are areas for improvement or increased focus and are discussed in more detail, they cover:

- More confident and targeted promotion and marketing.
- Changes to programme scheduling to encourage the further consolidation of learning between courses.
- Growing the offer to student vets and vet nurses through targeted communications and offers of support.
- Growing the provision of programme learning mentors.
- Updating the assessment approach to build on peer feedback.
- Exploring opportunities to create peer learning groups for graduates of the programme.

Oliver Glackin

RCVS Leadership Initiative Manager

6 August 2020

Background

The Royal College of Veterinary Surgeons (RCVS) partnered with the NHS Leadership Academy to deliver the Edward Jenner Leadership for Veterinary Professionals programme on online social learning platform, FutureLearn. The programme seeks to tackle a critical lack of leadership skills in veterinary practice by equipping learners with these skills and helping them rethink their importance.

The programme comprises of two MOOCs (massive open online courses) and a final assessment. Both courses include articles, videos, discussion sections and an audio drama series called Glenvern. Course 1, titled *Your Leadership Self*, introduces the concept of leadership, elaborating on why it matters and the types of issues faced by leaders, as well as exploring the leadership skills we may already possess — sometimes without knowing. This aims to go to the heart of the belief that all veterinary professionals are leaders. Meanwhile course 2, titled *Developing Leadership Foundations*, helps learners develop their leadership practice through understanding more about themselves and the impact they have on others. After completing the two courses, learners are able to progress to the last stage of the programme, a final assessment titled: *Sharing Leadership Difference*. The final assessment sees learners create a portfolio consisting of reflective blogs designed to evidence understanding of leadership through the impact they can demonstrate in practice. Completion of this stage leads to a professional accreditation.

Since its public launch in November 2018, four runs of the Edward Jenner Leadership for Veterinary Professionals have been completed, the most recent started in April 2020. A sixth run of the programme is currently at the halfway point.

Overview of Learners

Since November 2018:

- In total there have been 11,340 enrolments across the programme. Of these, 5,225 were individual active enrolments. Active enrolments are described as learners who have viewed at least two steps on a course, at any time. For courses 1 and 2 the figure is 3,391 and 1,834 active learners, respectively.
- Taken separately, there have been 203 enrolments on the final programme assessment of which 149 were categorised as activated learners.
- The programme has reached learners in over 130 countries. To date, across its runs, 60% of learners have been based in the UK. Of the other learners, those based in Australia, USA, India and Nigeria have had the highest representation, in that order.
- Learners most consistently come within the 26-35 (representing 33% of all learners) and 36-45 (24%) age brackets. For the other brackets, learners aged 18-25 (18%) followed by 46-55 (13%) and 56-65 (8%).
- 60% of participants have been female.
- 80% of all learners reported themselves to be in clinical care roles. Across runs, approximately 66% were vets, with 20% nurses and 6% practice managers.
- 26% of those enrolled upgraded to the premium FutureLearn experience, including having unlimited access to programme resources. This has generated £27,540 in gross revenue.

Participant engagement

- Of all active learners on the programme, on average 29% fully completed courses 1 and 2. There is currently a 45 per cent completion rate for the assessment element of the programme. Placing these figures into context, the current average completion rate for MOOCs is reported to be around 15%.
- Across all weekly sentiment surveys for the programme of those learners that responded 84% gave positive feedback.

Programme quality and effectiveness. (also see Annex A for further breakdown)

Courses 1 and 2

- Of all the learners (n=222) that responded, 95% agreed that the course had either met or exceeded their expectations.
- 96% of learners believed that they had gained new knowledge or skills as a result of taking the course.
- Since beginning the course, 85% of learners felt that they had applied their learning.
- 78% agreed that they had shared what they had learned from the course with others.
- On average learners (n = 420) were likely to rate both courses as Good or Excellent when invited to consider:
 - The programme's ability to meet its stated aims and objectives.
 - The ability to engage with the Glenvern audio drama.
 - The reality of the audio drama in relation to their experience.
 - The ability to engage with the written content on FutureLearn.
 - Ease of sharing experiences in the on-line discussion forums.
- The ability to apply learning at work was rated slightly lower by learners. Some of the activities and exercises, particularly for course 2, can be challenging and depend on the learner taking time in their working day to implement skills or to have extended conversations with colleagues.
- Asked to rate the programme on a score of 1 to 10 as to how likely they would be to recommend this programme to a friend or colleague (where 10 is the most likely), on average learners scored it with a 9.

Assessment stage

- Of those who responded to the survey, 76% were female. Learners were most prevalent in the 26-35 age bracket (39%) followed by those aged 36-45 (33%).
- Of those who responded to the survey (33), 68% said it exceeded or met (29%) their expectations. 97% agreed with the statement that they had gained new knowledge or skills by taking the assessment. Since starting the assessment 97% said they had applied their learning. Finally, 93% of learners agreed that they had shared their learning with other people.

Programme impact on personal perceptions of leadership skills.

All learners were invited to complete a questionnaire that measured perceptions of their leadership approach. In particular this sought to measure transformational-type leadership style which engenders trust, admiration, loyalty and respect. This approach to leadership is commonly associated with better outcomes, in particular those being led in this way are more effective at delivering organisational goals, more willing to take up their responsibilities, and more capable of supporting colleagues effectively. Questions focused on:

- Communicating a clear and positive vision;
 - supporting and encouraging individual development;
 - providing recognition and encouragement;
 - nurturing trust, involvement and cooperation;
 - encouraging new ways to think about problems;
 - communicating values clearly;
 - leading with consistent values and ethics;
 - instilling a sense of pride and respect; and
 - inspiring competence.
- Of those who responded (n=268), across all of the measures tracking transformational leadership-style there was a statistically significant improvement amongst learners between the start and end of course 1. This improvement represented a significant shift in learners' perceptions of themselves from *sometimes* leading in the way outlined to *fairly often* behaving in this manner.
 - There was slight improvement across all measures between the start and end of course 2 (n=153). For four measures these improvements were significant. In particular in the domains of:
 - Supporting and encouraging individual development;
 - Providing recognition and encouragement;
 - Nurturing trust, involvement and cooperation; and
 - Inspiring competence.
 - Scores between the end of course 1 and the start of course 2 remained steady with minimal drop-off, in some fields an increase in perceived ability was reported. This included for the specific areas of supporting individual development, and communicating and leading with consistent values.

Learner Feedback

Learner feedback on the programme has been consistently positive. Feedback was gathered as part of post-course survey activity where learners were invited to offer summary comments and testimonials as free-text. From this feedback (see Annex B for a representative sample) it has been possible to identify a number of themes. These themes emphasised the good use of innovative teaching approaches; the quality, well-structured nature and relevance of supportive material; the peer support and learning culture nurtured by the learning framework; and the ability with which learning could be converted into practice with the positive outcomes associated with that.

Learning approach

The programme was universally praised with the pedagogical approach to learning that the Jenner programme adopts being consistently commended. Course material and resources were thought to be appropriate, accessible, wide-ranging, well-ordered, educational and enjoyable. Even those who felt familiar with the subject reported the programme encouraged them to engage with it from a fresh perspective from which they benefited. The programme was perceived to represent a significant workload – particularly the second course. There was acknowledgement however that the inherently flexible learning model permits a sliding scale of commitment that does not diminish the rewards of participation. The numbers of learners who decide to complete the final assessment is comparatively small. There are a number of reasons for this, which are considered later. Of those who do complete it they report it being worthwhile, whilst very challenging.

Learning resources – Glenvern audio drama

Learners consistently highlighted the value of the Glenvern audio drama recognising how this learning device made key conceptual and theoretical points relevant to the veterinary context and resonant with their experiences, therefore. The audio drama was a means of bridging the theories under discussion to veterinary practice, this was particularly important because of the lack of research on this topic that has hitherto been carried out in the field.

The familiarity of the storylines and character depictions drew some criticism for reinforcing stereotypes but on the few occasions where this was raised, their effectiveness as a learning device was conceded. Some of the storylines were considered hard-hitting but there was consensus that whilst challenging and at times provocative they were handled in a sensitive way, with support available if needed, and with the link to the learning outcome clear. Combined together there was an appreciation of how this approach facilitated a deeper and richer examination of their own feelings, reactions and motives. There was a view that these reflections fed into a mood of optimism and positive action to support change within the individual and amongst the group they work with and/or lead.

Shared learning – online forum

The use of the comment facility is the most divisive element of the Jenner framework. The programme has achieved high levels of 'social engagement', this is the measure of how often participants leave comments reflecting their thoughts and opinions on what they have learnt or been invited to practice. Learners have reported how they appreciate the opportunity to read other's reflections – both as a means to help them develop and nuance their own understanding of the subject and to recognise and process the emotions that are being stirred by their experience of the course. As part of this, a number of learners reflected on how the comments section served to offer comfort and reassurance that they were not alone in their struggles, that this was a shared challenge and that there was not one fixed – right – way to tackle the issue. Conversely, however, a minority of learners felt uncomfortable with and potentially compromised by the public nature of the comments section concluding that this stymied discussion by preventing people from sharing their experiences honestly. The suggestion that the comment section should be closed or that all learners be anonymous, deploying avatars instead, was made by some learners. We are aware that there are instances of

learners assuming pen names to protect their identity – there is nothing in the programme's terms of use to prevent this – although it is contrary to the spirit of mutual respect and honesty which are guiding principles of the programme.

In addition to this, instances have also been reported of learners going through the programme as a group – whether as members of a professional network or colleagues working in the same team. In this scenario informal seminars would be organised periodically where that week's programme topic would be discussed and thought about.

The role of mentors

During earlier runs of the programme, there were demands from some learners for more engagement from the programme educators. Specifically, this related to calls for greater feedback or direction on learner's forum posts. Didactic approaches are counter to the FutureLearn, NHS Leadership teaching philosophy and the forum resource is designed to stimulate co-creation amongst learners for their mutual benefit. However, to help support these principles, two earlier participants – a vet and vet nurse – were invited to bolster further the mentor provision – their subsequent input has been very well received. In future, a pool of active mentors should be created so as to ensure a minimum level of mentor provision on every course.

Virtual discussion groups

Some learners have expressed interest in the possibility of creating virtual discussion groups – akin to action learning sets – where course participants could come together, routinely, to discuss leadership-related issues. Access to such a facility has been voiced most frequently by those learners in more senior and established leadership roles. The NHS Leadership Academy's pedagogic approach for the Jenner programme does not cater for this type of learning experience. However there might be merit in testing a proposal for establishing a framework for learners to set up groups of this nature at the end of the programme, which would be subsequently run by the members to reflect their leadership support needs.

Programme Timings

The programme run scheduling appears to be satisfactory. In one instance where there has been extraordinary demand for a programme to be run outside of the normal timetable, the FutureLearn platform has proven adaptable in permitting the laying on of a new run. Some concern has been expressed about the shortness of gap between the end of course 1 and the start of course 2. On occasions this has been one week. Some learners reported that such a short gap left them feeling overawed by the programme's requirements and meant they were unwilling to continue. Others observed how such a short break did not give them sufficient time to implement or try out the things they had just learnt. This point was accentuated by the first activity on course 2 which asks learners to reflect on the progress they may have made since finishing course 1. There is a view that there should be at least two weeks separating the courses. Also there might be merit in promoting the option to delay starting course 2 until a later run of the programme.

Participant interviews

A series of in-depth interviews were conducted with four vets and a vet nurse who had earlier been participants on the course. All had successfully completed the full programme – including the assessment stage.

Those interviewed reported many of the points already set out earlier. However they were able to provide insights or give more detailed accounts of their experiences of the programme and reflect on how it might have influenced their professional practice. These are presented as broad themes below.

Confidence

A consistent theme across those interviewed was that the programme had given them confidence to take up their authority as a leader. This was the case whether they were in a clear, titled, leadership position or where leadership responsibilities were more ambiguous. The programme was universally reported to encourage the realisation that they were already leading or that they had the opportunity to lead more and have influence in the role that they had. Whilst interviewees rarely identified a specific change, they were able to acknowledge that the programme precipitated a broader perceptible shift in their internalised thoughts and behaviours around leadership, which they found to be positive. One of the participants was able to explain how participating in the programme had enabled them to recognise and highlight – as much to themselves as others – the different ways they were leading in their practice which had hitherto not been the case. They described how being able to do this had helped in conversations with their line manager and contributed to a greater shared recognition of their contribution. Moreover, as a result of these conversations, the participant expressed how the programme had prepared them to confidently shape their existing role and to expand their duties and responsibilities. These changes had resulted in enhanced job satisfaction which without the programme and the change it encouraged may not have been the case. Indeed, they speculated as to whether the programme had helped them to remain in the profession.

Targeting – age group

There was a common consensus amongst the participants that the programme was probably most relevant to those aged in their late 20 to mid/late 30s. Programme data showing those in that age band are most likely to undertake the course reinforces this view. There was recognition that this was the point most people started transitioning into leadership roles or took up responsibilities which meant they were more likely to find themselves directing activities and/or staff. There was also recognition the leadership training offering for Vets/VNs was scant and where it did exist it was rarely a comprehensive or cheap offering – when compared to the Jenner programme. An interesting perspective was expressed by one of the participants that it was at around their late 20s or early thirties when a tipping point was reached whereby there came a realisation that clinical training could only take them so far in developing their professional competencies and whilst it remained essential they needed help to reconcile and cope with this reality. They said that the Jenner programme had helped with this.

Pricing and RCVS involvement

The programme was universally perceived as being excellent value for money, indeed the fee of £79 for the whole programme, including a professional accreditation, was considered cheap by some. The price point felt particularly important for a programme related to leadership as there was a shared view that some employers would be unwilling to cover the cost of CPD where the development of clinical skills was not the primary purpose. Some participants identifying how useful the programme could be for students and recently qualified vets, wondered whether these groups could have subsidised access to the full programme. There was recognition, however, that these two groups, particularly the latter, might struggle to find the time to pursue it given their already significant workload (Details of further research exploring student involvement is provided below). RCVS' involvement in developing the programme was welcomed by all the participants who also felt it appropriate that it should be engaging in this type of activity. There was also a shared view that the regulator's involvement made the programme a more attractive proposition to potential learners and indeed made it easier to convince employers, where appropriate, to support it. Furthermore, there was a feeling expressed by some of the participants that the programme symbolised that leadership was important and that Vets and VNs had the College's backing in seeking to improve their own skills and to expect the same from others in the professional team.

Online learning, discretion and the final assessment

There was universal approval of the FutureLearn platform as it was considered to be an easy, well organised means of learning. In particular, on-line delivery was thought to be especially appropriate for teaching the topic of leadership as it enabled learners to join the programme whilst ensuring the number of other people aware of them pursuing the course was kept to a minimum. This revealed how there remains some underlying prejudices against leadership training. Several theories were suggested in the interviews and verbatims to explain this – some of which have been touched upon earlier. The issue of anonymity was particularly resonant for the assessment stage of the programme. The assessment model requires the learner to publish four individual accounts of their experience of implementing leadership-related skills or concepts. The last of these reflective articles is then required to be published on an online blog. Whilst there was some disquiet expressed by learners about the overall format and the need to write and share their thinking with peers who would then review it and provide feedback it was the latter need to publish which caused greatest anxiety and was felt to be a barrier to fully engaging with the difficult, but most helpful, aspects of the work. Learners adapted to this by using examples they felt were safe – rather than the best for illustrating the point. There was a consensus that the need to publish should be removed from the assessment requirements. Removing this barrier should make the assessment stage more attractive and more marketable in future. Steps are already being taken to implement these changes.

Student Focus Groups

Three focus groups were run with students studying at the Royal Veterinary College¹, these students, who were drawn from a range of relevant courses, mostly represented those in the latter half of their studies. The interviews were conducted at both the RVC's Hawkshead and London campuses. The

¹ Special thanks is due to the RVC, particularly its principal, Prof. Stuart Reid, and RVC Students' Union for permitting RCVS to speak to its students and for facilitating access.

focus groups revealed that there was a strong interest in the Edward Jenner Leadership Programme. There was consensus that the types of personal, professional and leadership-type issues covered by the Jenner programme were relevant to them and that there was potentially a great deal for them to gain from participating. There was particular interest in the elements covered in course 1 with a view that, whilst course 2 was relevant, it would be more so in time. There was a strong view that the course material complemented their substantive studies, and if timed correctly it would be an additional support as they moved into clinical placements. In particular there was a view shared amongst those interviewed that the programme would be best targeted at vet students in their fourth year as they noted how their timetable – at the start of the calendar year – allowed some time for an extra-curricular activity such as provided by the programme. The same conclusion was reached for nurses – but at an earlier year-point. There was also reflections that at that point in a student vet/nurse's training they had sufficient experience of life in practice so were better able to make experiential links to the concepts and ideas the course emphasises in addition to then being in a position to return to placements ready to implement their new learning and reflect creatively on that process. Concerns were expressed about the pricing of the programme with a view offered that a subsidy should be available. However, the availability of a certificate in the first instance and the possibility of a professional accreditation sweetened this somewhat. There might be advantage in subsidising and/paying for students to complete the programme and as part of this inviting them to subsequently be Jenner programme ambassadors amongst their peers to encourage other students to take up the offer. Associated with this, students correctly asked how employers might perceive the training insofar that it improves their employment prospects. In addition to student prospects there is a wider question as to whether, as part of a potentially broader communications effort, the programme could be presented as helping develop important aptitudes that allow veterinary team members to derive even more benefit from their essential clinical skills.

As a postscript to this, in response to the coronavirus pandemic and its knock-on effect on limiting student EMS training placements, a fresh run of the Jenner programme was arranged. As part of this provision some changes were made to parts of the programme so that it was more accessible and relevant to students – this was done whilst maintaining the fundamental requirements of the programme. Whilst driven somewhat by students' current predicament, there has been significant take up by the group with more than half of learners reporting to be students, normally the figure is around 10% or fewer. Anecdotal feedback is suggestive of these learners enjoying and benefiting from their experience.

Finally, as a side note, there was a surprising lack of familiarity with the Jenner programme and the role and objectives of the RCVS more generally amongst those students who were interviewed. The programme therefore may serve as a useful tool for raising awareness amongst nascent vets and vet nurses of the RCVS and the advancing role it plays.

Conclusions and recommendations

The evidence summarised above makes a clear case for the success of the Edward Jenner Veterinary Leadership Programme. A key objective of the programme was for it be a vehicle to promote, support and grow the importance of self-reflection and the development of leadership skills as key aspects of veterinary professionals' continuing education. It can be said with confidence that it is doing this.

Specifically, the Jenner programme has been successful in a number of ways. Chiefly it can rightly claim to have democratised access to leadership training in the veterinary sector. Traditionally leadership training is reserved for those that have been identified as showing leadership potential, albeit only in environments where a system exists to allow those judgements to be made, in too many instances that may not be available either. The programme circumvents that. The low barriers to entry make it inclusive, with those who would not normally countenance the idea of pursuing such a programme feeling capable of doing so. The numbers tell us they are now doing this in large numbers. Moreover, the programme's design, its engaging and relevant materials, coherent curriculum and the flexibility of learning inherent in the offer mean many – significantly above other MOOCs – are completing the two courses and reaping its benefits. The programme's use of learning forums, whilst raising reservations for some, creates a learning space that reinforces the importance of this project within the veterinary community – it galvanises a shared understanding of the struggles as well as great achievements – and everything in between – which those working in veterinary settings experience every day. Testament to this is the degree to which word-of-mouth and individual recommendations appear to drive learners to the programme.

The evidence suggests that once on the programme learners benefit in several ways. They have a better appreciation of what leadership is and is not. With this better understanding comes enhanced confidence to take up one's authority, and to lead in ways that creates more effective and satisfying places to work for the individual as well as colleagues and team members. They are able to move forward with greater awareness and appreciation of human behaviours, the ways we think and learn and how to be adaptable and adapt one's organisation so that it comes more resilient. Learners understand how they can be reflective – even in moments of acute stress – and know how to use this skill to prevent themselves from jumping to conclusions or casting blame.

Overall, the programme is largely fit for purpose. It remains relevant and topical. A recent need to make the programme more accessible to student learners demonstrated that appropriate revisions can be made with relative ease when necessary. Identified as part of this evaluation are areas for improvement or increased focus however these are set out below.

- The programme should be promoted more confidently in doing so communications should seek to emphasise how it effectively compliments clinical skills in addition to providing the knowledge and resources to help enhance one's working environments.
- That the gap between course 1 and 2 is always maintained at least at 2 weeks. Thought should also be given to guiding learners to consider leaving a longer gap – until the next run of the programme before resuming their studies. To do this greater certainty on programme run timings will be required from NHS colleagues.
- Targeted promotion to student vets and vet nurses should now be carried out in order to encourage them to take up the programme – even if this is limited to course 1 in the first instance. Evidence suggests that there are particular year-groups who would be more likely to benefit from the course and targeting should be timed accordingly. Consideration should be given to either subsidising student involvement and/or providing free paid for places to students who then commit to acting as ambassadors for the programme amongst their peers. Support would need to be provided to them to do this.
- More learning mentors should be recruited to create a panel who can support future learners as they move through the programme. Expressions of interest should be gathered at the conclusion of course 2 and again at the end of the assessment stage.

- Changes should be made to the assessment so it is no longer necessary to publish blogs outside of the circle of learning peers. This change is already being implemented.
- That steps are taken towards creating 'action learning sets'. At the end of each course learners would be invited to consider joining peer lead and run groups that provide a forum to discuss openly and in a non-judgemental environment leadership-related issues and to develop skills in this area together. To facilitate this, RCVS should create a framework for matching interested learners and set ground rules for safeguarding.

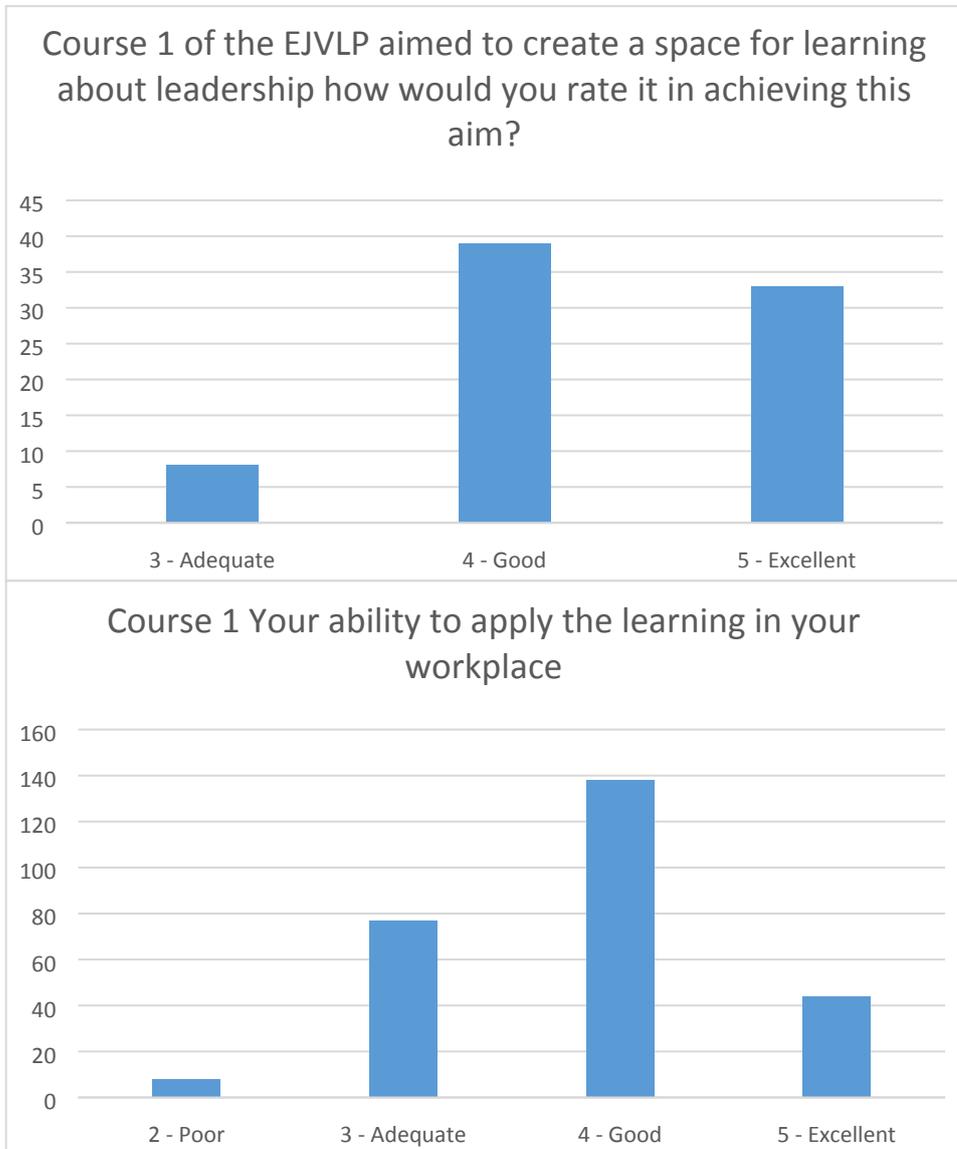
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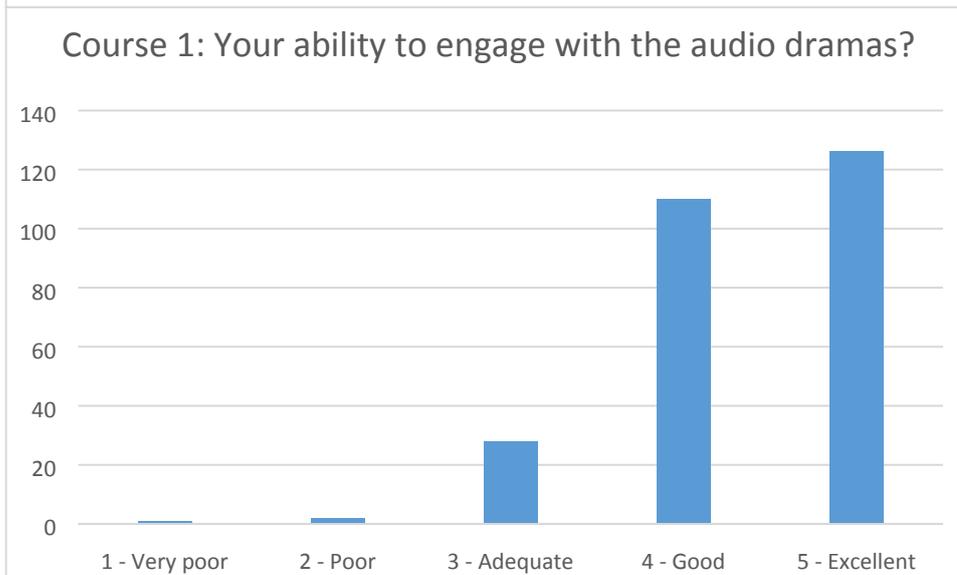
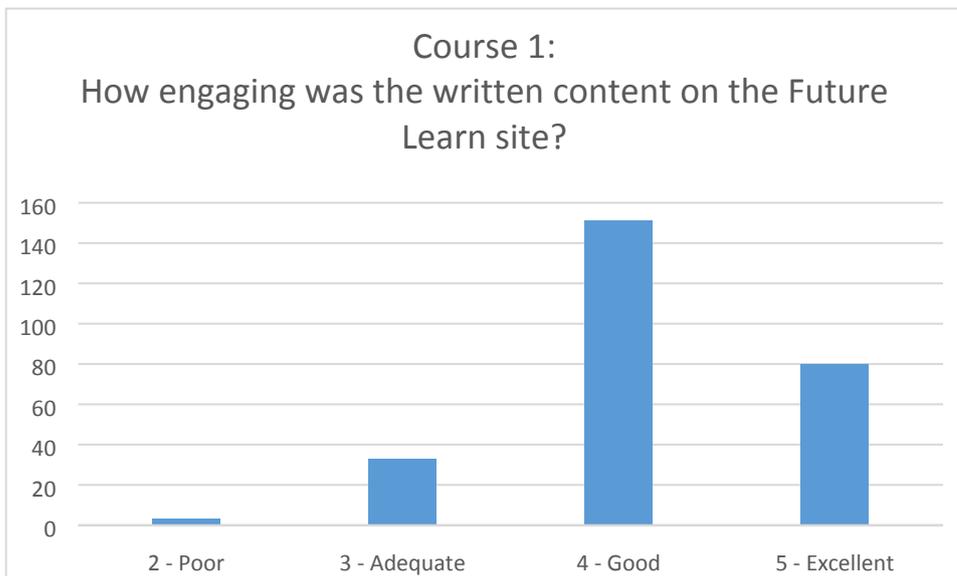
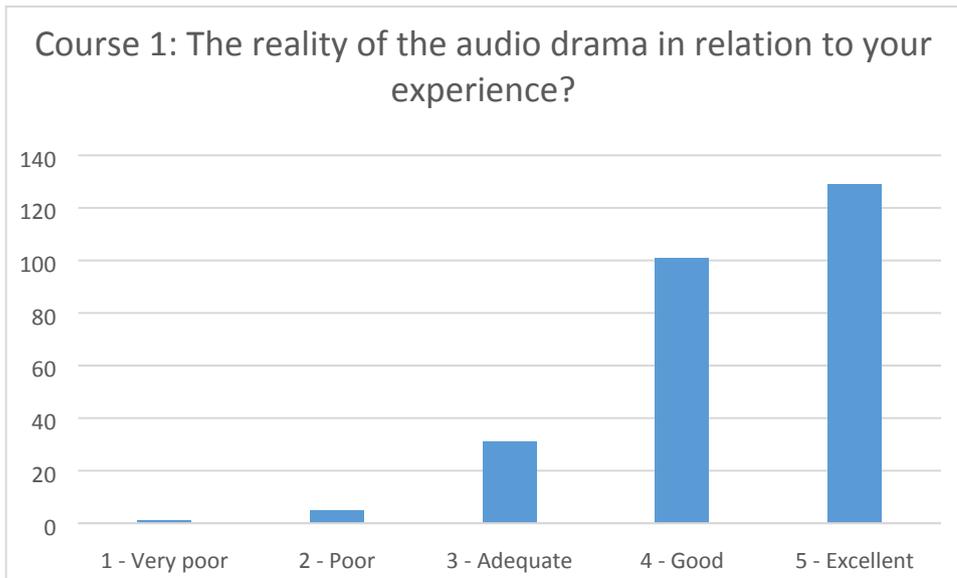
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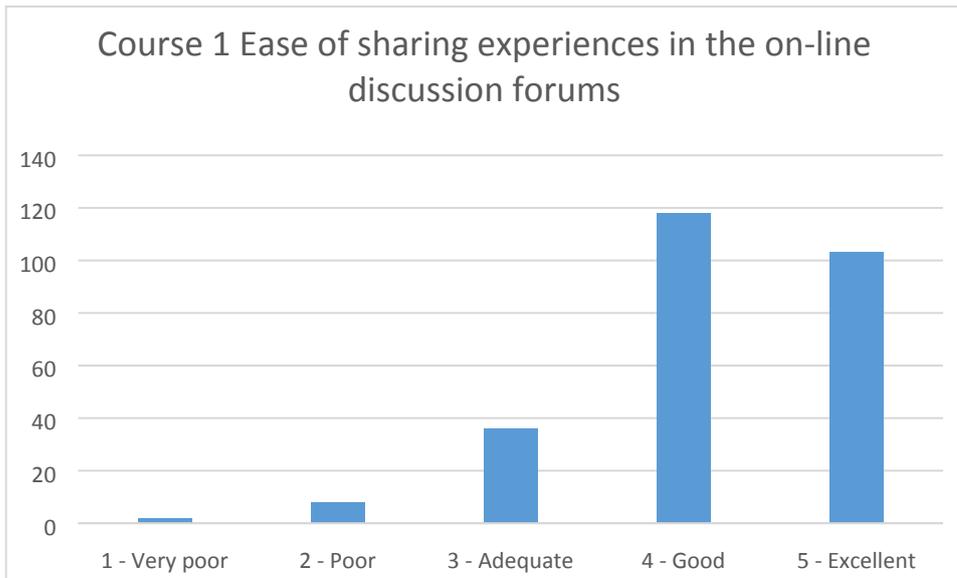
5 August 2020

Annex A – Quantitative feedback – Edward Jenner Leadership Programme, Course 1 and Course 2 key measures of course quality.

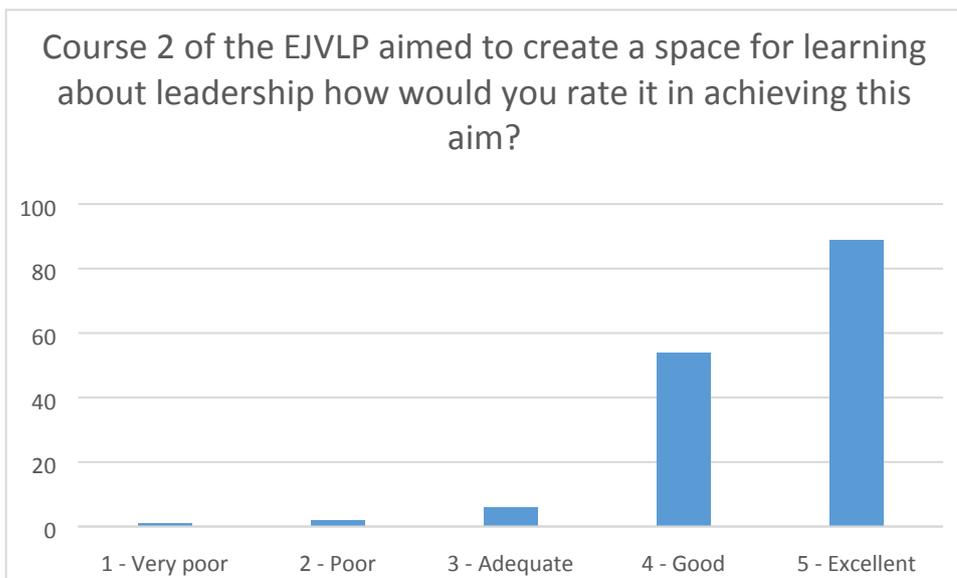
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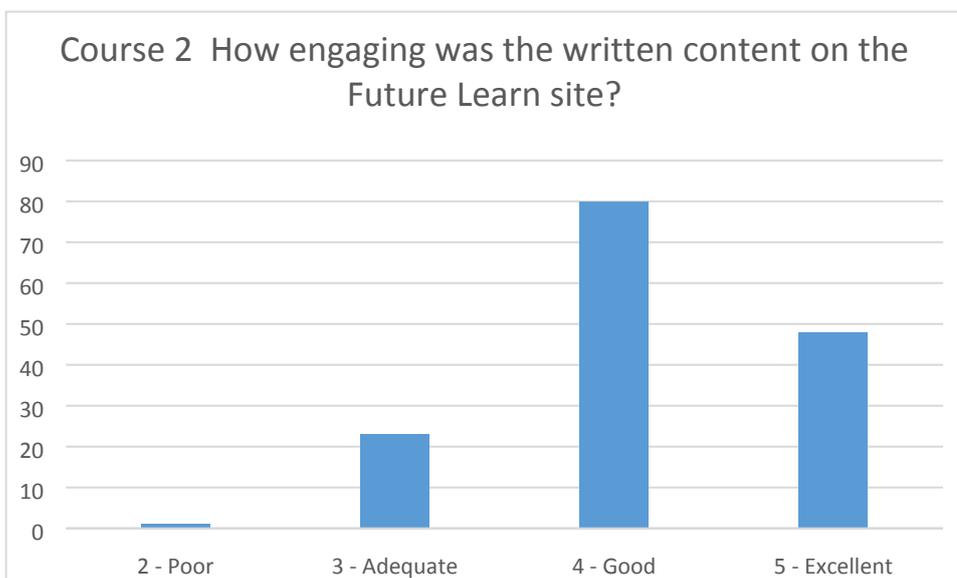
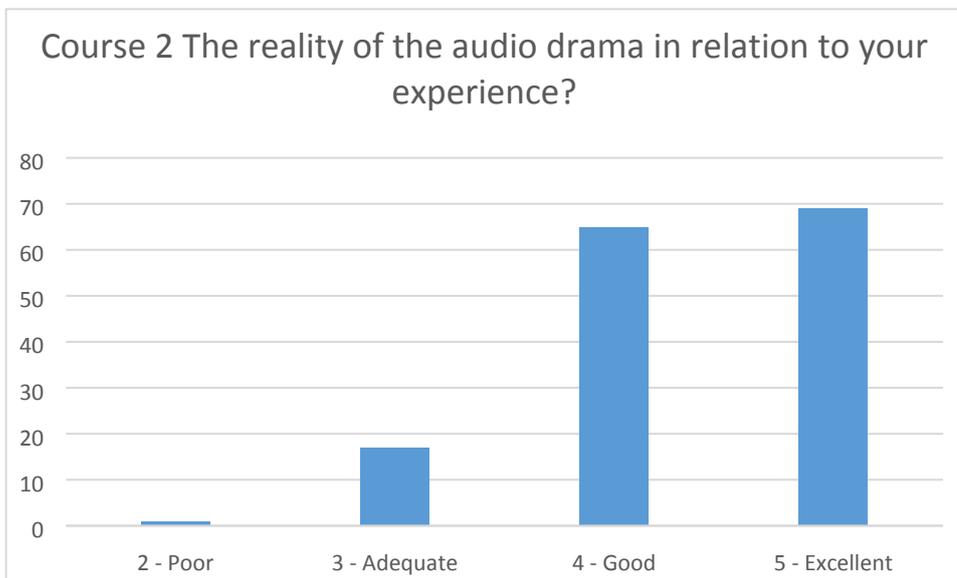
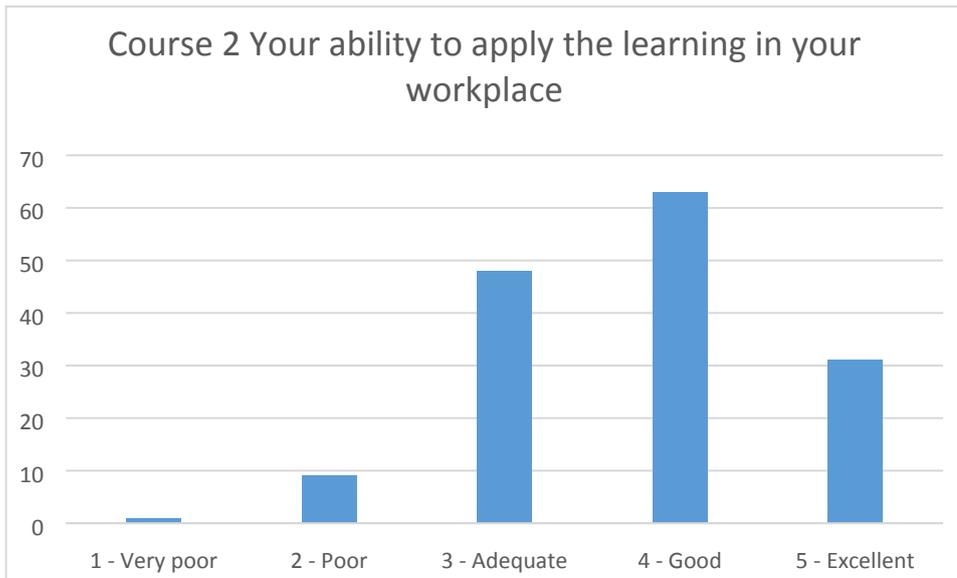


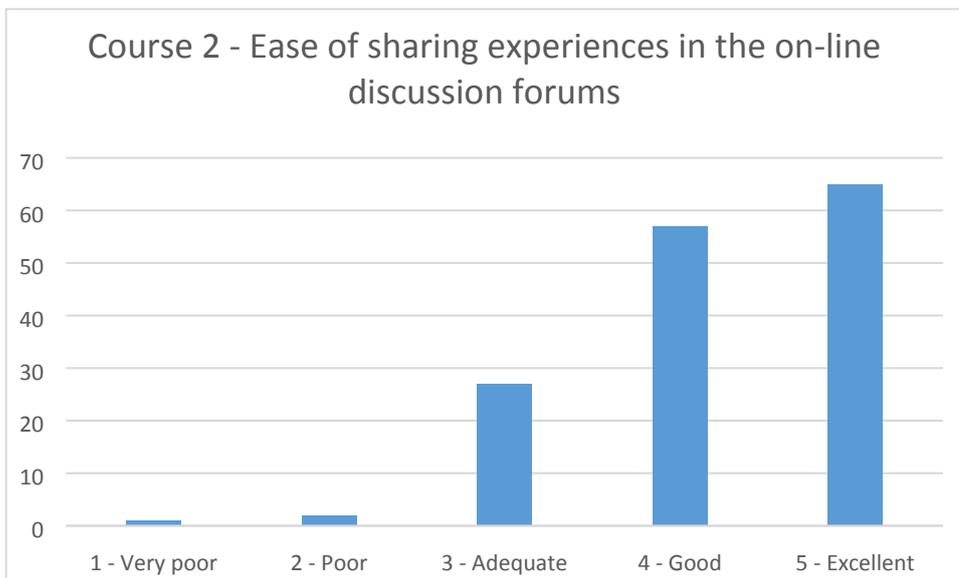
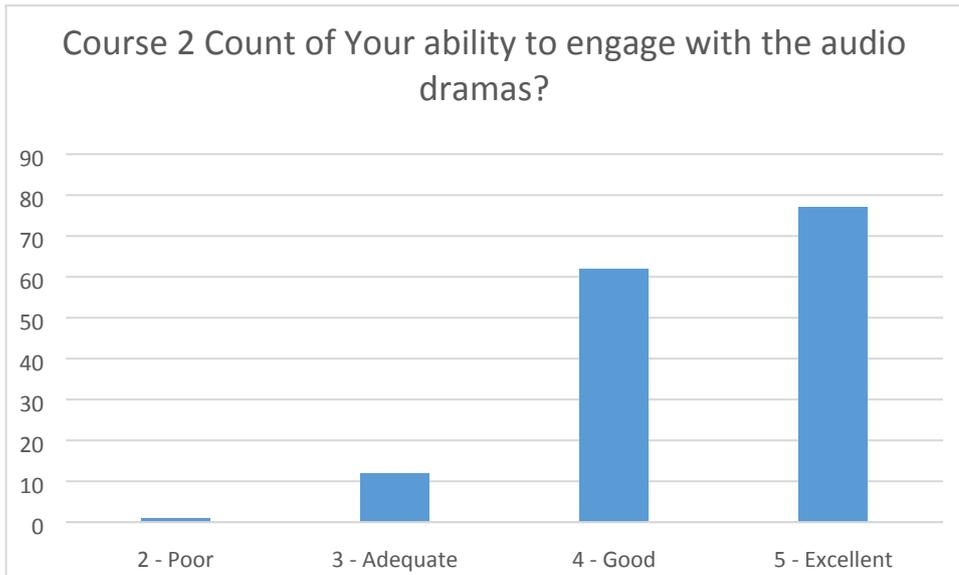




Edward Jenner Veterinary Leadership Programme: Course 2







Annex B – Representative sample of learner feedback.

This course has made me think about how I deal with people and situations. I've enjoyed the course as it's easy to access and easy to follow.

A highly relevant course to all in the veterinary profession, these are skills that should be taught at university as they are invaluable, not just in a professional capacity, but also on a personal level as well.

I've really enjoyed doing this course. The format of the audio dramas, reflection and reading kept it interesting and relevant to day to day veterinary practice, even if some the dilemmas in the audio dramas felt a bit triggering for want of a better word! I look forward to using what I've learned to try and understand and lead my team in a better way.

I really liked the concept of this course and enjoyed engaging in it. I feel that upon completion, I acquired multiple valuable tools that will support me in my leadership development journey and keep me safe from burnout.

Real stories would help too. Access to mentors and a peer group for reflection and idea sharing.

This course has really helped me identify parts of myself that I can improve on to make myself a better leader for my team. It has helped me realise that being a manager and a leader are two separate yet intertwined roles and how you can help people being both of these roles.

The comments section should be private with an option to publish your response.

The course has made me reflect on my current leadership style and think of ways to improve it. I previously thought leadership and management were much the same thing, I now know there is quite a difference!

I have really enjoyed this course. It certainly helps you to reflect on your strengths and weaknesses as a leader and helps you to support others better, as well as, lead more effectively. I think this should be a part of your degree at vet school.

Really enjoyed the audio dramas and the way the course is organised and flows as an online format. I find it useful to see my progress through each week the top of the screen as well as the weekly checklists, and that keeps me going!

A fantastic course- I found the audio dramas which showed real life issues in the Veterinary workplace made it much more applicable to my job than other courses I have done. I feel I have learnt a lot, but more importantly can see I have a lot more to learn and have a plan of how to do this!

Some of the referenced reading was largely based on business. It would have been useful to find more taken from a medical/vet context.

This has been the most useful course I have undertaken since I qualified. Everything was useful and this course has really changed my outlook.

The blame culture information was also really useful. I work in a practice where there is a real blame culture, constant criticism and little positive feedback so this course has allowed me to develop my leadership and made me determined that I will make a difference.

I found all elements enjoyable but often the most valuable aspect was the 'networking' aspect, feeling that you aren't alone and others experience similar things.

I am a very practical learner so to have audio of near real-life scenarios really helped me in my learning and visualisation of scenarios.

The course made me think about my own behaviours and what I can do within my present role, as well as looking forward to the next role in my career.

I found the comments from others the most useful. It's shown me that there are different ways to approach a problem and we don't always get things right as we're not perfect.

It's been great, the audio dramas are very well done - I've recommended it to a diverse range of people!

I think this course would be beneficial to everyone in the veterinary profession, not just "leaders". I really enjoyed doing it and though the audio drama was very well thought out and relevant. In fact the whole course was completely relevant to Veterinary leadership which really made a difference to learning.

This course has really help to consolidate what I probably already knew but had never studied or had any formal training. I thoroughly enjoyed every aspect and have learned an enormous amount. From a much older student's point of view, who is already leading, I would encourage others. This is not just for the youngsters!

Summary	
Meeting	Advancement of the Professions Committee
Date	10 November 2020
Title	Proposal for an Environment & Sustainability Committee
Summary	This paper outlines a proposal for the creation of a new committee to create a formal environment and sustainability policy for the RCVS.
Decisions required	The Committee is asked to consider whether to approve the formation of a working party, and to approve its membership and terms of reference.
Attachments	None
Author	Ben Myring Policy & Public Affairs Manager b.myring@rcvs.org.uk 020 7202 0783

Classifications		
Document	Classification¹	Rationales²
Paper	Unclassified	N/A

Proposal for an Environment and Sustainability Working Party

Introduction

1. At present the College does not have a formal environment and sustainability policy, either for the College itself or for the wider profession. Given the context of the climate crisis it is proposed that this is remedied. RCVS Council now has an Environment and Sustainability representative (Sue Patterson) to lead on this work. The College has also joined the UK Alliance on Climate Change (UKHACC) which seeks to co-ordinate the work of the UK's health professions in this area.
2. An internal policy would focus on measures that the College itself could take to, for instance, lower its carbon footprint. An external policy would inform measures that the College could take to inform best practice in the veterinary profession, via mechanisms such as the Practice Standards Scheme.
3. It is suggested that a working party is formed to draft both internal and external environment and sustainability policies for the College.

Membership

The following membership is proposed for the working party:

- Council Environment and Sustainability Rep (Chair)
- Three RCVS Council veterinary representatives – it is suggested that those who applied for the main Council rep role are approached, as all three had good experience
- A VNC representative
- A lay member of Council
- John Walmsley (Fellow, former UKHACC rep)
- The APC is asked to consider if it would be appropriate to invite non-Council members to join, who have shown interest and aptitude in this area

- Ben Myring (secretary)

Terms of Reference

4. It is proposed that the terms of reference for this working party could include:
 1. Creating an internal environment and sustainability policy for the RCVS
 2. Creating a profession-facing environment and sustainability policy that can put into action via both regulatory mechanisms and Royal College influence, and to inform the College's work with the United Kingdom Health Alliance on Climate Change (UKHACC)
 3. To make recommendations concerning potential new College initiatives, and support for existing complementary projects led by other organisations.

5. The Advancement of the Professions Committee is invited to revise or suggest other terms of reference. The working party may wish to suggest further revisions or additions in the course of its work.

Duration and meetings

6. It is suggested that the working party meets five times, with a minimum period of two months between each meeting to allow work to be undertaken. With APC's approval the working party's mandate could be extended as required.
7. It is suggested that the first meeting of the working party is used to meet with stakeholders such as the British Veterinary Association and VetSustain in order to learn from what they have already achieved, and take advice on where College support for existing complementary projects could be useful.
8. Subsequent meetings would then focus on developing our internal and external policies and make recommendations on new initiatives and support for existing projects.

Costs

9. Estimate costs, based on loss of earning claims for six Council/VN Council members, amount to £558 per meeting (4 x quarter-day loss of earnings), or £2790 over the length of the working party. It is anticipated that all meetings will be virtual.