



# Leadership, innovation and culture change

RCVS Strategic Plan  
2017-2019



# Leadership, innovation and culture change

**The hallmark of our 2014-16 Strategic Plan was getting the basics right – clarifying our identity, improving our core functions, setting our service agenda and strengthening our foundations, among other things.**

We achieved 34 out of 35 of these objectives (the outlier being a consideration of our disciplinary rules and sanctions, which was delayed to coincide with a larger review). This has given us the firm foundation and improved levels of confidence from stakeholders required for us to be more ambitious and outward-looking with this new plan.

So, within these pages you will find challenging ambitions and stretching objectives that address the big issues affecting the veterinary team, whether that's playing more of a global role following Brexit, the importance of embracing new technology, or the pressing need to consider culture change within the profession to ensure it continues to grow and learn.

It is worth noting that this plan focuses on those new activities that will help to determine our future direction. It does not include all of the vital day-to-day activities that enable us to set, uphold and advance veterinary standards. These core activities support and are supported by the new ambitions. The threads of education, regulation and registration weave throughout the activities outlined, although they may not always be explicitly labelled. In addition, there is a specific Education Committee Strategic Plan, which considers areas such as a review of

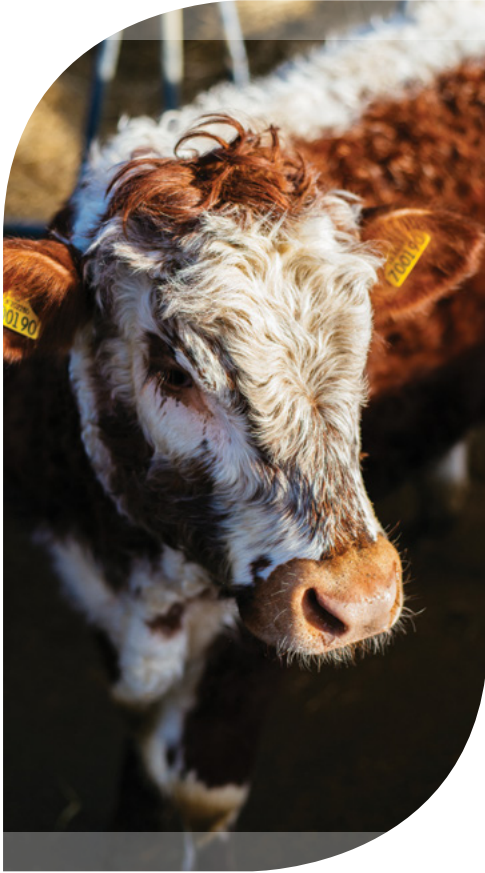
the Statutory Examination, and ongoing development of Advanced Practitioner and Specialists status.

This plan is the product of many hours of meetings and consultation with a range of audiences, but it is by no means set in stone. Three years is a long time and we need the confidence to be flexible. In fact, two of the initiatives that have been most welcomed by the professions in the last couple of years – our joint project with the British Veterinary Association, Vet Futures, and the pan-professional Mind Matters Initiative – were not envisaged within the last plan. Instead, the structures and governance that the plan set in place enabled us to be flexible, and this will continue.

Inevitably there is much overlap between this draft plan and the Vet Futures (VF) Action Plan ([vetfutures.org.uk/resource/vet-futures-action-plan-2016-20](http://vetfutures.org.uk/resource/vet-futures-action-plan-2016-20)). Where proposed actions relate to VF, they include references to the ambition, recommendations and actions with which they align. Likewise for ambitions from the VN Futures Report and Action Plan ([vetfutures.org.uk/resource/vn-futures-report-and-action-plan](http://vetfutures.org.uk/resource/vn-futures-report-and-action-plan)).

Of course, a more outward focus brings with it risks, and it is important that, in taking a leadership role for the veterinary professions, we continue to bring our members, and the society that they serve, with us. To that end, if you have any comments on the plan, we would be happy to hear from you. Please contact CEO Nick Stace on [nick@rcvs.org.uk](mailto:nick@rcvs.org.uk).

See Appendices A and B for the Vet Futures ambitions, recommendations and actions.



## Our mission

We enhance society through improved animal health and welfare.

We ensure the public has high levels of confidence, because veterinary professionals are highly competent, up to date and trusted.

## Our purpose

To set, uphold and advance veterinary standards

**Setting standards** – monitor and advise education and professional practice

**Upholding standards** – discipline and registration: robust, prompt and fair

**Advancing standards** – leadership in the profession. Promote and advance knowledge, standards and expertise

## Our people

Highly skilled and motivated in a strong service culture.

Our people are In touch, Compassionate, Straight-talking, Forward-looking and have Good Judgement



# The way we work

It is important that staff (and others operating on behalf of the College, such as examiners, committee members and assessors) understand the culture in which we operate, giving them the scope and confidence to make appropriate decisions and deliver a first-rate service for the profession and the public – and, ultimately, for animal health and welfare.

The following behaviours inform our day-to-day work, and the parameters help to contextualise what this means for our employees and others acting on behalf of the RCVS.

We measure our employees' performance on tasks and outcomes, as well as their adherence to the values, the behaviours and therefore the culture of the RCVS.

## Behaviour

- ✓ Behaviour *IS*
- ✗ Behaviour *IS NOT*

### Good judgement

- ✓
  - On top of your subject
  - Weighing up arguments
  - Finding solutions
  - Fair and rational
  - Learning from mistakes
- ✗
  - Making snap decisions
  - Analysis paralysis
  - Having a prejudice
  - Blindly sticking to rules
  - Shooting from the hip

### Forward-looking

- ✓
  - Open to ideas
  - Embracing change
  - Measured evolution
- ✗
  - Change for the sake of it
  - Rushing to the wrong answers
  - Ignoring the present

## In touch

- ✓
  - Asking questions
  - Curious and inquisitive
  - Finger on the pulse
  - Being there
- ✗
  - Following everyone else
  - Intrusive and nosey

## Compassionate

- ✓
  - Listening and understanding
  - Thoughtful and helpful
  - Human and empathetic
  - Respectful and non-judgemental
- ✗
  - Hiding the truth
  - Being patronising
  - Being a pushover

## Straight-talking

- ✓
  - Clear and consistent
  - Using plain English
  - Honest and transparent
  - Managing expectations
- ✗
  - Patronising
  - Rude and abrupt
  - Arrogant





# **Our strategic focus**

The actions that will help us  
to meet our vision coalesce  
under five ambitions

# A: Learning culture

**Ambition:** to establish the extent to which a 'blame' culture exists in the veterinary professions, the role that the RCVS may play in it, the impact it may have on the welfare of vets, VNs, owners and their animals, and how we can move towards a culture that has a greater focus on learning and personal development

## We will do the following to meet our ambition:

1. Establish the extent to which a blame culture is present within the veterinary and veterinary nursing professions, and set a baseline against which any change can be measured, as we move towards a culture where learning and reflection is encouraged
2. Develop an evidence-based series of actions that the veterinary team (starting at undergraduate level) can take to reduce blame culture and ensure that a culture of continual learning is established, including an exploration of reflective practice, mentoring, clinical governance and the development of checklists (VF ambitions one and three, recommendations two, 15 and 34, action O)
3. Help to change the public's expectations around their interactions with veterinary professionals, including around risk, uncertainty and value (VF ambition five, recommendation 27, action M) [see also E4]
4. Review the impact of our concerns-handling and disciplinary framework on the mental health and wellbeing of the veterinary professions, and take appropriate actions
5. Review the impact of the Mind Matters Initiative with respect to mitigating the effects of blame culture and ensure that the project is well enough funded and resourced to address the issues (VF ambition three, recommendations 10, 12, 15 and 15, action N)
6. If appropriate following the completion of trials, introduce an Alternative Dispute Resolution service [see also C3]
7. Consult upon, and implement as appropriate, an outcomes-based approach to continuing professional development
8. Extend our concept of life-long learning to include mentorship (VF ambitions three and six, recommendations 12, 15 and 34, action P)
9. Help to ensure that prospective veterinary students have a clear idea of the reality and opportunities of a career in veterinary science, and assist the veterinary schools in providing support for them (links to VF action H)
10. Improve communication with veterinary and veterinary nursing students, in order to clarify our role and function

## B: Leadership and innovation

**Ambition:** to become a Royal College with leadership and innovation at its heart, and support this creatively and with determination

### We will do the following to meet our ambition:

1. Continue to support the Vet Futures and VN Futures initiatives, working collaboratively across the professions to ensure that actions are met
2. Through completion of our governance review, ensure that we are an effective and efficient organisation, better able to lead the profession and serve the needs of the public, including the carrying out of training and the provision of coaching for RCVS Council members who take, or are considering taking, leadership roles
3. Define the role of the new Fellowship, to advise and support the RCVS, and act as ambassadors for the profession within society at large
4. Identify and support the next generation of veterinary leaders and develop leadership opportunities across the veterinary and veterinary nursing professions, within all branches of the professions, at all levels - locally, nationally and internationally (VF ambition six, recommendations 12, 17, 31, 32 and 34, action Q)
5. Develop a biennial Innovation Symposium, to showcase new technologies, educational and business models etc from within veterinary and related fields, and encourage a culture of innovation (VF ambition five, recommendation 24, action R) [see also C4 and D2]
6. Encourage diversity in our Council, our staff and other groups allied to the RCVS



## C: Continuing to be a First-rate Regulator

**Ambition:** continuing to build on the foundations that have already been laid, we will work to ensure that the legislation and regulations that support us are not only fit for purpose today, but enable us to make the UK veterinary professions, and those allied professionals who work alongside them, the best that they can be into the future

### We will do the following to meet our ambition:

1. Review Schedule 3 to the Veterinary Surgeons Act, and the relevant parts of the RCVS Code of Professional Conduct, to clarify and bolster the role of the veterinary nurse (VNF ambition six, actions 29-31)
2. Develop a strategy for regulating allied professionals, either via Associate status or updated Exemption Orders (VF ambition six, recommendations four and six, action U)
3. Review our concerns-handling and disciplinary processes, including the impact of the Legislative Reform Order that separated the membership of the Preliminary Investigation and Disciplinary Committees from Council, the standard of proof that we set, and our sanctions [see also A6]
4. Review the regulatory framework surrounding new technologies, to ensure it is proportionate, enforceable and encourages innovation, while maintaining high standards of animal health and welfare (VF ambitions five, recommendations four and 23, action S) [see also B5 and D2]
5. Explore compulsory practice inspection (VF ambition five, recommendation 26, action T)
6. Review outcomes for graduates, with consideration of the likely requirements from the profession and the public of the vets of tomorrow (including the structure and provision of extra-mural studies) (VF actions I and J)

## D: Global reach

**Ambition:** to improve animal health and welfare on an international basis by raising veterinary standards overseas, contributing to the improvement of the One Health agenda and ensuring that our regulation keeps pace in a global market

### We will do the following to meet our ambition:

1. Develop a strategy to make sure that the profession is in charge of its future by maximising the opportunities and minimising the risks of Brexit
2. Collaborate with other competent authorities, associations, educational bodies and the commercial sector to establish a framework for the management of the impact of new technologies, such that animal health and welfare remains centre stage, regardless of from where veterinary services are being delivered into the UK and beyond (VF ambition five, recommendations four and 23, action S) [see also B5 and C4]
3. Improve our support for, and communication with, overseas graduates working in the UK and those considering working in the UK (VF ambition three, recommendation 13, action K)
4. Clarify our offer for overseas members and consider expanding the number of members in this category, revising the Registration Regulations, if required
5. Investigate the global market for RCVS qualifications and Advanced Practitioner and Specialist status
6. Consider the global market for the RCVS accreditation of undergraduate veterinary education, particularly in the light of Brexit
7. Investigate the global market for the RCVS accreditation of veterinary practices
8. Share knowledge with developing world countries to help raise standards around regulation and also animal health and welfare
9. Stimulate and communicate global career opportunities for UK graduates, including around One Health (VF ambitions two and four, recommendations seven, eight, 17-22, action G)
10. Support the Federation of Veterinarians of Europe's Vet Futures Europe initiative (VF ambition six, recommendation 33, action W)

## E: Our service agenda

**Ambition:** continue to build on our service agenda to ensure that people not only find interactions with us to be efficient and fair, but seek out and take up opportunities to engage further

### We will do the following to meet our ambition:

1. Recognising that staff who are highly engaged will deliver the best service for our stakeholders, we will continue to review the way we work, with particular emphasis on cross-departmental working, involving Council members where appropriate
2. Continue to review our Estates Strategy so that we have appropriate spaces in which to work effectively and creatively, and a building that reflects the status of a Royal College
3. Embrace the opportunities of technology to fully engage with 'generation mobile' and make interactions with the College as accessible and easy as possible, including the development of innovative ways for us to share our knowledge and communicate our services with all of our key audiences
4. Develop and improve the advice we offer to animal owners and others to ensure they get the best out of their interaction with veterinary surgeons and veterinary nurses [see also A3]
5. Review our Service Charter and associated Service Standards, making changes to our core services to ensure these promises are met, including reviewing resources and funding, where appropriate
6. Develop a mechanism via which members of the veterinary and veterinary nursing professions can proactively engage with the College so that their issues and concerns are fed into discussions at an early enough stage to influence our agenda, where appropriate
7. Carry out a stakeholder mapping exercise to measure perceptions of the College and see what progress has been made since the research carried out as part of the First-rate Regulator exercise (2013); make appropriate recommendations for change



# Appendix A:

## Summary of Vet Futures ambitions and recommendations

*Vet Futures – Taking charge of our future* was published in November 2015. It is available at [www.vetfutures.org.uk/resources](http://www.vetfutures.org.uk/resources). For ease of reference, its ambitions and recommendations are reproduced here.

*A profession  
in charge of  
its future*

*A leading force  
for animal  
health and  
welfare*

*Valued for our  
wider roles in  
society*

*Confident,  
resilient, healthy  
and well-  
supported*

*A broad  
range of diverse  
and rewarding  
career paths*

*Thriving,  
innovative,  
user-focused  
businesses*

*Exceptional  
leadership*

1. Develop and promote an animal welfare strategy for the veterinary profession

2. Enhance moral reasoning and ethical decision-making in education, policy-making, practice-based research and everyday veterinary work

3. Explore options to develop an online animal welfare hub to better disseminate animal welfare research, evidence and tools, including the critical appraisal of common practices in the light of emerging evidence

4. Clarify and promote regulatory requirements and professional responsibilities relating to animal welfare

5. Develop joined up national campaigns on preventive health and the five welfare needs

6. Increase collaboration between veterinary and human health professionals and environmental organisations, in line with the One Health concept

7. Promote and celebrate the wider roles of veterinary surgeons and veterinary nurses outside clinical practice within the veterinary profession and to the general public, starting with school-age children, both to help recruit future veterinary surgeons and nurses, and to develop a better informed public

8. Make a broader range of extramural studies (EMS) opportunities available to veterinary students including (non-veterinary) business, public policy and international fields

9. Work alongside 'traditional' funders of research and other stakeholders to adopt a more strategic, long-term outlook

10. Deliver a coordinated, well-funded and evidence-based approach to mental health and wellbeing for the veterinary team

11. Review the approach to recruiting and selecting veterinary and veterinary nursing students to ensure adequate support, improve wellbeing and manage expectations

12. Deliver peer support and/or mentoring in all UK vet schools and improve support for vets post-graduation

13. Develop support for overseas-graduated veterinary surgeons working in the UK, who may not have benefited from the same undergraduate support as UK students

14. Develop tools and services to help veterinary employers make working environments more supportive for everyone

15. Help veterinary professionals to work with uncertainties, and develop reflective practice, starting with undergraduates

16. Explore and consult on a sustainable structure for the veterinary degree, including the viability of limited licensure, allowing veterinary students to focus their studies and specialise during the veterinary degree

17. Ensure that veterinary undergraduates are provided with career 'roadmaps' and encouraged to undertake relevant work experience as part of EMS

18. Undertake a veterinary workforce study to assess the rewards, recognition and working conditions of vets and veterinary nurses, and the drivers of low and unequal pay

19. Create a one-stop-shop for careers advice and support to promote diverse career opportunities

20. Explore how we can encourage a more diverse profession (in relation to ethnicity, socio-economic background, gender etc) including reviewing the application and selection process for UK vet schools

21. Improve outreach to, and careers advice for, schoolchildren to better communicate the realities and opportunities of a veterinary career

22. Develop a public-facing awareness campaign to raise the profile of wider veterinary roles (including public health, research, government, industry, and academia)

23. Review the regulatory framework for veterinary businesses to ensure a level playing field, enable a range of business models to coexist, ensure professionalism in commercial settings, and explore the implications for regulation of new technologies (eg telemedicine)

24. Establish a business and innovation hub to showcase new technologies, services and business models, celebrate the innovators and ensure appropriate regulatory underpinnings are in place

25. Enhance business and finance skills amongst veterinary professionals through education, EMS and continuing professional development (CPD)

26. Explore whether practice standards inspection should be compulsory

27. Develop communications tools to improve consumer understanding of veterinary costs and fees, and promote the value of veterinary care

28. Consider whether and how allied professionals might be regulated as part of the vet-led team

29. Encourage veterinary nurse leaders to develop a report and recommendations which are directly relevant to veterinary nurses and their future, and complementary to the Vet Futures report

30. Explore options for bringing greater coherence to the support and representation of the veterinary profession

31. Explore ways to develop the next generation of veterinary leaders including by identifying and nurturing talent, and providing them with the skills and opportunities to succeed

32. Develop and communicate clear routes to a wide range of leadership roles

33. Look to develop a proactive veterinary-led EU/global agenda where the UK can lead in public health, education, regulation and improving standards

34. Develop lifelong learning in leadership, including mentoring and targeted leadership programmes, in particular for groups underrepresented in leadership (eg women and people from minority ethnic groups)

# Appendix B:

## Summary of Vet Futures actions

The Vet Futures Action Group developed the recommendations outlined in Appendix A into an Action Plan, which can be found at [www.vetfutures.org.uk/resources](http://www.vetfutures.org.uk/resources). The table below summarises how those actions, many of which are referred to in this Strategic Plan, relate to the recommendations and ambitions.

Action	Recommendations covered	Ambitions covered
<b>A: Animal welfare strategy</b>	<p>1. Develop and promote an animal welfare strategy for the veterinary profession</p> <p>2. Enhance moral reasoning and ethical decision-making in education, policy-making, practice-based research and everyday veterinary work</p>	<p><b>One:</b> a leading force for animal health and welfare</p> <p><b>Two:</b> valued for our wider roles in society</p>
<b>B: Guidance on animal welfare responsibilities</b>	<p>4. Clarify and promote regulatory requirements and professional responsibilities relating to animal welfare</p> <p><b>Also 2</b></p>	<p><b>One:</b> a leading force for animal health and welfare</p>
<b>C: Animal welfare research hub</b>	<p>3. Explore options to develop an online animal welfare hub to better disseminate animal welfare research, evidence and tools, including the critical appraisal of common practices in the light of emerging evidence</p>	<p><b>One:</b> a leading force for animal health and welfare</p>
<b>D: Animal welfare coalition on the five welfare needs</b>	<p>5. Develop joined up national campaigns on preventive health and the five welfare needs</p> <p>27. Develop communications tools to improve consumer understanding of veterinary costs and fees, and promote the value of veterinary care</p> <p><b>Also 33</b></p>	<p><b>One:</b> a leading force for animal health and welfare</p> <p><b>Five:</b> thriving, innovative, user-focused businesses</p>
<b>E: Strategic approach to veterinary research</b>	<p>9. Work alongside 'traditional' funders of research and other stakeholders to adopt a more strategic, long-term outlook</p> <p><b>Also 24, 33</b></p>	<p><b>Two:</b> valued for our wider roles in society</p>
<b>F: UK One Health coordination group</b>	<p>6. Increase collaboration between veterinary and human health professionals and environmental organisations, in line with the One Health concept</p> <p><b>Also 7, 22, 23</b></p>	<p><b>Two:</b> valued for our wider roles in society</p>



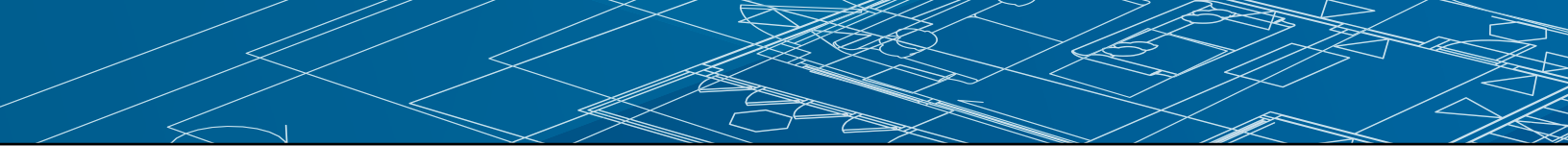
<p><b>G: Online careers hub</b></p>	<p>7. Promote and celebrate the wider roles of veterinary surgeons and veterinary nurses outside clinical practice within the veterinary profession and to the general public, starting with school-age children, both to help recruit future veterinary surgeons and nurses, and to develop a better informed public</p> <p>8. Make a broader range of extramural studies (EMS) opportunities available to veterinary students including (non-veterinary) business, public policy and international fields</p> <p>17. Ensure that veterinary undergraduates are provided with career 'roadmaps' and encouraged to undertake relevant work experience as part of EMS</p> <p>19. Create a one-stop-shop for careers advice and support to promote diverse career opportunities</p> <p>20. Explore how we can encourage a more diverse profession (in relation to ethnicity, socio-economic background, gender etc) including reviewing the application and selection process for UK vet schools</p> <p>21. Improve outreach to, and careers advice for, schoolchildren to better communicate the realities and opportunities of a veterinary career</p> <p>22. Develop a public-facing awareness campaign to raise the profile of wider veterinary roles (including public health, research, government, industry and academia)</p> <p><b>Also 25, 32</b></p>	<p><b>Two:</b> valued for our wider roles in society</p> <p><b>Four:</b> a broad range of diverse and rewarding career paths</p>
<p><b>H: Review student recruitment, selection and support</b></p>	<p>7. Promote and celebrate the wider roles of veterinary surgeons and veterinary nurses outside clinical practice within the veterinary profession and to the general public, starting with school-age children, both to help recruit future veterinary surgeons and nurses, and to develop a better informed public</p> <p>11. Review the approach to recruiting and selecting veterinary and veterinary nursing students to ensure adequate support, improve wellbeing and manage expectations</p> <p>20. Explore how we can encourage a more diverse profession (in relation to ethnicity, socio-economic background, gender etc) including reviewing the application and selection process for UK vet schools</p> <p>21. Improve outreach to, and careers advice for, schoolchildren to better communicate the realities and opportunities of a veterinary career</p> <p><b>Also 31</b></p>	<p><b>Two:</b> valued for our wider roles in society</p> <p><b>Three:</b> confident, resilient, healthy and well-supported</p> <p><b>Four:</b> a broad range of diverse and rewarding career paths</p>

<b>I: Review outcomes for graduates</b>	<p><b>2.</b> Enhance moral reasoning and ethical decision-making in education, policy-making, practice-based research and everyday veterinary work</p> <p><b>7.</b> Promote and celebrate the wider roles of veterinary surgeons and veterinary nurses outside clinical practice within the veterinary profession and to the general public, starting with school-age children, both to help recruit future veterinary surgeons and nurses, and to develop a better informed public</p> <p><b>8.</b> Make a broader range of extramural studies (EMS) opportunities available to veterinary students including (non-veterinary) business, public policy and international fields</p> <p><b>15.</b> Help veterinary professionals to work with uncertainties, and develop reflective practice, starting with undergraduates</p> <p><b>16.</b> Explore and consult on a sustainable structure for the veterinary degree, including the viability of limited licensure, allowing veterinary students to focus their studies and specialise during the veterinary degree</p> <p><b>17.</b> Ensure that veterinary undergraduates are provided with career 'roadmaps' and encouraged to undertake relevant work experience as part of EMS</p> <p><b>20.</b> Explore how we can encourage a more diverse profession (in relation to ethnicity, socio-economic background, gender etc) including reviewing the application and selection process for UK vet schools</p> <p><b>25.</b> Enhance business and finance skills amongst veterinary professionals through education, EMS and continuing professional development (CPD)</p> <p><b>31.</b> Explore ways to develop the next generation of veterinary leaders including by identifying and nurturing talent, and providing them with the skills and opportunities to succeed</p> <p><b>32.</b> Develop and communicate clear routes to a wide range of leadership roles</p> <p><b>Also 20, 32</b></p>	<p><b>One:</b> a leading force for animal health and welfare</p> <p><b>Two:</b> valued for our wider roles in society</p> <p><b>Three:</b> confident, resilient, healthy and well-supported</p> <p><b>Four:</b> a broad range of diverse and rewarding career paths</p> <p><b>Five:</b> thriving, innovative, user-focused businesses</p> <p><b>Six:</b> exceptional leadership</p>
<b>J: Review of extramural studies</b>	<p><b>8.</b> Make a broader range of extramural studies (EMS) opportunities available to veterinary students including (non-veterinary) business, public policy and international fields</p> <p><b>17.</b> Ensure that veterinary undergraduates are provided with career 'roadmaps' and encouraged to undertake relevant work experience as part of EMS</p> <p><b>Also 25</b></p>	<p><b>Two:</b> valued for our wider roles in society</p> <p><b>Four:</b> a broad range of diverse and rewarding career paths</p>

<b>K: Support for overseas graduates</b>	<p><b>13.</b> Develop support for overseas-graduated veterinary surgeons working in the UK, who may not have benefited from the same undergraduate support as UK students</p>	<b>Three:</b> confident, resilient, healthy and well-supported
<b>L: Veterinary workforce study</b>	<p><b>18.</b> Undertake a veterinary workforce study to assess the rewards, recognition and working conditions of vets and veterinary nurses, and the drivers of low and unequal pay</p> <p><b>Also 28</b></p>	<b>Four:</b> a broad range of diverse and rewarding career paths
<b>M: Communicating veterinary fees and value</b>	<p><b>27.</b> Develop communications tools to improve consumer understanding of veterinary costs and fees, and promote the value of veterinary care</p>	<b>Five:</b> thriving, innovative, user-focused businesses
<b>N: Support the Mind Matters Initiative</b>	<p><b>10.</b> Deliver a coordinated, well-funded and evidence-based approach to mental health and wellbeing for the veterinary team</p> <p><b>12.</b> Deliver peer support and/or mentoring in all UK vet schools and improve support for vets post-graduation</p> <p><b>14.</b> Develop tools and services to help veterinary employers make working environments more supportive for everyone</p> <p><b>Also 15</b></p>	<b>Three:</b> confident, resilient, healthy and well-supported
<b>O: Focus on reflective practice</b>	<p><b>2.</b> Enhance moral reasoning and ethical decision-making in education, policy-making, practice-based research and everyday veterinary work</p> <p><b>15.</b> Help veterinary professionals to work with uncertainties, and develop reflective practice, starting with undergraduates</p> <p><b>Also 34</b></p>	<p><b>One:</b> a leading force for animal health and welfare</p> <p><b>Three:</b> confident, resilient, healthy and well-supported</p>
<b>P: Online mentoring</b>	<p><b>12.</b> Deliver peer support and/or mentoring in all UK vet schools and improve support for vets post-graduation</p> <p><b>34.</b> Develop lifelong learning in leadership, including mentoring and targeted leadership programmes, in particular for groups underrepresented in leadership (eg women and people from minority ethnic groups)</p> <p><b>Also 15</b></p>	<p><b>Three:</b> confident, resilient, healthy and well-supported</p> <p><b>Six:</b> exceptional leadership</p>



<b>Q: Veterinary leadership programme</b>	<p><b>31.</b> Explore ways to develop the next generation of veterinary leaders including by identifying and nurturing talent, and providing them with the skills and opportunities to succeed</p> <p><b>32.</b> Develop and communicate clear routes to a wide range of leadership roles</p> <p><b>34.</b> Develop lifelong learning in leadership, including mentoring and targeted leadership programmes, in particular for groups underrepresented in leadership (eg women and people from minority ethnic groups)</p> <p><b>Also 12, 17</b></p>	<b>Six:</b> exceptional leadership
<b>R: Innovation symposium</b>	<p><b>24.</b> Establish a business and innovation hub to showcase new technologies, services and business models, celebrate the innovators and ensure appropriate regulatory underpinnings are in place</p>	<b>Five:</b> thriving, innovative, user-focused businesses
<b>S: Review regulation of new veterinary technologies</b>	<p><b>23.</b> Review the regulatory framework for veterinary businesses to ensure a level playing field, enable a range of business models to coexist, ensure professionalism in commercial settings, and explore the implications for regulation of new technologies (eg telemedicine)</p> <p><b>Also 4</b></p>	<b>Five:</b> thriving, innovative, user-focused businesses
<b>T: Consult on mandatory practice standards inspection</b>	<p><b>26.</b> Explore whether practice standards inspection should be compulsory</p>	<b>Five:</b> thriving, innovative, user-focused businesses
<b>U: Strategy for regulating allied professionals</b>	<p><b>28.</b> Consider whether and how allied professionals might be regulated as part of the vet-led team</p> <p><b>Also 4, 6</b></p>	<b>Five:</b> thriving, innovative, user-focused businesses
<b>V: Consult on the representation of the profession</b>	<p><b>30.</b> Explore options for bringing greater coherence to the support and representation of the veterinary profession</p>	<b>Six:</b> exceptional leadership
<b>W: Vet Futures Europe</b>	<p><b>33.</b> Look to develop a proactive veterinary-led EU/global agenda where the UK can lead in public health, education, regulation and improving standards</p>	<b>Six:</b> exceptional leadership
<b>X: VN Futures</b>	<p><b>29.</b> Encourage veterinary nurse leaders to develop a report and recommendations which are directly relevant to veterinary nurses and their future, and complementary to the Vet Futures report</p>	<b>Six:</b> exceptional leadership





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