



Council
20 May 2021

Equality, Diversity and Inclusion: proposal for co-funding research into underrepresented groups experiences in osteopathic training (UrGEnT)

Classification	Public
Purpose	For decision
Issue	To consider a proposal for co-funding research into underrepresented groups experiences in osteopathic training.
Recommendation(s)	To agree to co-fund the research up to £7,500 subject to the project group meeting the deadlines and deliverables.
Financial and resourcing implications	The budget for 2021-22 included an allocation for Equality, Diversity and Inclusion which could be used for co-funding this research.
Equality and diversity implications	GOsC has designated 'general duties' under the Equality Act 2010 and co-funding research in this area will help in our delivery of these duties.
Communications implications	The decision of Council, and the rationale for the decision, will be communicated back to the research team. If Council chooses to co-fund the project, we will report project progress back to Council at regular intervals.
Annex(es)	A. Research proposal - underrepresented groups experiences in osteopathic training (UrGEnT)
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Key messages from paper:

- The General Osteopathic Council (GOsC) is a designated public authority and is subject to the public sector equality duty under the Equality Act 2010 (the Act). This includes advancing equality of opportunity between people who share a protected characteristic and those who do not.
- We have been asked to co-fund research into underrepresented groups experience of osteopathic training. The proposal already has achieved co-funding from University College of Osteopathy, the European School of Osteopathy and the Institute of Osteopathy.
- The proposal is split over four phases and will conclude in October 2022. The total cost of the project is £38k.
- The research would be the first study worldwide to look at osteopathic students' experience when training (for underrepresented groups) and at their cultural competency (for all students).
- The GOsC has criteria for assessing funding proposals - previously agreed in 2013 - which remain relevant today. The Executive consider that the proposal meets our funding criteria.

Background

1. The General Osteopathic Council (GOsC) is a designated public authority and is subject to the public sector equality duty under the Equality Act 2010 (the Act). In the exercise of its functions the GOsC must have due regard to the need to:
 - a. Eliminate unlawful discrimination, harassment, victimisation and other conduct that is prohibited by the Act.
 - b. Advance equality of opportunity between people who share a protected characteristic and those who do not.
 - c. Foster good relations between people who share a relevant protected characteristic and those who do not.
2. Having due regard means the GOsC must think consciously and carefully about these three aims in its day-to-day work, so that equality issues influence its decisions in developing policy, in delivering services, and in its role as an employer. It has to do this in a proportionate way, focusing more attention on functions that have the most impact on different groups of people. It has this duty even if a third party carries out the function on its behalf.
3. Advancing equality of opportunity involves having due regard to the need to:
 - a. Remove or minimise disadvantages experienced by people due to their protected characteristics.

- b. Take steps to meet the needs of people with certain protected characteristics where these are different from the needs of other people.
- c. Encourage people with certain protected characteristics to participate in public life or in other activities where their participation is disproportionately low.

Discussion

4. The GOsC was recently approached with a research proposal from the University College of Osteopathy to co-fund research into underrepresented groups experiences in osteopathic training (UrGEnT)¹.
5. The research proposal is set out at Annex A, with the key points from the proposal summarised below. Dr Jerry Draper-Rodi will attend Council to answer any questions on the proposal.
 - a. Access and participation from minority groups to higher education (beyond osteopathy) in the UK has been a core focus but attainment and positive experience during training are crucial and tend to be poor for students from underrepresented groups.
 - b. It is currently difficult to get a clear picture of the osteopathic profession's profile in the UK and there is recent anecdotal evidence that some UK osteopaths from underrepresented groups are dissatisfied with the lack of diversity in how the profession is portrayed.
 - c. The dual aims of the project are to explore the experiences of student osteopaths from underrepresented groups and to evaluate the cultural competency of all student osteopaths.
 - d. The findings will enhance awareness of equality and diversity barriers in UK OEIs and be used to generate new recommendations based on current empirical evidence to enhance students' experiences and competence.
 - e. The enhancement to students' competencies would most likely be for the benefits of patients'.
 - f. This would be the first study worldwide to look at osteopathic students' experience when training (for underrepresented groups) and at their cultural competency (for all students).

¹ Stakeholders who have currently agreed to co-fund the research include: University College of Osteopathy and Institute of Osteopathy. The European School of Osteopathy have agreed to participate in the research.

g. The project has specific aims which are:

- i) to explore and describe minority groups' educational experiences during their education in osteopathic education institutions (OEIs);
- ii) to identify solutions minority groups feel could support their learning journey and improve their attainment;
- iii) to evaluate osteopathic students perceived cultural competence to work with minority groups;
- iv) to enhance the professions' and OEIs awareness of the challenges faced by students from underrepresented groups alongside recommendations to enhance experience and attainment.

h. The project has four phases through to October 2022:

Phase 1: Focus groups reports and systematic review manuscript submission in open access journal (£6,294)

Phase 2: Ethical approval for the research (£964).

Phase 3: Survey and focus groups and submission of manuscripts to open access journals (£25,565).

Phase 4: Running dissemination workshops (£5,249).

i. The total cost of the project is **£38,072**, broken down across the four phases.

Funding criteria


6. In 2013, Council agreed criteria which should be applied if funding proposals are under consideration. The criteria, which still remains relevant, is set out as follows:

- a. **Developmental:** the anticipated outcome would represent a clear development in osteopathic education, training or practice that aims to deliver a measurable and continuous improvement in the quality or safety of osteopathic healthcare.
- b. **Public and patient benefit:** the initiative represents a clear public or patient benefit in terms of the enhanced quality and safety of osteopathic care.
- c. **Cross-professional applicability:** the GOsC should support only projects that deliver developmental benefit that is applicable to the whole profession rather than for the benefit of a particular group or groups of practitioners.

- d. **Collaboration:** initiatives should not be those of a single organisation but involve multiple partners and there should also be defined contributions from those organisations whether financial or in-kind.
 - e. **Clarity of outcome:** projects will only be considered for support if they include a clear plan for how the project outcomes are to be achieved and disseminated across the osteopathic profession.
7. In addition, it was stated that proposals should identify clearly the project deliverables, the project timeframe, a breakdown of costs, the individuals, agency or organisations who will conduct the work, and the process by which the lead osteopathic organisations will oversee project management. An application for funding should identify the process by which any agency or other organisation will be selected.

Assessment of UrGEnT proposal against funding criteria

8. An assessment of the proposal against the funding criteria is provided below:

Criteria	Assessment against proposal	Executive view on whether criteria met
Developmental	<p>The UrGEnT proposal has clear aims which would represent a development in osteopathic education and training. The aims of the project are:</p> <ul style="list-style-type: none"> 1) to explore and describe minority groups' educational experiences during their education in osteopathic education institutions (OEIs); 2) to identify solutions minority groups feel could support their learning journey and improve their attainment; 3) to evaluate osteopathic students perceived cultural competence to work with minority groups; 4) to enhance the professions' and OEIs awareness of the challenges faced by students from underrepresented groups alongside recommendations 	

Criteria	Assessment against proposal	Executive view on whether criteria met
	to enhance experience and attainment.	
Public and patient benefit	A more inclusive and diverse profession would be of benefit for the public and patients.	✓
Cross-professional applicability	All Osteopathic Education Institutions will be invited to join the project and support the findings. The findings have the potential to create a better training experience for underrepresented groups creating, in the future, an even more diverse profession, which would be of benefit for the entire profession.	✓
Collaboration	The project already has the backing of the University College of Osteopathy and the Institute of Osteopathy. We understand discussions are continuing with the Osteopathic Foundation.	✓
Clarity of outcome	The proposal has four phases. Phases 3 and 4 specifically address the approach to delivering the project aims and the dissemination of the results across the education sector and the wider profession.	✓
Clarity of deliverables, timeframe, costs, involvement of individuals.	The proposal includes clarity around deliverables, timeframes, costs and the involvement of individuals. The proposal also includes its own assessment against funding criteria.	✓

9. As demonstrated by the table above, the Executive is of the view that the UrGEnT proposal satisfies the funding criteria which was adopted by Council in 2013. Additionally, if we were to co-fund the proposal, the deliverables would help us demonstrate how we are exercising our own duties under the Equality Act 2010 most notably, to advance equality of opportunities – para 1b refers.

Recommendation:

1. To agree to co-fund the research up to £7,500 subject to the project group meeting the deadlines and deliverables.

UrGEnT - Underrepresented Groups' Experiences in osteopathic Training

1 Introduction

1.1 Identification of need

In the last decades, access and participation from minority groups to higher education in the UK has been a core focus and entry rates for non-white students have increased: in 2019 they were higher for all ethnic groups compared with rates in 2006 and the entry rates increased in 2019 compared with 2018 (Universities and Colleges Admissions Service 2020). Whilst accessing education is important, attainment and positive experience during training are crucial and tend to be poor for students from underrepresented groups (UrG) (more information below). On a societal level, Equality Diversity and Inclusion (EDI), and their lack, have been epitomised by the Black Lives Matter movement in Spring 2020 (Szetela 2019).

EDI in UK universities

Within further education in the UK, 77% of students identify as white, 10% Asian, 7% black and 3% mixed ethnic background (Education and Skills Funding Agency 2020). Students from UrG face challenges during their education in UK universities.

In physiotherapy, students from black Asian and minority ethnic (BAME) backgrounds are awarded lower marks during observed assessments compared to white students (Norris, Hammond et al. 2018). This study also demonstrates a lower degree award for students with learning disability, from non-traditional entry routes or who are younger (Norris, Hammond et al. 2018).

Stonewall, the UK LGBTQ+ equality charity, conducted a survey in 2018 of 522 LGBTQ+ students in UK universities and found that many received negative comments or discriminatory conduct towards them from university staff and/or other students because they were LGBTQ+. A fifth did not feel confident enough to report these homophobic aggressions (Bachmann and Gooch 2018). The wellbeing of UK students is generally decreasing, but this is particularly pronounced for LGBTQ+ students according to the 2020 Student Academic Experience Survey (Neves and Hillman 2020).

After education, challenges persist as employment rate is negatively correlated with belonging to an UrG characteristics, e.g. BME graduates have an 8% less chance to be in full-time employment than white graduates and are more likely to be unemployed than white graduates (Higher Education Statistics Agency 2020)

Underrepresented groups in the osteopathy profession

It is currently difficult to get a clear picture of the osteopathic profession's profile in the UK (MacMillan, Corser et al. 2021). The available data is either old or provides an incomplete picture. In 2011, 86-96% of the UK osteopathy profession were heterosexual, 82-90% white, 51-61% Christian, 51% female and 3% had a disability (KPMG 2011). It has been challenging to update these data since a majority of new

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registrants with the General Osteopathic Council (GOsC) do not respond to Equality Diversity and Inclusion (EDI) questions: 99% did not to answer if they had a disability, 54% with respect to their sexuality and 48% to their ethnicity (Milliner 2019); in 2020 more information was provided by new registrants but “did not answer” was still selected by many (34% regarding religion, 33% ethnicity, and 25% sexuality). There is recent anecdotal evidence that some UK osteopaths from UrG are dissatisfied with the lack of diversity in how the profession is portrayed and the lack of cultural competency of OEIs, the GOsC and the Institute of Osteopathy which has recently led GOsC and IO to independently conduct discussion meetings with osteopaths who identify as BAME.

Underrepresented groups in osteopathy students

There is no data available on students’ profile within the Osteopathic Educational Institutions (OEIs) but institutions report individually on their students, usually under the Access and Participation Plan; e.g. the students at the UCO identify as white (70-75%), mixed ethnic background (10%), Asian (7%) or black (7%). An added complication is when so few UrG students are training and some refuse to answer EDI questions, the final numbers are very small compromising anonymity if OEIs were to share data.

Patients from minority groups

There is very limited information regarding the profile of patients attending osteopathy. When conducting the Osteopathic International Alliance Global Report, the authors found no data on patients’ groups profile, e.g. ethnicity, socioeconomic status, or sexuality (Carnes, Ellwood et al. 2021). The UCO clinic does not either record patients’ groups. During the standardised data collection project reported in 2009, 94% of patients attending osteopathy in the UK were white (Fawkes 2010). An Australian survey of patients who identify as LGBTIQ+ found there were several challenges when attending physiotherapy (Ross and Setchell 2019).

In summary, existing national data suggests there are opportunities to enhance UrGs’ experience and attainment within higher education. Within osteopathic educational institutions (OEIs), existing information is scarce, limited and anecdotal but suggests that the national picture is reflected in recruitment, retention and achievement in educational programmes. Concurrent social, political and educational changes indicate an urgent need for research to describe the experience of UrG in osteopathic education and to explore the extent to which education prepares osteopathic students to work effectively with patients who are from UrG. This would enable the identification of actions to enhance the experience and attainment of osteopathic students from UrG and provide insight into the extent that osteopathic education prepares students to work with people from UrG and form part of longer-term plans to enhance access, quality of care and patient experience for people from minority groups and to attract more students from these UrG to enhance the profession and represent more inclusively the communities they serve (MacMillan, Corser et al. 2021).

1.2 Objectives

The dual aims of the proposed mixed methods project are to explore the experiences of student osteopaths from UrG and to evaluate the cultural competency of all student osteopaths. The findings will enhance awareness of equality and diversity barriers in UK OEIs and be used to generate new recommendations based on current empirical evidence to enhance students' experiences and competence.

Specific aims:

1. to explore and describe minority groups' educational experiences during their education in OEIs;
2. to identify solutions minority groups feel could support their learning journey and improve their attainment;
3. to evaluate osteopathic students perceived cultural competence to work with minority groups;
4. to enhance the professions' and OEIs awareness of the challenges faced by students from UrG alongside recommendations to enhance experience and attainment.

1.3 Out of Scope

This project will focus on students' experiences and cultural competencies. OEI's clinics' patients' experiences of care will not be explored or assessed in this project.

1.4 Risks

This project is aligned with the social justice theory of ethics by promoting underrepresented experiences and opinions to have equal weights to the other ones (Mertens 2016). This project will seek ethical approval from relevant research ethics committees required, including the UCO REC. A summary of key ethical considerations is presented below.

Respect: respect is critically examined in terms of the cultural norms of interaction within a community and across communities. Topics discussed will involve sensitive topics as they may relate to organisations and individuals.

Beneficence: beneficence is defined in terms of the promotion of human rights and an increase in social justice. Students will be interviewed as part of focus groups to gather their experience, which is likely to include discussing painful memories. Participants will be reminded that they can withdraw from the study at any time (including after the introductory explanations) and without needing to give reasons and without penalty. Clear ground rules will be established and the groups will be sensitively facilitated.

Justice: an explicit connection is made between the process and outcomes of research and furtherance of a social justice agenda. The study will aim to recruit participation in principle from all UK providers of pre-registration education. The

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participants that will be invited to take part in the study will be from UrG and the wider population of student osteopaths.

Confidentiality: participants will not be called by their names during the focus groups and they will be reminded before the interviews that they should not disclose information about patients, colleagues or staff that might be identifying, such as names. If this happens during interviews, transcripts will be anonymised.

Autonomy: Recruitment material will only be sent in a written format to minimise the risk of coercion. The information sent will detail the purpose and content of the study. It will allow participants to make informed decisions about the study and for the focus groups to sign a consent form to evidence their informed decision to participate in this study.

Non-Maleficence: Because this study will address issues of potential discrimination and deeply held personal and societal beliefs, there is a risk of increasing participants' distress through the process of reflecting on and disclosing personal beliefs and experiences. These risks will be minimised by informing participants beforehand in the Participant Information Sheet, by providing careful facilitation during the focus groups, providing links to appropriate support, reminding participants before starting focus groups that they can decide to withdraw from the study without needing to provide any explanation. Given the potential for exploring distressing events in a group setting ground rules will be established and a debriefing will take place. Another risk is reputational damage to OEIs, whilst anonymity of OEIs will be ensured in reports, articles and in the conference, if participants reported having undergone serious misconduct behaviours during their training, it would be reported to the GOsC for further investigations in accordance with the GOsC's policy on handling whistleblowing concerns (General Osteopathic Council 2015).

Integrity: the researcher team has no direct conflicts of interest in this study, but do hold an express interest in the topic as well as being drawn explicitly from diverse backgrounds. No financial gains or favours for family and friends are expected or planned to emerge from this study.

2 Project management structure

2.1 Roles and responsibilities

The research team members reflect important dimensions of diversity in the groups that are invited to join this project, which is good practice in transformative paradigmatic research (Mertens 2010). The team is composed of a range of UCO and non-UCO members and most of them identify as one or more minority groups, they have expertise in EDI research and a variety of research methods.

All team members have confirmed their interest in participating in this project and the team structure is likely to be:

Function	Name	Academic position	Roles	Background expertise
Principal Investigator and SRO	Dr Jerry Draper-Rodi	Senior Research Fellow (UCO)	<ul style="list-style-type: none"> • Project overview and management • Co-conducting systematic review • Supervising survey • Co-conducting focus groups • Writing up focus groups manuscripts first drafts • Writing up reports to OEIs, iO and GOsC • Running conference 	<ul style="list-style-type: none"> • Expertise in systematic review methods, qualitative research (focus groups) and quantitative methods (survey) • Several peer-reviewed articles published and conference presentations
Co-applicants	Dr John Hammond	Head of Department of Rehabilitation Sciences in the Faculty of Health Social Care and Education at Kingston University	<ul style="list-style-type: none"> • Project overview • Participating to article and report writing 	<ul style="list-style-type: none"> • Expertise in BAME attainment and grade gaps • Expertise in gender and sexuality minority groups in physiotherapy
	Mr Steven Vogel	Deputy Vice Chancellor	<ul style="list-style-type: none"> • Project overview 	<ul style="list-style-type: none"> • Focus group methods

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Function	Name	Academic position	Roles	Background expertise
		(Research) (UCO)	<ul style="list-style-type: none"> • Conducting some focus groups • Co-running conference Participating to article and report writing 	<ul style="list-style-type: none"> • Qualitative research • Equality, Diversity and Inclusion • Several peer-reviewed articles published and conference presentations •
Research team	Dr Hilary Abbey	Head of research (UCO)	<ul style="list-style-type: none"> • Survey development and analysis • Conducting some focus groups • Participating in article and report writing 	<ul style="list-style-type: none"> • Equality, Diversity and Inclusion • Leading REF sessions on Implicit Bias for UCO staff • Qualitative research Several peer-reviewed articles published and conference presentations •
	Mr Andrew MacMillan	Research & Enquiry unit leader at UCO, and doctoral student in higher education and disability at Portsmouth university.	Conducting systematic review Co-conducting focus groups Participating to article and report writing	Peer-reviewed publications including on disability and education. Doctoral student on disability and education Member of UCO disability working group for staff and students.
	Dr Kevin Brownhill	Course tutor research	<ul style="list-style-type: none"> • Setting up the survey for each OEI • Analysing data Participating to 	<ul style="list-style-type: none"> • Master's degree in statistics • PhD using quantitative

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Function	Name	Academic position	Roles	Background expertise
			<ul style="list-style-type: none"> survey article and report writing 	<ul style="list-style-type: none"> analytical tools
	Ms Yinka Fabusuyi	UCO Black lives matter working group chair	<ul style="list-style-type: none"> Taking part in decisions on overall project structure Co-conducting focus groups Participating to article and report writing 	<ul style="list-style-type: none"> Practising Osteopath UCO lecturer and clinic tutor Chair of the UCO Black lives matter working group
	Research officer	TBC	<ul style="list-style-type: none"> Inviting students to take part to survey Inviting students to take part in focus groups Helping with preparation of reports and conference organisation 	
Steering group	Dr Philip Bright	Head of research (ESO)	<ul style="list-style-type: none"> Taking part in discussions on stages' implementations Conducting a community involvement meeting Conducting one focus group Participating to conference Participating to article and report writing 	<ul style="list-style-type: none"> Experience with quantitative and qualitative methods Several peer-reviewed manuscripts published including curriculum comparison and clinical assessment studies.
	Ms Jas Verdi	UCO Equality, Diversity and Inclusivity	<ul style="list-style-type: none"> Taking part in discussions on 	<ul style="list-style-type: none"> Student support

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Function	Name	Academic position	Roles	Background expertise
		Committee chair	stages' implementations <ul style="list-style-type: none"> Participating to article and report writing 	<ul style="list-style-type: none"> Chair of EDI committee at UCO
	TBC	iO representative	<ul style="list-style-type: none"> Taking part in discussions on stages' implementations 	
	TBC	GOsC representative	<ul style="list-style-type: none"> Taking part in discussions on stages' implementations 	
	TBC	Student representative	<ul style="list-style-type: none"> Taking part in discussions on stages' implementations 	

2.2 Reporting

1. Month 6: report on preliminary work (review and PPI)
2. Month 12: report on ethics and survey
3. Month 17: report on focus groups
4. Month 19: final report on forum

2.3 Project methodology

Research approach and governance

This research project sits within a transformative paradigm that places a central importance on the study of lives and experiences of groups that are marginalised, therefore is ideal when addressing inequality and injustice in society (Creswell 2014). The use of mixed methods (focus groups and surveys) will be implemented to gain the most insight from this paradigm (Mertens 2016) and community members will be involved in the initial discussions of the operationalisation of the research focus. Transformative paradigmatic research has at its core power issues and inequalities and embeds a political change agenda that aims to change participants', and the institutions' involved (Creswell 2014).

A steering committee which will include lay and student representation will maintain oversight and supervision of the research on behalf of the sponsors and funders.

2.3.1 Phase 1

Activities:

- Patient and public involvement is key to the development of research and evaluation of services (Boivin, Richards et al. 2018) arguably more so when adopting a transformative paradigm. We will involve community members at the development stage to gather their insights to ensure that the project provides meaningful data about the experiences of underrepresented students in OEIs. Students who self-identify as belonging to an UrG will be invited to share their views and provide direct input on the project before starting to collect data. Students from the UCO and ESO students will be invited to take part in this group (but students from all OEIs who accept to take part will be invited to the survey and focus groups – stages 3 and 4 detailed below). They will be presented with the systematic review findings and the stages discussed below. Changes to the research plan will be made informed by the community's perceptions of what would be meaningful to them alongside the results from the systematic review.
- conducting a systematic review on the challenges faced by minority groups when training in a manual therapy profession in the UK. A Critical Interpretative Synthesis (Dixon-Woods M 2006) will be conducted to gather information on student groups that are victimised and a thematic analysis will map out potential conceptualisations of obstacles and typologies of discrimination.

Timetable: April – July 2021 (PPI), March – September 2021 (review)

Deliverables: Focus groups reports + systematic review manuscript submission in open access journal

Report Date/s: 01/09/2021 (PPI), 01/10/2021 (systematic review)

2.3.2 Phase 2

Activities:

- Ethics application to UCO Research and Ethics Committee (UCO REC): several members of the team sit on UCO REC (but would not assess this application) and have extensive experience in submitting successful applications.

Timetable: June – September 2021

Deliverables: Ethical approval

Report Date/s: October 2021

2.3.3 Phase 3

Activities:

- A survey of all UK OEIs students (not only the ones who are underrepresented) will assess their cultural competency in regard to the UrG (the list will be informed by the systematic review and the community involvement but we anticipate that it will include BAME, LGBT, disability and women). This will allow comparison of osteopathy with other professions as similar evaluations have been conducted with most medical and allied health professionals.
- A series of ca. 10 focus groups will be conducted to elicit educational experiences and suggestions for change:
 - 1 or 2 mixed-OEIs focus groups per UrG
 - For participants who belong to UrG with not enough representation to run a focus group, salient features from UrG will be identified and then discussed with them (in focus groups with participants from mixed UrG) to identify commonalities and distinctive elements for their group.

Timetable: September – December 2021 (survey); January – July 2022 (focus groups)

Deliverables:

- OEIs will be provided with both the average scores from all UK OEIs students who took part and their own students' scores to allow OEIs to analyse where they perform well and areas where work is required (specific OEI's results will only be identifiable to themselves). Professional bodies will be provided with average scores across all OEIs.
- Focus groups: all OEIs and professional bodies will be provided with the data analysed from the ca. 10 focus groups conducted with students from UrG.
- manuscripts submitted to open access journals

Report Date/s: January 2022 (survey), 01/09/2022 (focus groups)

2.3.4 Phase 4

Activities:

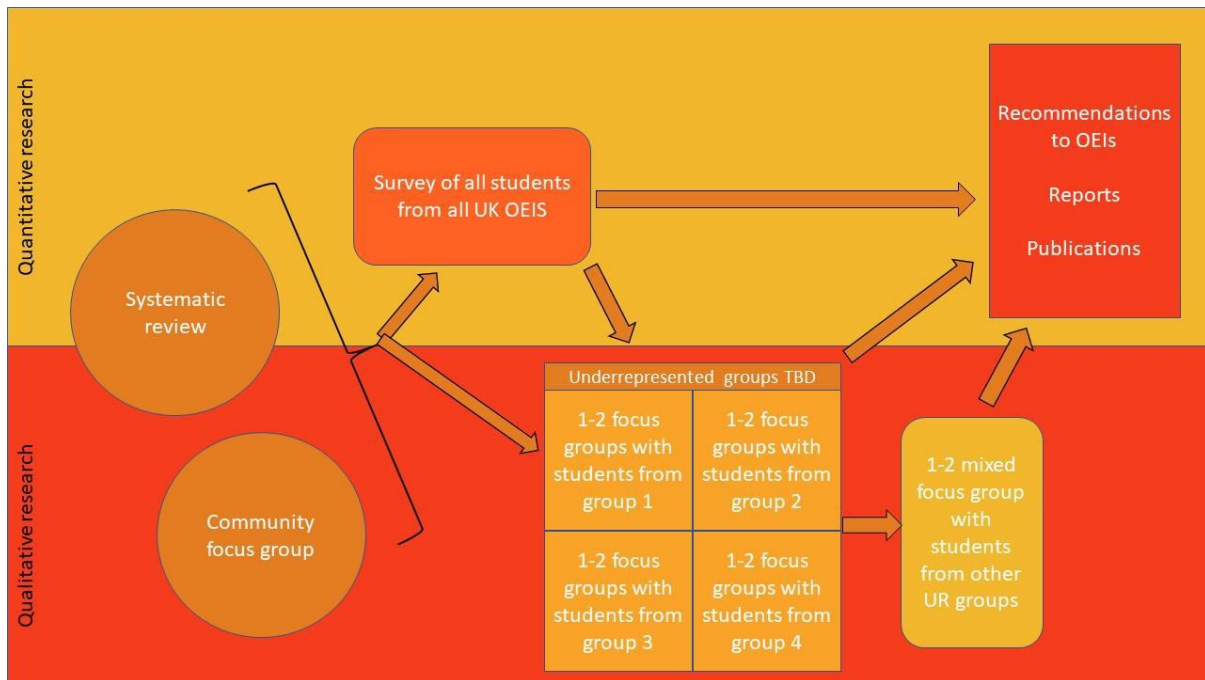
- Running a forum with OEIs and professional bodies:
 - Recommendations will be made to support OEIs enhancement of student experience and curricular development.
 - Recommendations will be made to professional bodies based on survey and focus groups data.
 - A conference/forum will be organised with all OEIs, GOsC and iO to discuss findings and implications.

Timetable: September 2022 (forum)

Deliverables: Running and inviting OEIs, iO, oF and GOsC

Report Date/s: October 2022

The project will use mixed methods: the figure below details which stages are quantitative (sitting in the top half of the picture), which are qualitative (bottom half), and which will be mixed methods (between both halves). The stages are represented chronologically (starting on the left and progressing gradually towards the right) and the arrows describe the relationship between the stages of the project.



3 Business case

3.1 Funding criteria and strategic fit

Criteria	How does this project address the criteria?
Innovation	This would be the first study worldwide to look at osteopathic students' experience when training (for UrG) and at their cultural competency (for all students).
Applicability	Inviting all UK OEIs to join in this project will support the findings to be applicable to all of them and the findings will support the GOsC and iO in their work concerning equality diversity and inclusion.
Support	The project is supported by the UCO, the iO, ESO and the GOsC (TBC).
Project Team contribution in kind	The UCO will be contributing time and resources in kind in terms of ICT, marketing and administration to enable the Project Team to conduct the tasks detailed above (for which they will be reimbursed as per the study budget)
Collaboration	This project is a collaboration between the UCO, Kingston University, the ESO, the GOsC (TBC) and the iO. The team is strong and has excellent track record and experience. To ensure its feasibility we are looking at a multi-stream funding: the UCO has planned to fund between £7000 and £10000 and we are in discussions with several funders.
Measurability	<p>The systematic review be submitted for publication in an open-access journal.</p> <p>The survey results will be shared with the OEIs and professional organisations and results will be submitted for publication in an open-access journal.</p> <p>The focus groups results will be shared with the OEIs and professional organisations and results will be submitted for publication in an open-access journal.</p> <p>A forum with the OEIs and professional organisations will provide a space for discussion and recommendations will be made following the different stages of this project.</p>
Value for money	The profession has lacked leadership in assessing its EDI performance. Anecdotal evidence suggests that students (and professionals) do not reflect the general population characteristics (e.g. in terms of ethnicity, or disability). This project will support

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Criteria	How does this project address the criteria?
	the profession in identifying how to improve, how to recruit more broadly and support more efficiently its students. The assessment of students' cultural competency and recommendations following this will benefit the public.
Dissemination	Three open-access publications, reports to OEIs and professional organisations, presentations to one or two conferences, and a forum with all OEIs and professional organisations

3.2 Costs

A more detailed budget is attached to this document. The first tab details the whole project and the following ones are specific to each phase (see tabs' names).

Item	Amount £	Date
Phase 1: PPI & review and one open-access publication	6,294	09/21
Phase 2: Ethics	964	10/21
Phase 3: survey + focus groups and two open-access publications and survey tool costs	25,565	07/22
Phase 4: Dissemination and impact	5,249	09/22
Total	38,072	

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Annex A to 6

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