Equity, Diversity and Belonging draft strategy consultation

Consultation Report

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Executive Summary

Background

The Chartered Society of Physiotherapy (CSP) commissioned Enventure Research, an independent research agency, to conduct and analyse findings from consultation activities with its members and staff in regard to the draft Equity, Diversity and Belonging strategy in June and July 2021.

This report details the findings from the consultation.

Methodology summary

A mixed-methodology approach, including both quantitative and qualitative methods, was used for this consultation programme, including:

- An online consultation survey targeting CSP members and staff, using a questionnaire co-designed by the CSP and Enventure Research, which received 612 responses between 9 June and 2 August

- Three online focus groups with CSP members and one in-depth interview with a CSP staff member, moderated by Enventure Research

- 13 written responses received from Higher Education Institutes, Regional Networks and Country Boards, Professional Networks, Diversity Networks, Committees and Unite Union members using question templates provided by the CSP

A more detailed description of the methodology for this research can be found in the main report.

Key findings

Engagement with Equity, Diversity and Belonging

A much larger proportion of respondents said they were engaged in the area of Equity, Diversity and Belonging (63%) than were not engaged (33%), and engagement was particularly high amongst CSP staff (89%). In contrast, 58% of members were engaged and 37% said they were not.

Inspiring members to take action

Respondents were asked how much the draft strategy inspired them to take action and were able to choose from a scale of 1 'not at all' to 5 'a lot'. The most common responses were 4 and 5, with 43% choosing one of those scores. In contrast, 21% chose a score of 1 or 2. The mean score was 3.31 (out of a possible maximum of 5). A much larger proportion of staff chose a score of 4 or 5 (69%) than members (39%).

When asked to explain their score, the most common response amongst those who scored 4 or 5 was positivity about or support for the draft strategy (60%). For those who scored 1 or 2, the most common response was that the draft strategy lacked direction or a clear action plan (20%).

Focus group and interview participants felt that actions were more important than the words themselves used in the strategy and highlighted that the document would benefit from including a list of actions that members and staff could take to make a difference. It was also felt that the CSP should play a key role in educating and inspiring members and staff in the area of Equity, Diversity and Belonging.

Group responses were received from a number of organisations, networks and committees. These responses also suggested that the strategy would benefit from a list of actions members and staff could take or an action plan in order to inspire them. It was suggested that the CSP should engage with leaders in the field and employers to ensure that physiotherapists are given sufficient opportunity and encouraged to read and engage with the strategy and ensure it is high on everyone's list of priorities, as there is a worry that otherwise it will not have an impact.

Potential omissions

In the survey, one in six (16%) said they thought there was something missing from the draft strategy. The most common suggestion was that the strategy was missing specific actions that could be taken or an action plan (29%), followed by a need for more detail, definitions or examples (20%).

It was noted in the focus groups and interviews that the strategy would benefit from an overarching aim or goal in some sort of introduction that also explains why it is necessary to have an Equity, Diversity and Belonging strategy.

Whilst some group responses mentioned that there was not anything that was missing from the strategy, other responses highlighted the following as missing:

- Timetable of next steps
- Curriculum
- Senior leadership
- Actions that members and staff can take
- Measurable outcomes
- Support for students on placement
- Action plan
- Background to explain the need for the strategy
- Details of who is accountable for the strategy

Achieving positive and lasting change

Respondents were asked how effective they thought the draft strategy would be in achieving positive and lasting change and were able to choose from scale of 1 'not at all effective' to 5 'very effective'. Again, the most common responses were 4 and 5, chosen by 36% of respondents. In contrast, 16% scored 1 or 2. This provided an overall mean score of 3.24 (out of 5). Staff again were more likely to score 4 or 5 (50%) than members (34%).

When asked to explain their answer, the most common responses from those who scored 4 or 5 were:

- Good strategy/will provide framework for change (27%)
- Positive step/good start (26%)
- Depends on how it is implemented/actions taken (24%)
- Hope it will be effective (23%)
- Depends on individual engagement/willingness (22%)

In contrast, the most common explanation amongst those who scored 1 or 2 was that the strategy was a negative step, or they disagreed with it (27%).

There was some positivity about the strategy as a whole amongst focus group and interview participants, but concerns were aired that it could bring about positive discrimination and anti-racism training, which were seen as controversial.

Group responses from organisations, networks and committees expressed a hope that the strategy would bring about positive and lasting change, but it was highlighted that actions, intended outcomes or an action plan would help to achieve this.

Understanding of personal contribution towards aims

Respondents were asked the extent to which they understood what they needed to do to contribute towards the achievement of the aims within the strategy, choosing from a scale of 1 'do not understand at all' to 5 'fully understand'. As seen with other results, a score of 4 or 5 was most common (44%) and higher than a score of 1 or 2 (19%). The overall mean score was 3.39 (out of 5).

The most common explanation for a score of 4 or 5 was that the aims or responsibilities are clear (21%), closely followed by feelings that people need to take responsibility and become engaged in the topic (19%). Amongst those who gave scores of 1 or 2, the most common explanation was that whilst the aims are clear, there are no practical actions provided in the strategy (34%).

Language and terminology

Respondents were asked how easy the language and terminology were to understand, rating from 1 'not at all easy' to 5 'very easy'. Two thirds of respondents (66%) gave a score of 4 or 5. In contrast, only 8% gave a score of 1 or 2. This provided an overall mean score of 3.94 (out of 5).

When asked to explain the scores, the most common response from those who scored 4 or 5 was that the language was simple or straightforward (20%), whereas the most common response amongst those scoring 1 or 2 was that it was too wordy, complicated or too corporate (38%).

'Equity'
Focus group and interview participants were generally comfortable in their understanding of the term 'equity' and how it is used in the draft strategy, expressing a preference for the term over 'equality', which was thought to be slightly outdated. However, participants acknowledged that they knew what was meant by 'equity' because they had read the draft strategy and that it was not a term that was used in everyday language in the same context as in the draft strategy.

When presented with the definition of 'equity' from the glossary, participants felt it was too wordy and needed to be restructured to be easier to read. It was also suggested that the definition could refer to understanding needs and minimising unconscious bias, rather than just respecting and meeting needs. It was also suggested that the definition could explicitly refer to 'marginalised groups' and 'fairness of outcome' for the avoidance of doubt.

'Belonging'
All qualitative research participants thought that 'belonging' was the right word to include in the strategy and preferred it to 'inclusion', which they thought had become an outdated term. Participants also thought the definition of the term in the glossary was easy to understand and highlighted that 'mattering to others' was the key component of 'belonging'. A few participants also highlighted that the definition mentioned 'intentional acts of inclusion' and that the document would benefit from examples being included or that case studies could be included in the Frontline magazine to inspire members.

One group response also praised the inclusion of the term 'belonging' as opposed to 'inclusion'.

'Diversity'
'Diversity' was felt to be a positive term by focus group and interview participants, with some remarking that the profession was much more diverse than it used to be in the past, which was a better reflection of society. However, in regard to the definition from the glossary, participants thought that the focus should be on 'valuing' and 'acceptance' rather than 'representing' and some also felt the definition should go further and focus on 'respect' and 'listening'.

'Allyship'
Focus group and interview participants generally understood what was meant by the term 'allyship' but acknowledged that this was because they had read the draft strategy and were engaged in the topic of Equity, Diversity and Belonging to some extent. It was suggested that 'allyship' was not a term that was commonly colloquially used and that, as a result, some members might not engage with the term if it

was something that they were not familiar with. A few also felt that it sounded too political or corporate and alternatives were suggested, such as 'togetherness', 'team playing' and 'united'.

Participants felt the definition of 'allyship' provided in the glossary was convoluted, too wordy and too complicated, with too many different parts to it and concepts within it. It was highlighted that 'solidarity' was key to 'allyship' and this should be the key focus of the definition, with a few suggesting that the definition was the wrong way round, as the part about challenging racism and discrimination should be at the forefront. A few also suggested that the definition would benefit from examples of actions that demonstrate 'allyship' and signposting towards training materials so that members can read more on the topic.

'Protected characteristics', 'marginalised', 'differing' and 'all'
The majority of focus group and interview participants were aware that 'protected characteristics' were set out in law, but not everyone was familiar with the term. There was also some confusion as to what the 'protected characteristics' were and who they referred to. For some the term was also associated with 'box ticking' and for others the term was too narrow and did not cover enough people who may face discrimination because of an aspect of their identity. However, participants did find the definition from the glossary helpful and liked the fact that it listed the characteristics for clarity.

The term 'marginalised characteristics' was generally preferred to 'protected characteristics' by focus group and interview participants, as it was felt to be broader and more inclusive. However, not everyone agreed, with some saying that the term 'marginalised characteristics' sounded discriminatory and negative.

Some focus group and interview participants were in favour of using the term 'differing' instead of 'marginalised' as this reflected the diversity of people's characteristics, needs, identities and backgrounds. Other alternatives such as 'wide spectrum', 'varied' and 'diverse' were also proposed.

Some focus group and interview participants preferred the term 'all characteristics', as this would cover everyone, including those with 'protected characteristics' and 'marginalised characteristics'. However, not everyone agreed, unless it was explicitly highlighted that 'all' included those who were in 'traditionally marginalised groups'.

Overall language, understanding and format
Unlike survey respondents, focus group and interview participants were split as to whether or not the language and terminology in the draft strategy was easy to understand. Some felt it was easy and quick to read, whereas others felt it was convoluted and some of the phrasing was not easy to understand. It was felt that the strategy needed to be easy to read and written in plain English, so it was accessible for everyone.

Participants were also split in regard to how they felt about the length of the draft strategy, with some saying they were pleased it was short and therefore quick to read, and others feeling that it was too long, which would put people off reading it. It was also suggested that some sort of visual graphic which summarised the document and the aims in an easy to understand and succinct way would be helpful for those who do not have the time to read the full strategy and those who have reading or learning disabilities. In addition, a few suggested that large print and audio versions would be helpful for those with visual impairments.

There was some praise for the language and terminology used in the draft strategy amongst group responses, with some saying it was easy to understand. However, it was highlighted that it included some terms and phrases that are not used in everyday language, which could be problematic for some. It was also suggested that the strategy would benefit from an introduction that sets out the need for the strategy, and that the font and background colours should be carefully considered so that the document is accessible for everyone. Providing the strategy in other languages and braille was also suggested to increase accessibility.

Subgroup differences by protected characteristics

A few differences were noted in the survey results by protected characteristics:

- Those aged 31-50 (69%) and 51+ (66%) were more likely to say they were engaged in the topic of Equity, Diversity and Belonging when compared with those aged 30 and under (42%).
- Females were more likely to think the draft strategy will be effective in achieving positive and lasting change when compared with males (mean score of 3.41 compared with 3.11).
- Older respondents aged 51+ were more likely to better understand what they need to do to contribute to the aims within the draft strategy than younger age groups (mean score of 3.68 compared with 3.09 and 3.30).
- Those who had a disability or health condition were more likely to better understand what they need to do to contribute to the aims within the draft strategy than those who did not have a disability or health condition (mean score of 3.82 compared with 3.36).
- Females were more likely to say that the language and terminology used in the draft strategy was easy to understand when compared with males (mean score of 4.05 compared with 3.79).

No differences were seen between different ethnic groups. Analysis by sexual orientation has not been possible, due to the low base sizes of different groups.

The Consultation Programme

Introduction

The Chartered Society of Physiotherapy (CSP) is the professional, educational and trade union body for the UK's 60,000 chartered physiotherapists, physiotherapy students and support workers.

In its role as a trade union, a professional body, and an employer, the CSP has drafted an Equity, Diversity and Belonging (EDB) strategy, in collaboration with CSP diversity networks, members, staff and stakeholders who have direct experience of, or insights into, discrimination and disadvantage faced by members and their patients. The draft EDB strategy is structured around the four aims of the CSP's corporate strategy and links to the organisation's vision, purpose, and values.

To accompany the strategy, the CSP has drafted a glossary of terms and phrases used in the strategy and their definitions.

Before the strategy and the glossary are finalised, the CSP wished to consult with members and staff to gain insight into:

- Whether the language and terminology within the draft strategy and the glossary are understood by CSP members and staff
- Whether members and staff understand through the draft strategy the CSP's intentions in relation to positive and lasting change in this area, specifically including:

  o How much the strategy resonates with members and staff in their workplace
  o Whether there is anything members or staff expected to see within the strategy which is not there
  o How meaningful members and staff feel the strategy is for achieving positive and lasting change
  o Whether members and staff understand their role in contributing to the achievement of the objectives within the strategy.

Enventure Research, an independent research agency, was appointed to deliver this consultation and analyse the findings. This report details the findings of this research.

Online survey methodology

Questionnaire design

A questionnaire was co-designed by the CSP and Enventure Research, which included questions related to:

- Engagement with the topic of Equity, Diversity and Belonging
- If the strategy is viewed as inspirational and will bring about long lasting change
- If the terminology and language are easy to understand
- If members and staff understand what they need to do contribute to the strategy's aims
- If there is anything missing in the strategy

The questionnaire took around five to ten minutes to complete. For reference, a copy of the questionnaire can be found in **Appendix A**.

Promotion of the survey

The survey was securely hosted online by Enventure Research and was open to all CSP members and staff. The survey was live between 9 June and 2 August 2021.

The CSP promoted the survey as widely as possible via a range of communication channels over the course of the consultation, including by email, through social media, on the CSP website, in online publications, in e-newsletters, at online events and through networks.

Qualitative consultation activity

To supplement the online survey, a programme of qualitative consultation activity was conducted simultaneously. This included a series of online focus groups with members and in-depth interviews with CSP staff.

Online focus groups

In total, three focus groups were held with CSP members online. *Figure 1* shows the date of each group and the number of participants who attended each group.

Figure 1 – Online focus group details

Date	No. of participants
12 July 2021	5
19 July 2021	5
22 July 2021	4

In addition to the focus groups, one in-depth interview was held with a CSP staff member on 26 July 2021 using Zoom.

Focus group and interview participants were recruited via the survey, where respondents could opt in if they were interested in taking part in further research related to the draft strategy and via a link on the CSP website (promoted by email and social media).

All participants were asked to read the draft strategy before attending a group or interview.

A copy of the focus group guide can be found in **Appendix B**.

Group responses

The CSP sent out question templates to various Higher Education Institutes, CSP Regional Networks, CSP Country Boards, CSP Professional Networks, CSP Diversity Networks, CSP Committees and Unite Union members asking if they would like to submit a group response.

Consultation response

The survey was live between 9 June and 2 August 2021. During this time, 612 responses were received.

In total, 14 CSP members took part in online focus groups and one CSP staff member took part in an in-depth interview.

In total, 13 written group responses were received.

Interpreting survey findings

Interpreting percentages

This report contains a number of tables and charts used to display survey responses. In some instances, the responses may not add up to 100% or the base size may differ between questions. There are several reasons why this might happen:

- The question may have allowed each respondent to give more than one answer
- A respondent may not have provided an answer to the question, as survey routing allowed certain questions to only be asked to specific groups of respondents
- Only the most common responses may be shown in the table or chart
- Individual percentages are rounded to the nearest whole number so the total may come to 99% or 101%
- A response of less than 0.5% will be shown as 0%

Base sizes

For each chart or table, a base size has been provided to show the number of respondents who responded to the question being analysed and, in some cases, which specific group of respondents the question is being asked to.

Response scales and mean scores

Some survey questions allowed respondents to answer questions using rating scales from 1 to 5, where 1 is the most negative response (e.g. 'not at all') and 5 is the most positive (e.g. 'a lot'). As differences between responses within these scales are often subjective, for example the difference between those who answered '4' and '5', response options have been combined to create total results for the purpose of analysis (e.g. 'total 4 and 5').

Mean scores have also been calculated out of 5 for the purposes of analysis. When calculating mean scores, 'don't know' responses have been removed from the overall base. Mean scores are shown to two decimal places in this report and are clearly marked in the figures.

Subgroup analysis

Subgroup analysis has been undertaken to explore the results provided by different groups, such as stakeholder type (member or staff), membership group, sector, location, engagement in the area of EDB, and key demographics. This analysis has only been carried out where the sample size is seen to be sufficient for comment. In some cases where base sizes for groups are very small, they have been combined to create a larger group to allow for analysis.

Subgroup analysis has been carried out using response percentages and mean scores. Subgroup analysis is clearly marked and is only shown for a question where differences exist at the 95% confidence level according to the z-test. The z-test is a commonly used statistical test used to highlight whether differences are 'significant'. By this, we mean that we can say with 95% confidence that we would see a difference if the total population within a group took part in the survey.

Open-end responses

For the analysis of open-ended (free-text) responses, verbatim comments were read in detail and a coding frame was developed for each question based on themes emerging. This then allowed for categorisation of the themes emerging in the comments. Where relevant, these are presented in table format.

Interpreting qualitative feedback

When interpreting the qualitative feedback collected via focus groups and in-depth interviews, the findings differ to those collected via a quantitative online survey methodology because they are not statistically significant. They are collected to provide additional insight and greater understanding based on in-depth discussion and deliberation, which is not possible via a quantitative survey. For example, if the majority of participants in a group hold a certain opinion, this may or may not apply to the majority of the target audience. Qualitative findings are collected by speaking in much greater depth to a smaller number of individuals.

Focus group and in-depth interview discussions were digitally recorded, and notes made to draw out common and key themes. Only common and relevant themes are detailed in the report, rather than every viewpoint that was expressed. Verbatim quotations have been used as evidence of qualitative research findings where relevant throughout the report. Quotations in this report are anonymous.

Terminology and clarifications

- Throughout this report, those who took part in the survey are referred to as 'respondents'
- Those who took part in focus groups or in-depth interviews are referred to as 'participants'
- The abbreviation 'CSP' refers to the Chartered Society of Physiotherapy
- The abbreviation 'EDB' refers to Equity, Diversity and Belonging

Acknowledgments

Enventure Research would like to thank Nicola Ebdon, Rebecca Stiffell and Waheeda Aadam from the CSP for their help and cooperation on this project, and to express gratitude to everyone who took part in the consultation programme.

Research Findings

Survey respondent profile

To place the survey results into context, the following figures present the profile of survey respondents. For members, this included their membership group, number of years qualified as a physiotherapy professional, employment status, location, volunteering, and key demographics. For CSP staff, this included directorate and key demographics.

Stakeholder type

As shown in ***Figure 2***, the majority of respondents were members (84%) and 15% were staff. Seven respondents identified as 'other' (1%), which included being both a CSP member and staff, and union and network members.

Figure 2 – Are you...?
Base: All respondents (612)
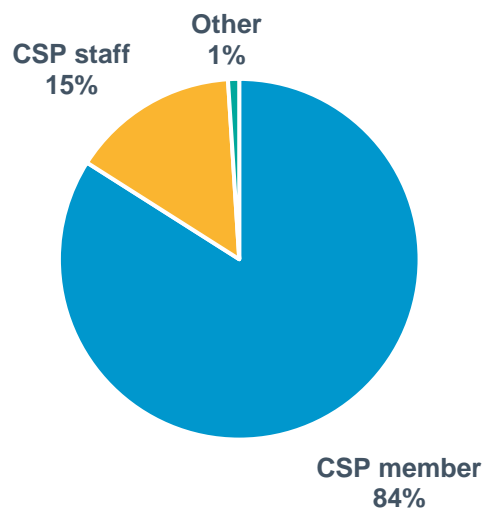
Membership group

CSP members were asked which membership category they belonged to. As shown in *Figure 3*, Chartered member was by far the most common response (81%). A further 8% said they were student members. The spread of responses is shown in the figure.

Figure 3 – Which CSP membership group do you belong to?
Base: Members (515)

Chartered member (practising in UK)	81%
Student member	8%
Associate member	4%
Chartered member (retired)	3%
Chartered member (non-practising)	2%
Chartered member (overseas)	1%
Associate student member	0%
Graduate affiliate	0%
Other	0%
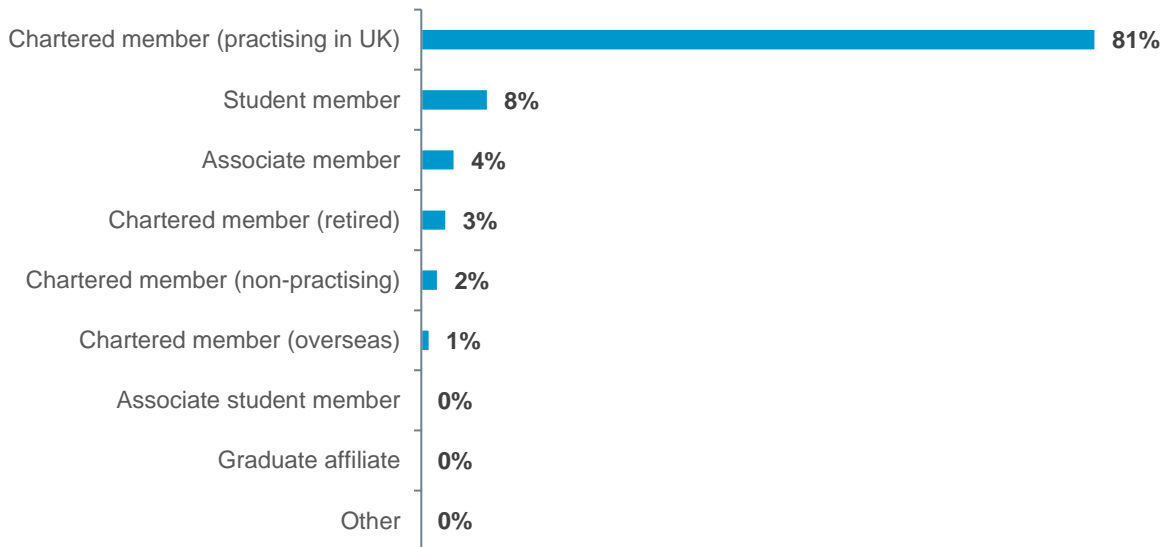
Length of time qualified

Chartered members and graduate affiliates were asked how long they had been qualified physiotherapy professionals. As shown in *Figure 4*, the vast majority had been qualified for more than two years (96%) and 4% said fewer than two years.

Figure 4 – How long have you been a qualified physiotherapy professional?
Base: Chartered members and graduate affiliates (449)

Prefer not to say
0%

Fewer than two years
4%

More than two years
96%
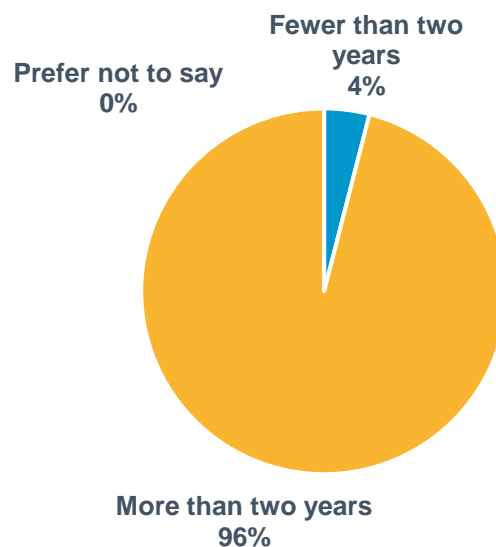
CSP Directorate

CSP staff respondents were asked to identify which Directorate they worked in. There was a good spread across directorates, with SPED the most common (32%), followed by P&D (18%). A further 17% worked in ERUS, 14% in CEO and 14% in CSI. This is shown in *Figure 5*.

Figure 5 – Which Directorate in the CSP do you work in?
Base: CSP staff (88)
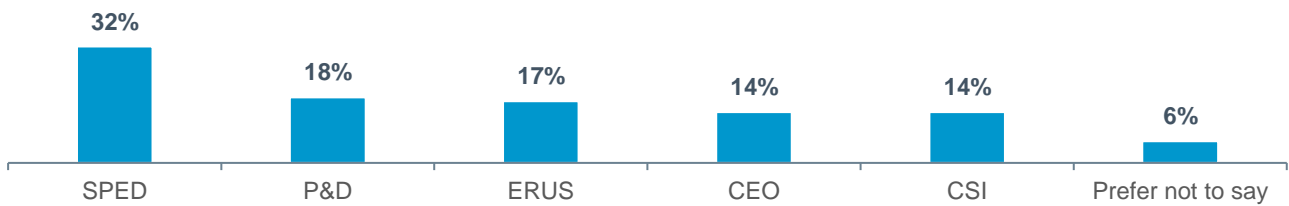
Figure 6 shows the proportion of staff in each Directorate that responded to the survey. As shown, 75% responded from the CEO, which was the largest. This was followed by 55% in SPED and CSI. At the other end of the scale, four in ten (39%) from P&D took part.

Figure 6 – Proportion of staff from each Directorate that took part in the survey
Base: CSP staff (88)
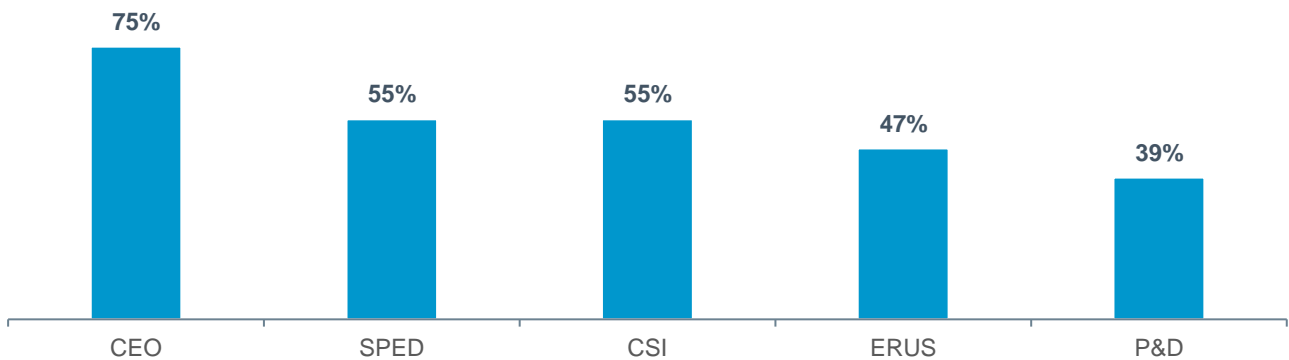
Employment

Members who were not students or retired were asked the sector or industry in which they worked in their main or usual job. Two thirds (68%) worked for the NHS, which was by far the most common response. The second most common was the independent sector (including private or self-employed) (16%) and only small proportions worked in any other industry or sector, as shown in *Figure 7*.

Figure 7 – Which best describes your employment for your main or usual job?
Base: Members who were not students or retired (457)
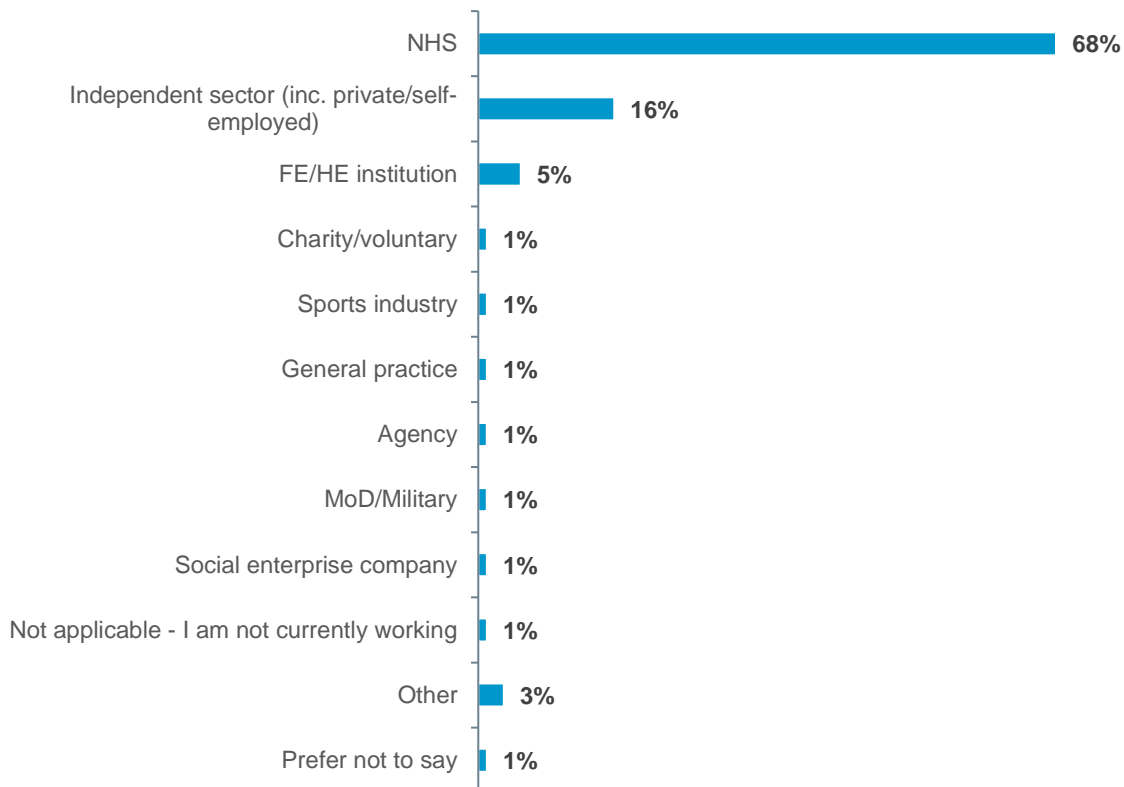
The same respondents were asked if they were a team leader or manager of a service. Almost four in ten (38%) said they were and 54% said they were not. This is shown in *Figure 8*.

Figure 8 – Are you a team leader or manager of a service?
Base: Members who were not students or retired (457)
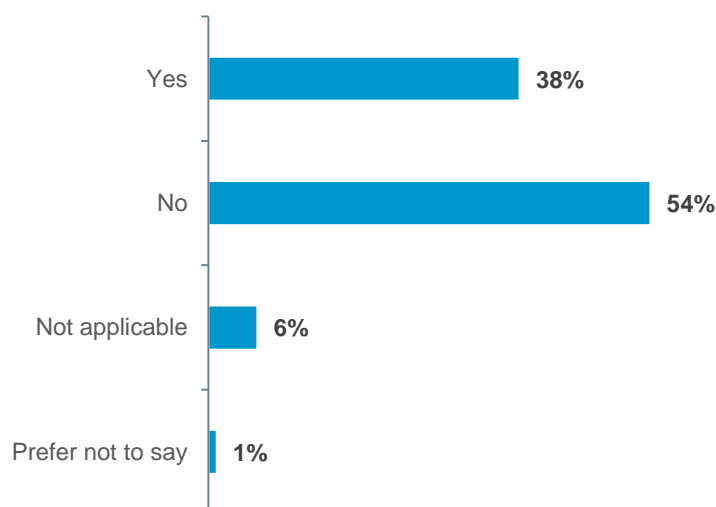
Location

The map in *Figure 9* shows where members who responded to the survey worked or studied. In total, 79% were in England, with 10% in Scotland, and 5% in Wales. Within England, the most common region was London (15%), followed by the South East (13%).

Figure 9 – Where do you work or study?
Base: Members (515)

2%
Other

2% not working
2% prefer not to say

10%
Scotland

1%
N. Ireland

6%
NE England

8%
NW England

7%
Yorkshire and Humber

7%
East Midlands

7%
West Midlands

6%
East of England

5%
Wales

15%
London

13%
SE England

8%
SW England
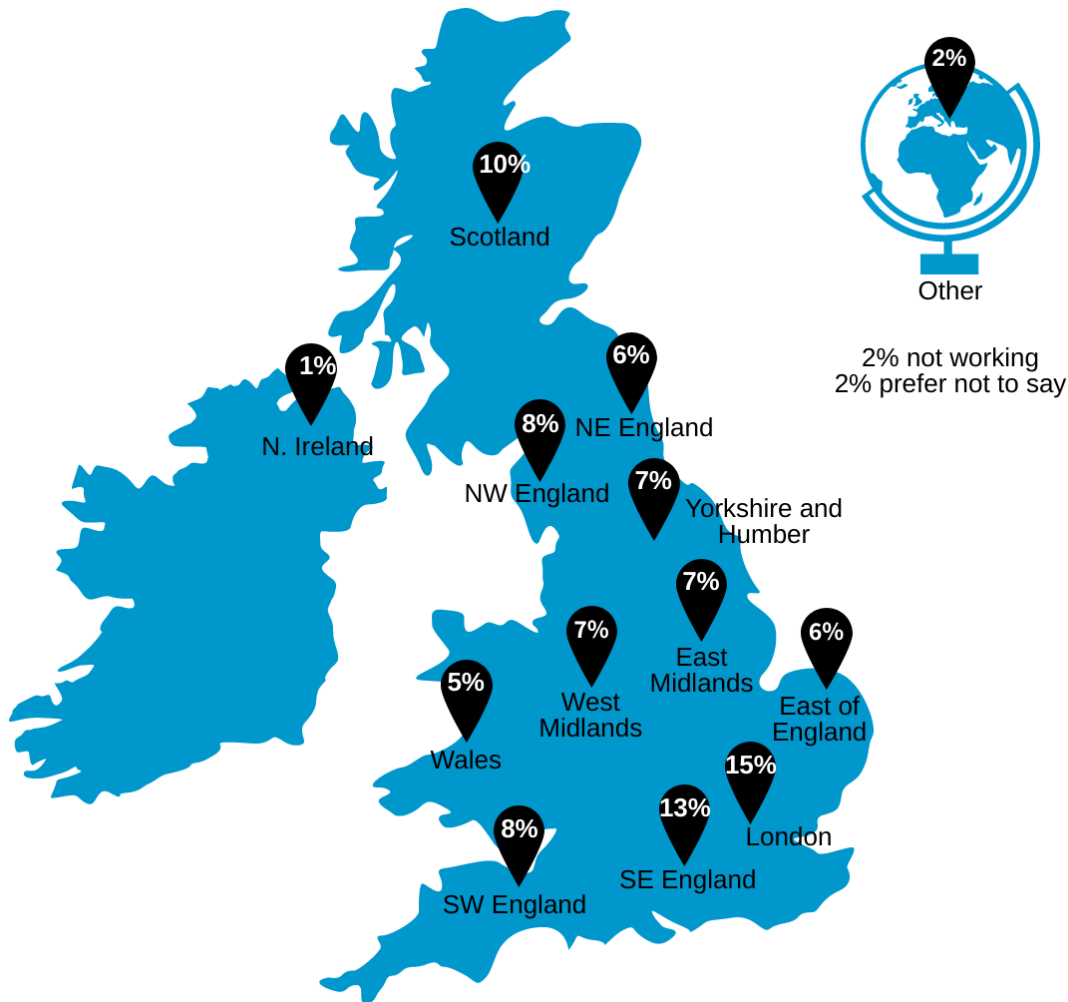
Volunteering

As shown in *Figure 10*, one in eight members (13%) who took part in the survey had served in a formal CSP volunteer role in the last 12 months and the rest said they had not (87%).

Figure 10 – Have you served in a formal CSP volunteer role in the last 12 months?
Base: Members (515)
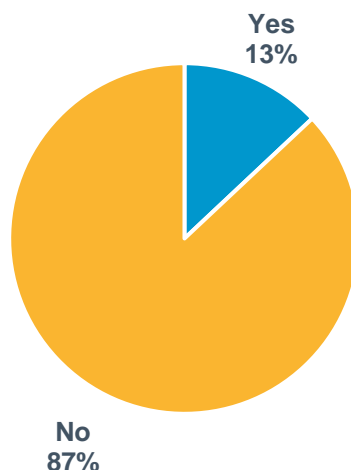
Amongst those who had served in a formal CSP volunteer role in the last 12 months, the most common role was steward (32%). A further quarter (24%) had served as a Council or committee member, closely followed by 23% who had been a regional network, branch member or country board team member. One in six (17%) had been a safety representative. *Figure 11* shows the full range of responses.

Figure 11 – In which of these CSP volunteer roles have you served in the last 12 months?
Base: Members who had served in a formal CSP role in the last 12 months (66)

'Other' responses (11%) included:

- Education representative
- Network chair
- Conference volunteer

Demographic profile

Figure 12 shows the demographic profile of survey respondents at an overall level.

Figure 12 – Demographic profile of survey respondents at overall level
Base: All respondents (612)

Demographic	Percentage
Gender identity	
Woman	72%
Man	18%
Non-Binary	0%
Agender	0%
Genderqueer/genderfluid	0%
Intersex	0%
Questioning/unsure	0%
Other gender identity	0%
Prefer not to say	9%
Gender identity different from the sex assigned at birth	
Yes, it is different	2%
No, it is the same	90%
Prefer not to say	8%
Age group	
20 and under	1%
21-30	11%
31-40	24%
41-50	27%
51-60	24%
Over 60	7%
Prefer not to say	6%
Ethnic group	
Black or Black British	
Black – Caribbean	1%
Black – African	3%
Black – British	1%
Black – Other not listed	0%
Asian or Asian British	
Asian – Chinese	1%
Asian – Indian	3%
Asian – Pakistani	2%
Asian – Bangladeshi	0%
Asian – British	1%
Asian – Other not listed	1%
Mixed or multiple ethnic groups	
Mixed – White and Black Caribbean	0%
Mixed – White and Black African	0%
Mixed – White and Asian	1%
Mixed – multiple ethnic groups	1%
Mixed – Other not listed	1%
White	
White – English	31%
White – Scottish	6%
White – Welsh	4%
White – Irish	1%
White – British	23%

Demographic	Percentage
White – Northern Irish	1%
White – Gypsy or Irish Traveller	-
White – Roma	0%
White – Other not listed	7%
Other	
Other ethnic group – Arab	0%
Other ethnic group not listed	2%
Prefer not to say	8%
Disability	
Yes	15%
No	77%
Prefer not to say	8%
Sexual orientation	
Heterosexual/straight	78%
Bisexual	3%
Lesbian	2%
Gay	2%
Queer	1%
Questioning/unsure	1%
Asexual/ace	0%
Pansexual	0%
Panromantic	0%
Other not listed	0%
Prefer not to say	13%
Religion	
Christianity (including Church of England, Catholic, Protestant and all other Christian denominations)	42%
No religion/belief – which includes Atheism, Agnosticism and others	35%
Islam	4%
Hinduism	3%
Buddhism	2%
Judaism	1%
Sikhism	0%
Other not listed	3%
Prefer not to say	10%

Figure 13 shows the comparison between the demographic profile of members who took part in the survey and the demographic profile of all members. As can be seen, males are under-represented in the survey, as are those from a White ethnic background and those aged under 40. On the other hand, those aged 40 and above and those from a BAME ethnic background are over-represented.

Figure 13 – Comparison of member survey respondent demographic profile with overall membership profile
Base: Members (515)

Demographic	Survey %	Overall membership %
Gender		
Female	72%	74%
Male	18%	26%
Other	1%	0%
Prefer not to say	8%	-
Age group		

Demographic	Survey %	Overall membership %
20 and under	2%	4%
21-30	11%	24%
31-40	24%	29%
41-50	26%	22%
51-60	24%	15%
Over 60	8%	6%
Prefer not to say	5%	-
Ethnic group		
BAME	19%	10%
White	73%	85%
Prefer not to say or unknown	8%	4%

Figure 14 shows the comparison between the demographic profile of staff who took part in the survey and the demographic profile of all CSP staff. As seen with members, males are under-represented in the survey. In regard to age group, those aged above 50 were under-represented, whilst those from a White ethnic background were also slightly under-represented.

As can also be seen in the figure, staff who had a disability or long-term health condition were over-represented.

Figure 14 – Comparison of staff survey respondent demographic profile with overall staff profile
Base: Staff (88)

Demographic	Survey %	Overall staff %
Gender		
Female	68%	71%
Male	18%	29%
Other	1%	0%
Prefer not to say	13%	-
Age group		
20 and under	-	-
21-30	7%	5%
31-40	22%	24%
41-50	36%	33%
51-60	20%	30%
Over 60	2%	8%
Prefer not to say	13%	-
Ethnic group		
BAME	19%	16%
White	72%	78%
Prefer not to say or unknown	9%	6%
Disability		
Yes	17%	5%
No	74%	95%
Prefer not to say	9%	-

Engagement with Equity, Diversity and Belonging

Survey findings

Six in ten respondents (63%) said they were currently 'very engaged' or 'quite engaged' in the area of Equity, Diversity and Belonging, which was a much larger proportion than those who said they were 'not very engaged' or 'not at all engaged' (33%). As shown in **Figure 15**, CSP staff were much more likely to say that they were engaged with the topic (89%) than members (58%).

Figure 15 – How engaged would you say you currently are in the area of Equity, Diversity and Belonging? By stakeholder type
Base: All respondents (612); Members (515); Staff (90)
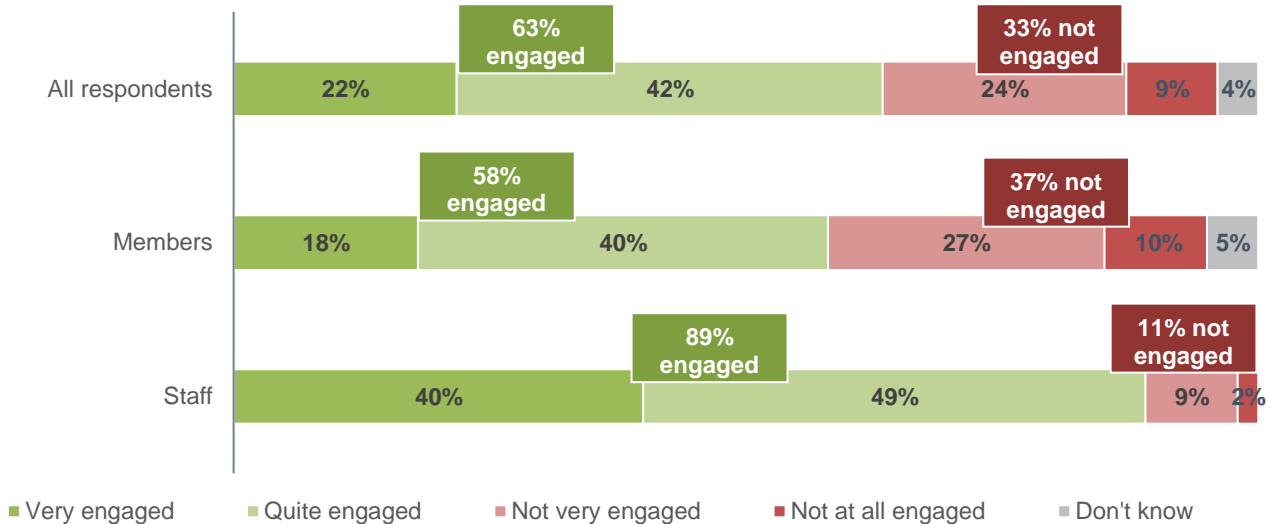
Further subgroup analysis presented in **Figure 16** highlights that certain groups were more likely to say they were engaged in the topic of Equity, Diversity and Belonging. This includes those who:

- Were chartered or associate members (60%) compared with those who were student members, associate student members, graduate affiliates, or others (40%)
- Were a leader or manager (68%) compared with those who were not (53%)
- Were aged 31-50 (69%) and 51+ (66%) compared with those aged 30 and under (42%)

Figure 16 – How engaged would you say you currently are in the area of Equity, Diversity and Belonging? By subgroups
Base: Varies
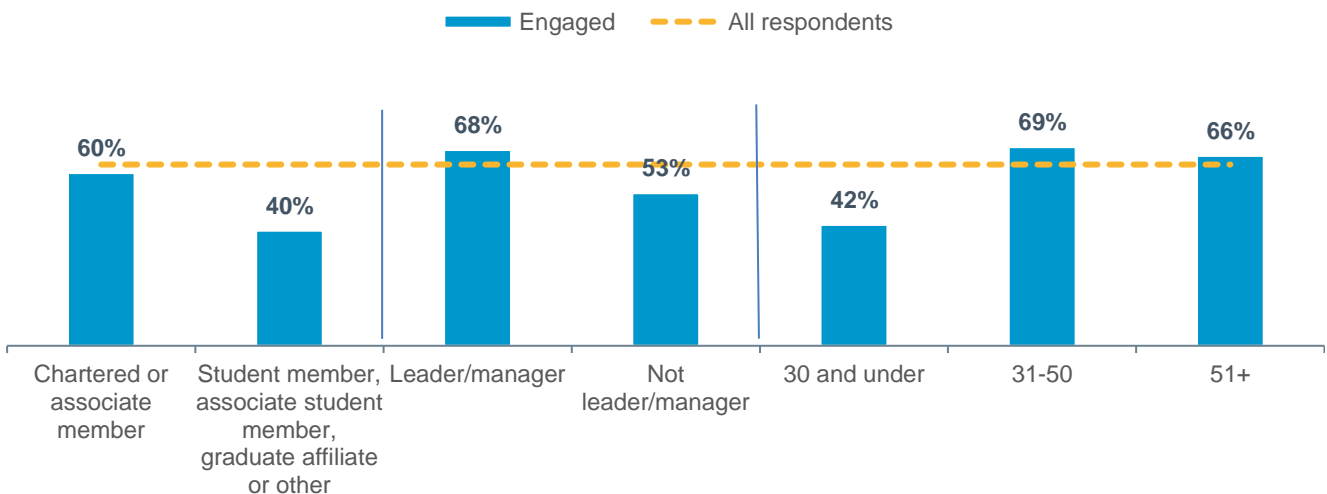
Subgroup analysis by location shows that those working or studying in London were most likely to say they were engaged with the topic (69%), particularly compared with those in Wales (43%) and the South East and West (53%).

Figure 17 – How engaged would you say you currently are in the area of Equity, Diversity and Belonging? By location
Base: Varies
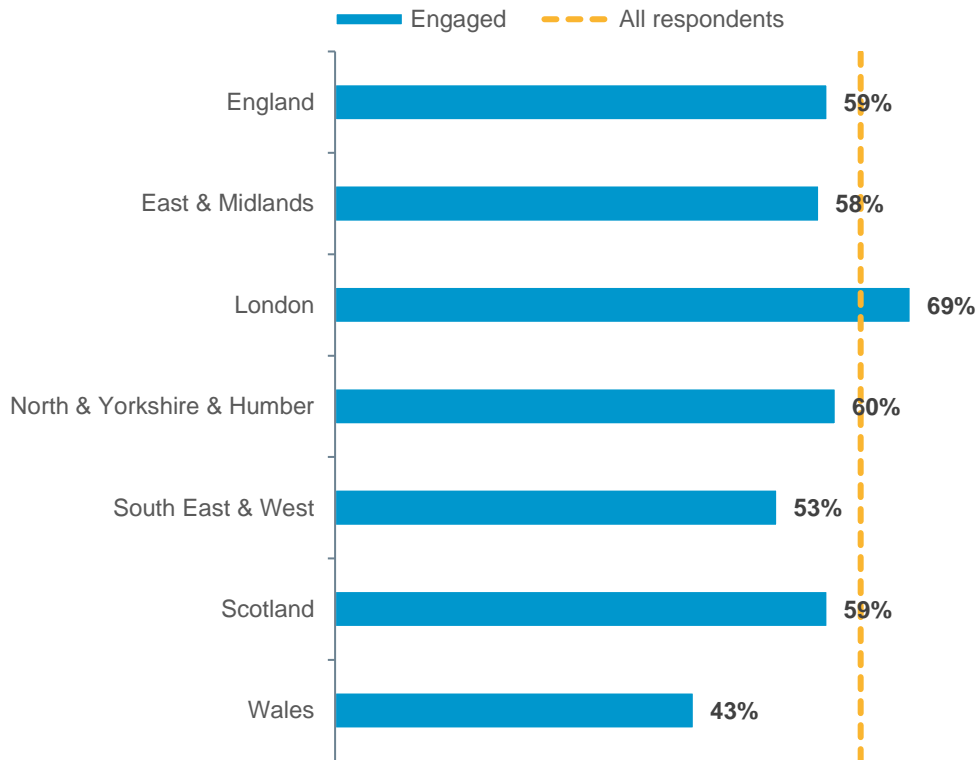
Group responses

Only one group response was received that related to engagement in the topic of Equity, Diversity and Belonging and this is detailed below.

Unite

> *Unite broadly supports the draft strategy. We are pleased to see that CSP is at last taking a visible, active and concerted organisational-level effort to promote EDB to staff and CSP members and to make a serious effort to eradicate all forms of discrimination, harassment and victimisation in a transformational strategy.*

Inspiring members to take action

Survey findings

Respondents were asked how much the draft strategy inspired them to take action and were able to select from a scale of 1 to 5, where 1 was 'not at all' and 5 was 'a lot'.

The most common responses were 4 and 5 (43%). This was considerably higher than those who gave a score of 1 or 2 (21%). A further quarter (25%) gave a score of 3, whilst 11% did not know. This provided a mean score of 3.31.

Figure 18 shows the difference between members and staff. Staff were more likely to give a score of 4 or 5 (69%) when compared with members (39%), and less likely to give a score of 1 or 2 (9% compared with 23%). Staff also provided a higher mean score (3.82) when compared with members (3.21). It should also be noted that members were more likely to say they did not know (13%) when compared with staff (2%).

Figure 18 – How much does the draft strategy inspire you to take action? By stakeholder type
Base: All respondents (612); Members (515); Staff (90)
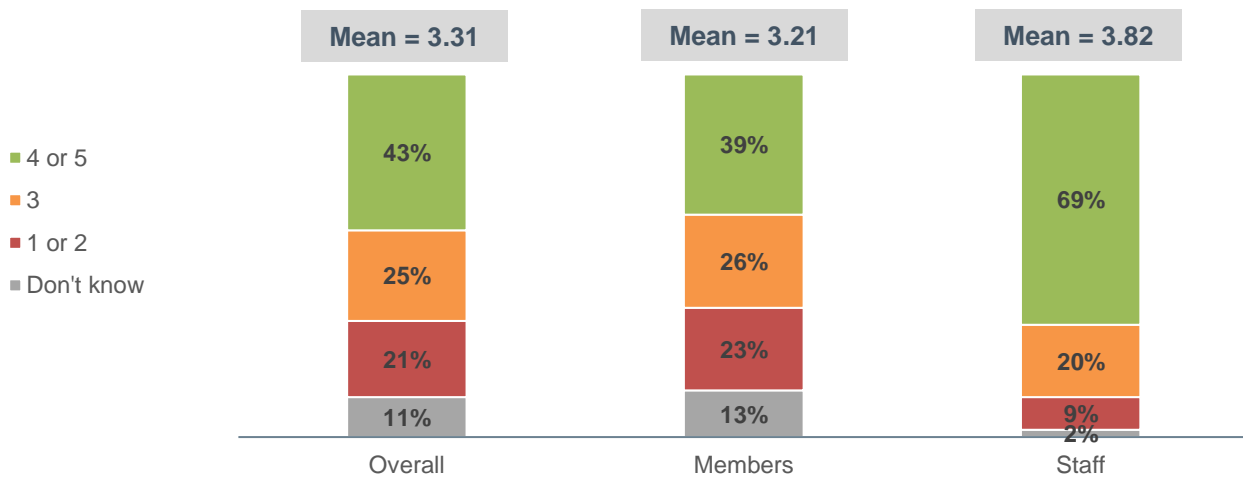
Analysis by member group shows that student members, associate student members, graduate affiliates or others provided a higher mean score (3.66) than chartered or associate members (3.16), meaning that they were more likely to suggest they would be inspired to take action. This is shown in ***Figure 19***.

Figure 19 – How much does the draft strategy inspire you to take action? Mean scores by membership group
Base: Chartered or associate members (468); Student members, associate student members, graduate affiliates or others (47)
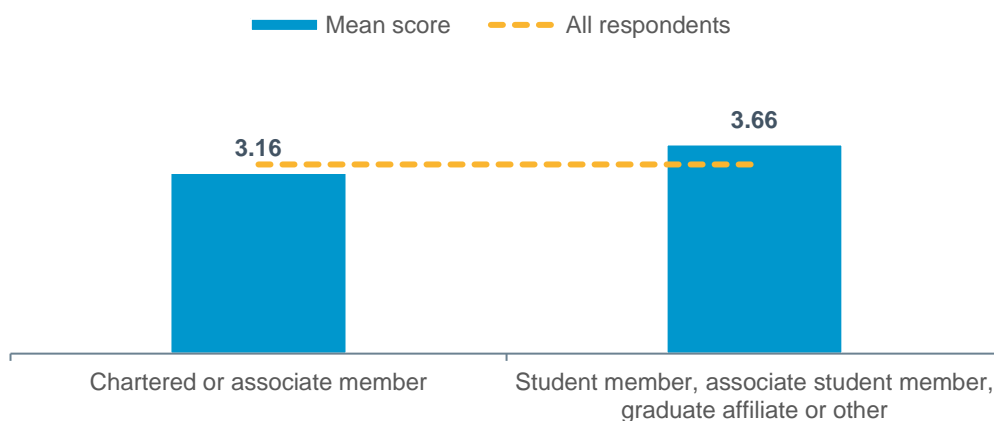
Respondents were asked to explain their response by providing free-text comments. *Figure 20* shows the coded explanations from those who provided scores of 4 or 5. As can be seen, the most common response amongst those who scored the highest (4 or 5) was positive, expressing support for the strategy or saying that it was good to have a formal strategy (60%), followed by 31% who said it was well written or that the aims or framework were clear.

Figure 20 – Explanations for score of 4 or 5
Base: Those who gave a score of 4 or 5 (152)

Explanation	Number	Percentage
Positive/support/good to have formal strategy	91	60%
Well written/clear aims/framework	47	31%
Inspiring/keen to be more engaged	26	17%
Already engaged/take appropriate action	23	15%
No direction/needs to show clear action	11	7%
Unsure what individual/further action can be taken	9	6%
Raises awareness/improves understanding	7	5%
I/colleagues have experienced discrimination	7	5%
Further additions/revisions needed	4	3%
More detail needed	3	2%
Disagree with strategy/aims	1	1%
Little time/opportunity to take action	1	1%
Not necessary/focus on other priorities	1	1%
Disagree with underlying ideology	1	1%
Disagree with use of 'equity'	1	1%
Mixed opinion/unsure how effective it will be	1	1%

Below is a selection of example verbatim comments from some of the most common response themes from the figure above.

Positive/support/good to have formal strategy

It is good to see an organisation like the CSP really taking this seriously.
CSP Member

Feels good to have the back-up of the organisation supporting equality and diversity.
CSP Member

Well written/clear aims/framework

Extensive but well structured. I can recognise where I can contribute across several sections.
CSP Staff

Well written, clear and aspirational document overall.
CSP Member

The most common theme amongst those scoring 3 was that the strategy had no direction or needed to show clear action (28%), followed by positivity and support for the strategy or the fact that it had been formalised (24%). This is shown in *Figure 21*.

Figure 21 – Explanations for score of 3
Base: Those who gave a score of 3 (83)

Explanation	Number	Percentage
No direction/needs to show clear action	23	28%
Positive/support/good to have formal strategy	20	24%
Already engaged/take appropriate action	15	18%
Raises awareness/improves understanding	10	12%
Unsure what individual/further action can be taken	10	12%
More detail needed	10	12%
Inspiring/keen to be more engaged	9	11%
Well written/clear aims/framework	6	7%
Little time/opportunity to take action	5	6%
May sow division/alienate some members	3	4%
Difficult to read/confusing	3	4%
Not necessary/focus on other priorities	3	4%
I/colleagues have experienced discrimination	2	2%
Tick box exercise/politically motivated	2	2%
Further additions/revisions needed	2	2%
Disagree with use of 'affirmative action'	2	2%
Mixed opinion/unsure how effective it will be	2	2%
Haven't seen/read it	1	1%
Disagree with underlying ideology	1	1%

The most common response amongst those who scored 1 or 2 was that the strategy had no direction or that it needed to show clear action (20%). This was followed by that the strategy was not necessary or there should be other priorities to focus on (18%). This is shown in *Figure 22*.

Figure 22 – Explanations for score of 1 or 2
Base: Those who gave a score of 1 or 2 (83)

Explanation	Number	Percentage
No direction/needs to show clear action	17	20%
Not necessary/focus on other priorities	15	18%
Disagree with strategy/aims	13	16%
Already engaged/take appropriate action	9	11%
Tick box exercise/politically motivated	9	11%
Unsure what individual/further action can be taken	7	8%
Disagree with underlying ideology	7	8%
May sow division/alienate some members	6	7%
Difficult to read/confusing	4	5%
More detail needed	4	5%
Haven't seen/read it	4	5%
Further additions/revisions needed	4	5%
Complaint about CSP	4	5%
Positive/support/good to have formal strategy	3	4%
Disagree with use of 'equity'	3	4%
Inspiring/keen to be more engaged	2	2%
Raises awareness/improves understanding	2	2%
I/colleagues have experienced discrimination	2	2%
Little time/opportunity to take action	2	2%
Disagree with use of 'affirmative action'	2	2%

Explanation	Number	Percentage
Mixed opinion/unsure how effective it will be	2	2%
Well written/clear aims/framework	1	1%

Below is a selection of example verbatim comments from some of the most common response themes from the table above.

No direction/needs to show clear action

Fluffy document with no substance as to how issues have been identified and practical steps to change things.
CSP Member

It's a strategy, and it's tricky to get too excited and engaged without the detail of its action plan.
CSP staff

Not necessary/focus on other priorities

There are more pressing clinical matters to address.
CSP Member

I feel this is a very topical subject at the moment and the CSP has jumped on board for fear of being seen to not have done so.
CSP Member

Qualitative research findings

Participants discussed that they felt that actions taken as a result of the strategy were more important than the words contained within the strategy. This led some participants to highlight that the strategy would benefit from a list of actions that members and staff could take to contribute towards the achievement of the strategy's aims and to make a difference.

What do I do with the document? What am I going to do with it? It doesn't do anything…How does it become a living thing that actually changes something, that actually changes my behaviour, changes my position?

The biggest thing is that actions are what makes the difference here. This needs to be communicated to the members, not in a "read this strategy" kind of way.

Participants felt that it was the role of the CSP to provide education to members about Equity, Diversity and Belonging, to help members understand concepts and terms such as 'allyship', to signpost to resources which members could use to educate themselves, and to inspire members to take action. There was also an assumption that the authors of the draft strategy were well read and educated on the topic of EDB and therefore in a position to educate members. There was a feeling amongst participants that all members needed to engage with and understand the topic of EDB, as it was widely perceived to be a moral duty.

I do think it's up to the CSP to educate us on these matters. This stuff is not optional. By not making it optional for members, we are already demonstrating "allyship" and challenging the practices of exclusion and marginalisation, so they do have a role to play in that. To a certain extent, it doesn't really matter whether members like it, want it or feel like they don't understand it, I think they don't have a choice, it's something that needs to be there, but it is the role of the CSP to help educate people.

I think it doesn't really matter whether people want to engage with this, they have to. I think the CSP does have a place in educating and certainly supporting all of their staff in educating themselves too. Like the Rainbow network and the BME network, signpost to other resources. I think that's really helpful because if you're trying to educate yourself more about this, it can be hard to determine where is a reliable source of information. It also acknowledges that they are not the experts in it but give places where you can learn more.

Group responses

A number of group responses were received that related to inspiring members to take action. Suggestions were made as to how the CSP could make the strategy more inspiring to members, such as including actions that members can take or an implementation plan for the strategy and providing a condensed version for use in social media that is quick and easy to read for members. There was a concern that only members who are engaged in the topic of EDB would be inspired by the strategy, whereas it was something all members should engage with. It was highlighted that members will need to be encouraged and given time by their employers in their workplaces to read the strategy, but there is a concern that it might end up low on the list of employers' and members' priorities. It was suggested that to avoid this, the CSP should engage with leaders and employers in the profession.

Group responses are shown in full below and overleaf.

Unite

Unite members felt that they were inspired by EDB but the draft strategy itself was not inspiring, and that this question was limiting. Members strongly believe that the inspiration for EDB will and should come from the implementation and action plan, but also clear and transparent processes and strong allyship.

Higher Education Institutes

It didn't feel any more inspirational than current HEI strategy that is already in place, and whilst its intentions could be appreciated, the actual strategy lacked much impact, due to a lack of action points. The vision, and aims were clearly articulated, but not HOW they could be achieved.

We are already taking action in many areas reflective of the corporate aims. However, it is good to have a rationale based on the strategy. The strategy is clear and detailed and will inspire action.

Regional Networks and Country Boards

It will make members more aware and the CSP's stance more visible, however unsure whether it will inspire members to take action? Perhaps some action points for members would be helpful? Also unlikely that the majority of members will read the full document. Will there be a brief summary/info-graphic available?

If members can be encouraged to give the document some time and opportunity for discussion as part of their usual workplace, then we think it will be inspirational to them. However, we're not sure how many employers, service and team leads will actively give staff the opportunity to engage with the document.

The network felt that overall everyone is facing significant work challenges at the moment and the strategy is probably very low on most members' priorities. Whilst individuals may make alterations to their own behaviours, we feel it is unlikely in the short term we see members taking widespread action.

If members can be encouraged to give the document some time and opportunity for discussion as part of their usual workplace, then we think it will be inspirational to them. However, we're not sure how many employers, service and team leads will actively give staff the opportunity to engage with the document.

There is an appetite currently amongst the membership for positive change and development.

BAME Diversity Network

No, no tangible outcomes and actions. Members felt without explicit outcomes, the strategy might not be inspirational.

Professional Committee

- *This would depend on member's general levels of engagement with the CSP. It was suggested that physios in management / Leadership roles might feel more able and empowered to take action than those in more clinical roles and so were likely to be more engaged.*
- *In order to engage more members it was suggested a condensed "Twitter" version with "So what does this mean for me" sections aimed at different audiences might make it more accessible, or use talking heads to make it more real in different situations e.g. aimed at students going on placements. It was suggested the use of personal stories were particularly powerful and good for educating people who might not recognise that there was currently a problem.*

Employment Committee

- *It may only inspire members who are already engaged on this topic – whereas it needs to reach those who are not as engaged. Consulting and finalising the strategy is an opportunity to reach out to the wider community of the CSP membership and clearly explain what is in it for them – inclusion of a paragraph within the strategy to summarise the benefit for members would be helpful.*
- *It needs to be made clear to members that they have a role in changing the profession, what actions they can personally take and how their actions will make a difference.*
- *In particular the CSP should target leaders in the profession to encourage them to sign up to the strategy and articulate their role in prioritising taking action in their workplace, which will ensure the importance of taking action filters down to other members.*
- *It would be helpful to bring the strategy to life for different groups of members, to enable members to understand there will be more impact if they engage in the strategy by taking actions. One way to do this would be to develop case study examples of how focusing on EDI both for patients and members benefits everybody and not just those in the marginalised group.*

Potential omissions

Survey findings

Half of respondents (50%) did not think there was anything missing from the draft strategy that they were expecting to see. However, one in six (16%) said there was, and these respondents were asked to specify what they felt was missing. This is shown in *Figure 23*.

Figure 23 – Is there anything you were expecting to see in the draft strategy which is not included?
Base: All respondents (612)
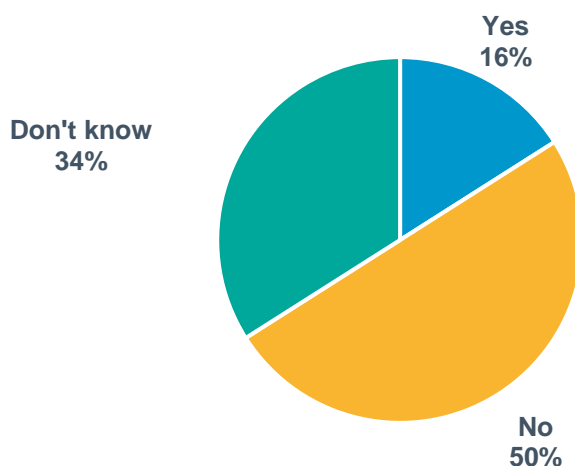
Figure 24 shows the coded responses from those who said there was something missing from the draft strategy. As shown, the most common response was that the strategy was missing specific actions that can be taken by members and staff or an action plan (29%). This was followed by a fifth (20%) who said that the strategy needed more detail, definitions, or examples. A further 16% specified that clear or measurable targets were required.

Figure 24 – Suggestions for what is missing
Base: Those who felt there was something missing in the draft strategy (93)

Suggestion	Number	Percentage
Specific actions to be taken/plan	27	29%
More detail/definitions/examples	19	20%
Clear/measurable targets	15	16%
Greater anti-racism/proactive focus	8	9%
Provision of education and training	7	8%
List of protected characteristics	6	6%
Baseline data/background information	6	6%
Health equity/patient outcomes	5	5%
Equity/support in the workplace	5	5%
Disagree with strategy/negative comment	5	5%
Clear timeline	4	4%
Greater focus on disability/hidden disability	4	4%
Religion/religious belief	3	3%
Neurodiversity	3	3%
Ageing in the profession	3	3%
Gender	2	2%
Wealth/class background	2	2%
Mental health discrimination	1	1%

Suggestion	Number	Percentage
Clinical excellence	1	1%
Transgender discrimination	1	1%
Sex	1	1%
Sexual identity/orientation	1	1%
Equality for working parents	1	1%
Unite	1	1%

Below is a selection of example verbatim comments from some of the most common response themes from the figure above.

Specific actions to be taken/plan

How these things will be tackled - not just that they will - more detail on in what way things will be done
CSP member

An action plan would be useful for staff & members to follow.
CSP staff

More detail/definitions/examples

Some detail on areas that need to change (using data of some sort to back it up)
CSP member

More details, especially for dyslexia
CSP member

Clear/measurable targets

Ways to measure the outcomes and some practical first steps. Very aspirational at the moment
CSP staff

Specific and measurable targets included i.e., "Physiotherapy is seen as an inclusive and welcoming profession that values diversity and difference" - how will this be measured?
CSP member

Qualitative research findings

Participants highlighted that the strategy was missing an overarching goal or aim that could be placed in an introduction to the document which would explain to the reader why the EDB strategy is necessary.

What is the goal for this strategy? Why are we undertaking all this work and all this time? I think it should have led with that really, rather than sort of stating what the CSP's strategy is, and then fitting it into that.

There's like nine different points, and each one had another four or five points underneath that. And I think maybe what's missing is an overall vision or aim of the whole thing. I think that would have been really helpful to lead with – what we're doing, what we're aiming for.

Group responses

Whilst some group responses mentioned that there was not anything that was missing from the strategy, other responses highlighted the following that they viewed as omissions from the document:

- Timetable of next steps
- Curriculum
- Senior leadership
- Actions that members and staff can take
- Measurable outcomes
- Support for students on placement
- Action plan
- Background to explain the need for the strategy
- Details of who is accountable for the strategy

Group responses are shown in full below and overleaf.

Unite

Unite members would have liked to have seen a timetable of the next steps and when things are likely to be achieved. This could have helped allay the concern about momentum slowing down. Recruitment and selection was highlighted as a key area, and it is noted that this is being reviewed as part of the Policies Review. Some members strongly felt that the list of protected characteristics should have been included and links added so that members could read more about these.

Higher Education Institutes

Action points - What you propose we do.

We feel that there is room for taking a pro-active approach to actively ensuring students are supported and equipped with the skills they need to deal with any arising EDI issues e.g. discrimination and racism. This could best suit Aim 3, prefacing bullet point 2. Curriculum is missing from the document. We understand this is overseen by HCPC, but we wanted to raise this to the attention of the CSP for inclusion as appropriate. We are working to aim to ensure that despite coming from a rural county with a specific demographic (low population of racial minorities), that our students are supported and will be equipped with the skills to address conditions specific to racialised minority groups. Senior leadership is missing from the document. It may be worth noting the Universities UK tackling racial harassment in higher education document and their approach to an institution wide response: https://www.universitiesuk.ac.uk/policy-and-analysis/reports/Documents/2020/tackling-racial-harassment-in-higher-education.pdf

Regional Networks and Country Boards

More measurable outcomes. All sounds brilliant but some achievable and measurable outcomes that could be reviewed would be helpful and more reflective of wider Physiotherapy practice also. For example, an outcome of Aim 6: "We promote and provide equity of opportunity and fair treatment for employees, Council and committee members with differing needs, identities, backgrounds and experiences". Lots of very worthy statements but no details of how this will be implemented/facilitated/supported/reviewed etc.

We felt that the content was comprehensive and there wasn't anything we expected but did not see.

It would be nice to see some suggestions of how we achieve this, not just the aims and outcomes but appreciate that may follow.

We felt that the content was comprehensive and there wasn't anything we expected but did not see.

Possibly needs to be more of a focus on supporting students on placement would be great to highlight this as an area for development as we know there are issues here.

BAME Diversity Network

- *No reference or background explaining the need for the strategy.*
- *Data collection how and what action/metric will be taken.*
- *The aims appear to be too lengthy.*
- *Action plan.*
- *What are we aiming for?*
- *Details of who will be held accountable.*
- *Lack of trust.*
- *Lack of critical analysis.*

Professional Committee

The committee felt the strategy appeared comprehensive but suggested that patients should have been involved in the process to develop the strategy and this omission constituted a risk to its effectiveness.

Employment Committee

This is a difficult question for members to answer if they have no knowledge of what should be in a strategy. Equity, diversity and belonging should be at the top of the agenda of the corporate strategy.

Achieving positive and lasting change

Survey findings

Respondents were asked how effective they thought the draft strategy will be in achieving positive and lasting change and were able to choose from a scale from 1 ('not at all effective') to 5 ('very effective').

Overall, respondents were more likely to view the draft strategy as effective and provide a score of 4 or 5 (36%), with a smaller proportion providing a score of 1 or 2 (16%). A further 30% gave a score of 3 and a fifth (18%) said they did not know. Overall, a mean score of 3.24 was recorded.

As seen previously, staff were more likely to be positive than members when considering whether the draft strategy will achieve positive and lasting change, with 50% giving a score of 4 or 5 when compared with 34% of members. Staff also provided a higher mean score (3.61) compared with members (3.19). This is shown in **Figure 25**.

Figure 25 – How effective do you think the draft strategy will be in achieving positive and lasting change?
Base: All respondents (612); Members (515); Staff (90)
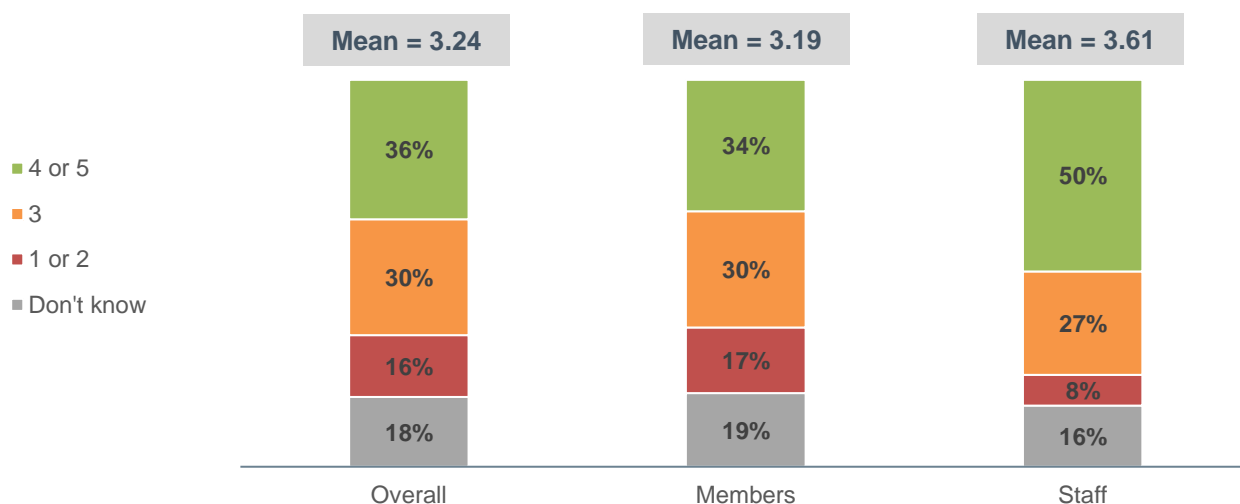
Figure 26 shows subgroup analysis by membership group. As can be seen, student members, associate student members, graduate affiliates or others gave a higher mean score (3.51) than chartered or associate members (3.15), meaning the former thought it would be more effective.

Figure 26 – How effective do you think the draft strategy will be in achieving positive and lasting change? Mean scores by membership group
Base: Chartered or associate members (468); Student members, associate student members, graduate affiliates or others (47)

Subgroup analysis in *Figure 27* highlights that leaders or managers provided a lower mean score (2.99) than those who were not leaders or managers (3.27), and females provided a higher mean score (3.41) than males (3.11). Respondents who said they were engaged in the area of Equity, Diversity and Belonging also provided a higher mean score (3.37) than those who said they were not engaged in the topic (3.01).

Figure 27 – How effective do you think the draft strategy will be in achieving positive and lasting change? Mean scores by subgroup
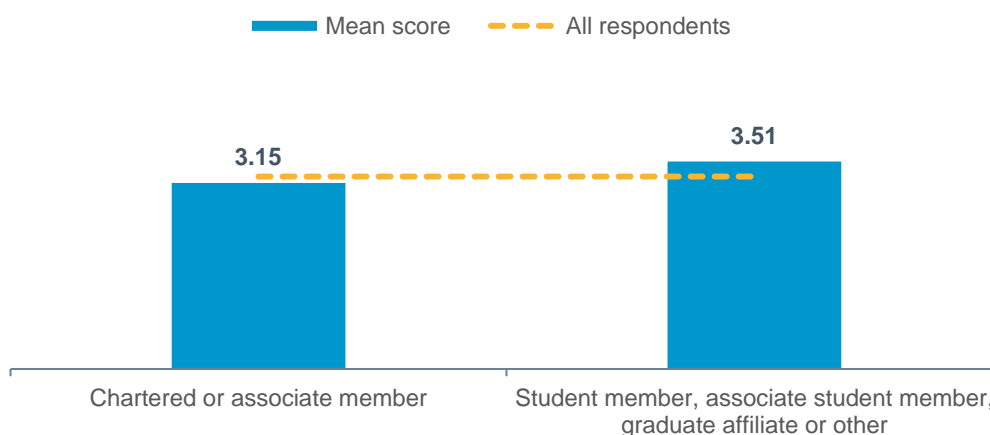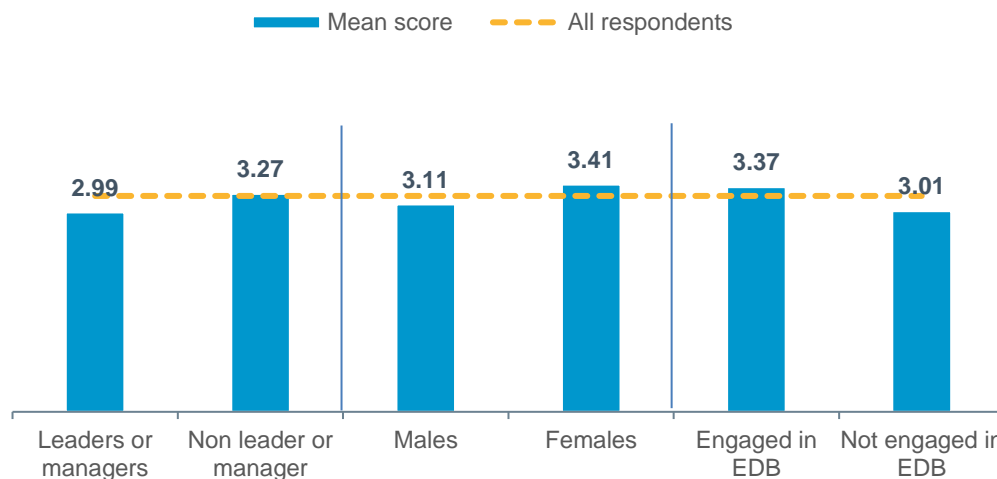*Base: Varies*

Respondents were asked to explain their response by providing free-text comments. *Figure 28* shows the coded themed responses from those who provided scores of 4 or 5.

Over a quarter (27%) felt it was a good strategy or it would provide the framework for change, which was the most common theme. This was closely followed by those who suggested that it is a positive step or good start (26%), and that the success of the strategy depends on how it is implemented or the actions taken (24%). A further 23% hoped it would be effective and 22% thought its success depended on individuals' levels of engagement and willingness.

Figure 28 – Explanations for scores of 4 or 5
Base: Those who gave a score of 4 or 5 (113)

Explanation	Number	Percentage
Good strategy/will provide framework for change	31	27%
Positive step/good start	29	26%
Depends on how it is implemented/actions taken	27	24%
Hope it will be effective	26	23%
Depends on individual engagement/willingness	25	22%
Change will take time to achieve	11	10%
Top-down approach/organisational change needed	10	9%
Requires continued focus/ongoing development	10	9%
More detail/guidance/specific actions needed	10	9%
Education/training/resources will be vital	6	5%
Strategy alone cannot make a difference	6	5%
Mixed opinion/unsure how effective it will be	5	4%
Needs to be fully embedded at all levels	3	3%
Tick box exercise/could become tick box	2	2%
Negative step/disagree with strategy	1	1%
May sow division/alienate some members	1	1%

Below is a selection of example verbatim comments from some of the most common response themes from the table above, including the stakeholder type of each respondent.

Good strategy/will provide framework for change

It's a good robust framework, and will give members something to work from and refer to.
CSP Member

It helps to provide direction and makes change more likely.
CSP staff

Positive step/good start

It's a good start and as it says it will continue to develop and change as it needs to.
CSP Member

The draft policy shows that the CSP is committed to bringing positive and lasting change and tackling all kinds of discrimination and inequality.
CSP Staff

Depends on how it is implemented/actions taken

Like everything else the proof is in the application and results. It's too early and complicated to see success at this stage.
CSP Member

It depends on the reach of the document and action taken as a result of it.
CSP Member

Hope it will be effective

Hopefully it will change attitudes and working relationships for the better.
CSP Member

I hope it will create equitable values which become embedded in the practice and thinking of the profession.
CSP Member

Depends on individual engagement/willingness

Policies and strategies can be put in place but it is up to us and members how and if we engage in it and keep it going. This should be something that is embedded into our daily lives and work ethics.
CSP Staff

Depends on individuals and organisational willingness to embrace it.
CSP Member

Figure 29 shows the reported themes amongst those who scored 3. The most common response was that the strategy's success depends on how it is implemented or the actions taken (35%). A further fifth (21%) said it depended on individuals' engagement or willingness.

Figure 29 – Explanations for scores of 3
Base: Those who gave a score of 3 (100)

Explanation	Number	Percentage
Depends on how it is implemented/actions taken	35	35%
Depends on individual engagement/willingness	21	21%
Positive step/good start	18	18%
Strategy alone cannot make a difference	18	18%
Top-down approach/organisational change needed	16	16%
More detail/guidance/specific actions needed	16	16%
Change will take time to achieve	12	12%
Good strategy/will provide framework for change	11	11%
Needs to be fully embedded at all levels	9	9%
Education/training/resources will be vital	9	9%
Hope it will be effective	6	6%
Negative step/disagree with strategy	5	5%
May sow division/alienate some members	4	4%
Tick box exercise/could become tick box	3	3%
Mixed opinion/unsure how effective it will be	3	3%
Strategy requires improvement	2	2%

The most common response theme amongst those who provided a score of 1 or 2 was disagreeing with the strategy or saying it was a negative step (27%), followed by those who said its success depends on how the strategy is implemented and/or the actions taken (24%). A fifth (20%) of those who gave a score of 1 or 2 said that more detail, guidance or specific actions were needed. This is shown in *Figure 30*.
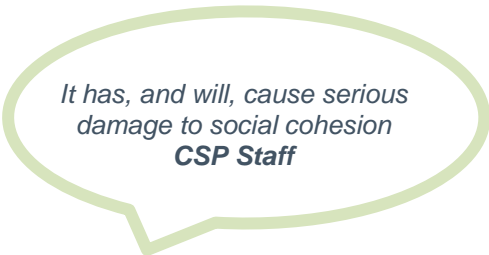
Figure 30 – Explanations for scores of 1 or 2
Base: Those who gave a score of 1 or 2 (59)

Explanation	Number	Percentage
Negative step/disagree with strategy	16	27%
Depends on how it is implemented/actions taken	14	24%
More detail/guidance/specific actions needed	12	20%
Depends on individual engagement/willingness	9	15%
May sow division/alienate some members	8	14%
Tick box exercise/could become tick box	8	14%
Strategy alone cannot make a difference	6	10%
Positive step/good start	5	8%
Top-down approach/organisational change needed	4	7%
Mixed opinion/unsure how effective it will be	3	5%
Good strategy/will provide framework for change	2	3%
Hope it will be effective	1	2%
Needs to be fully embedded at all levels	1	2%
Change will take time to achieve	1	2%
Strategy requires improvement	1	2%

Below is a selection of example verbatim comments from some of the most common response themes from the table above.

Negative step/disagree with strategy

> *It has, and will, cause serious damage to social cohesion*
> ***CSP Staff***

> *It will damage social cohesion and do more harm than good.*
> ***CSP Member***

Depends on how it is implemented/actions taken

> *Doesn't say how you intend to achieve your aims.*
> ***CSP Member***

> *Only will be effective if there is a plan to implement - strategies are just the first step.*
> ***CSP Staff***

Qualitative research findings

Whilst participants were generally positive about the strategy as a whole, a few expressed concerns about the outcomes of the strategy, saying they did not want to see things like positive discrimination and 'anti-racism' training introduced into the profession as a result of the strategy.

> *I'm probably quite negative about it, actually. I fully support the aims. In terms of the outcomes and the actions that will be taken, I'm a bit nervous about that. I think it has the power to sow disharmony in physio departments along the way. I think it's a green light to anti-racist training, for example, which will mean that there'll be dozens if not hundreds of trade union reps who are placed in departments with a particular agenda, which will cause disharmony. That's my worry.*

> *If you've got 200 graduate engineers applying for ten places in a big engineering company, and on the level of the group the company says, 'To make things fair, and to promote fairness, we'll recruit five females and five males'. You'll probably get 180 men to 20 women [applying]. So at the level of the group, it's making things fair, and that is where this document is going. But at the level of the individual, as a female you automatically have a one in four chance of getting a post, and as a man, a one in 36 chance of getting a post.*

Group responses

Group responses expressed hope for positive and lasting change and highlighted that including actions in the strategy, outcomes or an action/implementation plan would help to achieve this. It was also suggested that the language and terminology in the strategy needed to be easy to understand for everyone to bring about change.

Below and overleaf are the detailed group responses received.

Unite

> *Unite believes it will take a while to affect cultural change and to tackle structural and other forms of discrimination in CSP. Members agreed unanimously that it's the implementation/ action plan that will clarify how that change will happen. Some members doubt that the transformational change aimed for will happen and that CSP will largely have a hierarchical and*

exclusive culture. Clear enforcement and action on tackling discrimination by senior managers was also cited as undermining members' confidence in CSP's chances of achieving positive and lasting change.

Higher Education Institutes

It's a step in the right direction, but there are not many 'change' points that required action.

This is based on the actions that come from the strategy. We look forward to seeing an action plan, or ideas of actions for learning organisations, including Trusts and HEIs to implement, as a helpful addition.

Regional Networks and Country Boards

It is moving in the right direction, however would likely have more impact if outcomes were more specific and when published there were resources available for members to take into their own workplace.

The clinical and workforce priorities due to Covid-19 unfortunately remain a great pressure and this is likely to affect change at this time. We therefore envisage that there is likely to be reduction in energy and willingness of managers, teams and department leads to encourage staff to engage with this, given the backlog of NHS work and record waiting lists for routine treatments that we are starting to see as a result of the pandemic. If staff feel empowered to engage with it, are given time and opportunity to consider the strategy, I think they will be more than happy to make changes to their own working practices and attitudes to impact the workforce in a positive way.

We are hopeful but unsure.

Really want to believe that the profession with the ethos it has should be all about ensuring that we are inclusive.

BAME Diversity Network

Very unlikely without outcome measures.

Professional Network

Very likely - however this depends on the action plan and tools/support to members, ensuring that any actions and support for members are achievable, realistic and simple.

Employment Committee

- *Effective allyship was important in gaining engagement and it will be important to ensure stewards are confident about allyship to talk about it to their wider community within the workplace.*
- *The strategy may not be understandable for all as terminology differs across groups, and therefore less effective for some groups.*

Understanding of personal contribution to achieving the aims

Survey findings

Respondents were asked the extent to which they understood what they needed to do to contribute to the achievement of the aims in the draft strategy and were able to choose from 1 ('do not understand at all') to 5 ('fully understand').

In the overall sample, 44% provided a score of 4 or 5, a larger proportion than the 19% who gave a score of 1 or 2. Over a quarter (26%) gave a score of 3, whilst 11% said they did not know. This provided a mean score of 3.39.

Figure 31 shows the differences between CSP members and staff. As seen with previous results, members were more likely to say they did not know (12%) than staff (3%).

Figure 31 – To what extent do you understand what you need to do to contribute to the achievement of the aims within the draft strategy? By stakeholder type
Base: All respondents (612); Members (515); Staff (90)
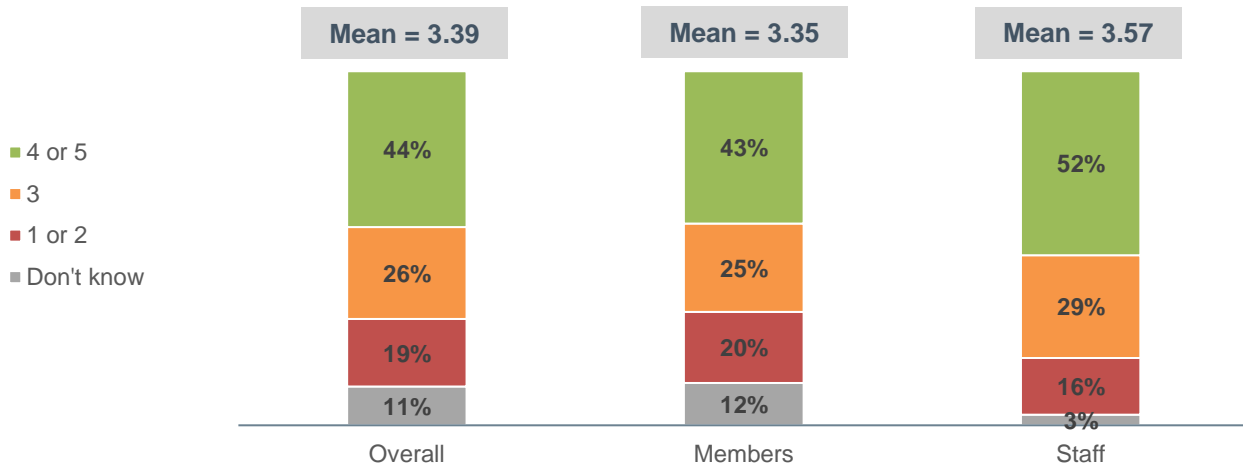
Figure 26 shows subgroup analysis by age group. As can be seen, older respondents aged 51+ gave a higher mean score (3.68) than younger age groups (3.09 and 3.30), indicating that they better understood what they need to do to contribute to the aims within the draft strategy.

Figure 32 – To what extent do you understand what you need to do to contribute to the achievement of the aims within the draft strategy? Mean score by age group
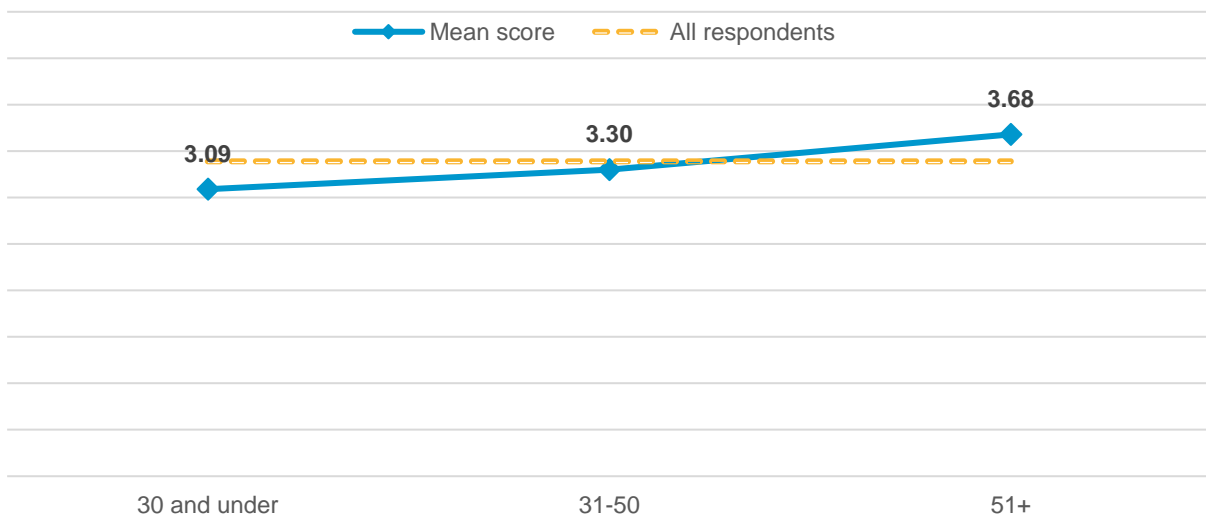*Base: 30 and under (74); 31-50 (311); 51+ (188)*

Further subgroup analysis highlights that certain groups were more likely to provide higher mean scores, suggesting that they better understood what they need to do to contribute to the aims within the draft strategy. This includes those who:

- Were engaged in the topic of EDB (3.63) when compared with those who were not engaged (2.91)
- Had a disability or health condition (3.82) compared with those who did not have a disability or health condition (3.36)

Respondents were asked to explain their response by providing free-text comments. *Figure 33* shows the coded explanations from those who provided scores of 4 or 5. As can be seen, amongst those who gave a score of 4 or 5 the most common response was that the aims or responsibilities were clear (21%), closely followed by that people have a responsibility to be engaged (19%) and 17% mentioned self-education or increased awareness.

Figure 33 – Explanations for scores of 4 or 5
Base: Those who gave a score of 4 or 5 (108)

Explanation	Number	Percentage
Aims/responsibilities are clear	23	21%
Be engaged/take responsibility	20	19%
Self-educate/increase awareness	18	17%
Unsure as individual – change must be structural	14	13%
Already engaged/continue as have been doing	12	11%
Demonstrate allyship/support colleagues	11	10%
Challenge/oppose discrimination	10	9%
Champion/uphold/promote the strategy	8	7%
Disagree with strategy/aims	7	6%
Be a role model/demonstrate leadership	6	6%
I/colleagues have experienced discrimination	6	6%
Clear aims but no practical actions in strategy	5	5%
Treat all with respect/fairness	4	4%
Education/resources/training needed	3	3%
More detail/information needed	2	2%
Don't know/unclear what is expected	2	2%
Nothing/not a priority/not interested	2	2%
Strategy requires improvement	2	2%
Strategy too wordy/difficult to read	1	1%

Below and overleaf is a selection of example verbatim comments from some of the most common response themes from the table above, including the stakeholder type of each respondent.

Aims/responsibilities are clear

The strategy clearly outlines the responsibilities of members and applies very clearly to my role.
CSP member

I think the aims are very clear and I can see how they would apply to my areas of work.
CSP staff

Be engaged/take responsibility

> *Everyone has responsibilities and I fully understand mine.*
> ***CSP member***

> *Change is everyone taking responsibility.*
> ***CSP member***

Amongst those who scored 3, the most common theme was that the aims were clear but there were no practical actions in the strategy, as shown in **Figure 34**. This was followed by being unsure what can be done at individual level as the change must be structural (19%).

Figure 34 – Explanations for scores of 3
Base: Those who gave a score of 3 (63)

Explanation	Number	Percentage
Score of 3		
Clear aims but no practical actions in strategy	14	22%
Unsure as individual – change must be structural	12	19%
More detail/information needed	9	14%
Don't know/unclear what is expected	9	14%
Self-educate/increase awareness	7	11%
Aims/responsibilities are clear	6	10%
Be engaged/take responsibility	6	10%
Champion/uphold/promote the strategy	5	8%
Treat all with respect/fairness	4	6%
Challenge/oppose discrimination	3	5%
Education/resources/training needed	3	5%
Already engaged/continue as have been doing	2	3%
Disagree with strategy/aims	2	3%
Haven't seen/read the strategy	2	3%
Demonstrate allyship/support colleagues	1	2%
Nothing/not a priority/not interested	1	2%
Strategy requires improvement	1	2%

Amongst those who scored 1 or 2, the most common response was that aims are clear but there are no practical actions in the strategy (34%). This is shown in **Figure 35**.

Figure 35 – Explanations for scores of 1 or 2
Base: Those who gave a score of 1 or 2 (47)

Explanation	Number	Percentage
Clear aims but no practical actions in strategy	16	34%
More detail/information needed	7	15%
Unsure as individual – change must be structural	5	11%
Don't know/unclear what is expected	5	11%
Disagree with strategy/aims	4	9%
Treat all with respect/fairness	3	6%
Already engaged/continue as have been doing	3	6%
Strategy too wordy/difficult to read	3	6%
Nothing/not a priority/not interested	3	6%
Self-educate/increase awareness	2	4%
Be engaged/take responsibility	2	4%
Challenge/oppose discrimination	1	2%

Explanation	Number	Percentage
Demonstrate allyship/support colleagues	1	2%
Be a role model/demonstrate leadership	1	2%
Education/resources/training needed	1	2%
I/colleagues have experienced discrimination	1	2%
Haven't seen/read the strategy	1	2%

Below is a selection of example verbatim comments from the most common response theme from the table above.

Clear aims but no practical actions in strategy

> *Don't fully understand the actions required alongside the strategy being proposed.*
> ***CSP member***

> *I don't think strategy explains what is needed in day to day practice, though it sets a clear foundation for it.*
> ***CSP member***

Language and terminology

Survey findings

Respondents were asked whether the language and terminology used in the draft strategy were easy to understand and were again able to choose from a scale of 1 to 5, where 1 was 'no, not at all easy' and 5 was 'yes, very easy'.

Overall, around two thirds (66%) gave a score of 4 or 5, indicating that they found the language and terminology easy to understand, and only 8% gave a score of 1 or 2. A further 17% scored 3 and 9% said they did not know. This gave an overall mean score of 3.94, as shown in **Figure 36**.

**Figure 36 – Is the language and terminology used in the draft strategy easy to understand?**
Base: All respondents (612)

4 or 5	66%
3	17%
1 or 2	8%
Don't know	9%

Mean = 3.94
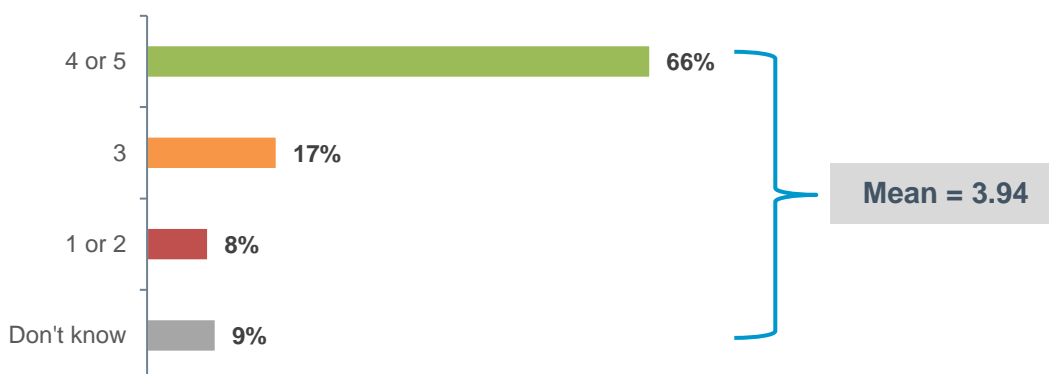
As shown in **Figure 37**, student members, associate student members, graduate affiliates or others gave a higher mean score (4.29) showing that they found the language and terminology easy to understand when compared with chartered or associate members (3.91).

Figure 37 – Is the language and terminology used in the draft strategy easy to understand? Mean scores by membership group
Base: Chartered or associate members (468); Student members, associate student members, graduate affiliates or others (47)
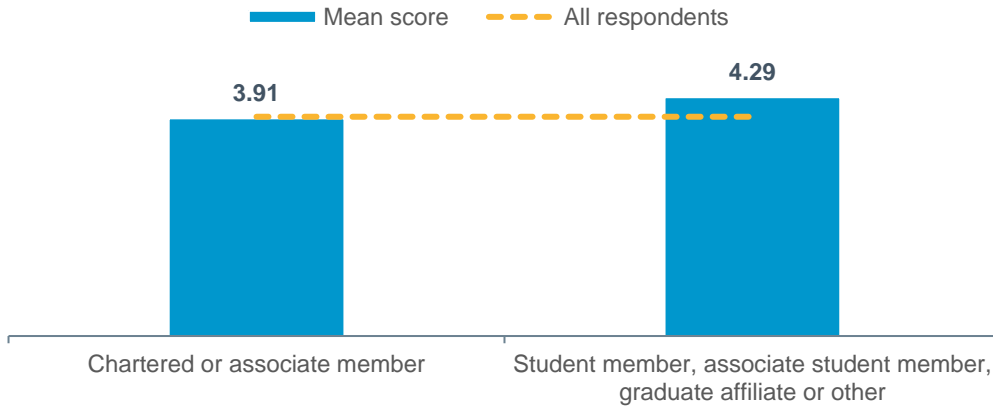
Further subgroup analysis in **Figure 38** highlights that females provided a higher mean score (4.05) when compared with males (3.79). Likewise, respondents who said they were engaged in the area of Equity, Diversity and Belonging also provided a higher mean score (4.04) when compared with those who said they were not engaged (3.77).

Figure 38 – Is the language and terminology used in the draft strategy easy to understand? Mean scores by subgroup
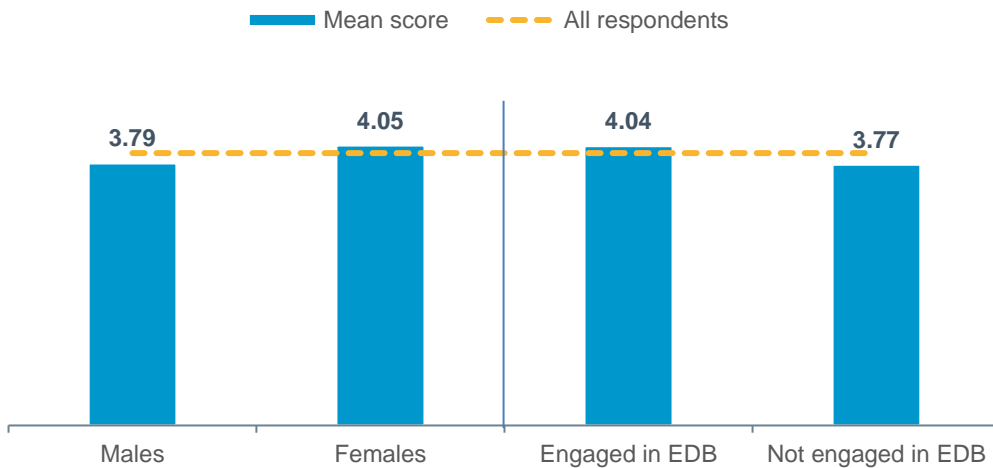*Base: Males (112); females (438); engaged in EDB (387); not engaged in EDB (199)*

Respondents were asked to explain their response by providing free-text comments. *Figure 39* shows the coded explanations from those who provided scores of 4 or 5. As can be seen, the most common explanation for scores of 4 or 5 was that the language was simple and straightforward (20%).

Figure 39 – Explanations for scores of 4 or 5
Base: Those who gave a score of 4 or 5 (70)

Explanation	Number	Percentage
Simple/straightforward language	14	20%
Depends on level of engagement/knowledge	11	16%
Needs more definitions/examples	9	13%
Helpful glossary/definitions	6	9%
Wordy/complicated/too corporate	6	9%
Clear/easy to read/understand	5	7%
Well laid out/visual design	5	7%
Vague/open to interpretation	5	7%
Lengthy/repetitive	5	7%
Easy to understand but disagree with meaning/aims	5	7%
Some terminology unfamiliar/confusing	4	6%
Not visual enough/poor layout	3	4%
Not enough focus on action/lacks direction	2	3%
More accessibility/alternative versions needed	2	3%
Generally good/some parts confusing	2	3%
Need to ensure it is future proof	2	3%
Unclear/difficult to understand	1	1%
Needs proofreading/editing	1	1%
Potentially divisive/antagonistic	1	1%

Below is a selection of example verbatim comments from some of the most common response themes from the table above.

Simple/straightforward language

> *It is presented in straight-forward, everyday language.*
> **CSP member**

> *The draft is easy to follow and understand. The terminology is acceptable for the target audience.*
> **CSP member**

Depends on level of engagement/knowledge

> *Easy for those engaged in the topic but outside the topic some may find it very difficult.*
> **CSP staff**

> *Depends on one's level of knowledge on EDB issues but it's easy and okay for me.*
> **CSP staff**

Amongst those who scored 3, again the most common theme was that the language was simple and straightforward (20%), followed by that an individual's understanding depends on their level of engagement or knowledge (16%). This is shown in *Figure 40*.

Figure 40 – Explanations for scores of 3
Base: Those who gave a score of 3 (32)

Explanation	Number	Percentage
Needs more definitions/examples	9	28%
Lengthy/repetitive	6	19%
Vague/open to interpretation	4	13%
Wordy/complicated/too corporate	4	13%
Unclear/difficult to understand	3	9%
Not enough focus on action/lacks direction	3	9%
Generally good/some parts confusing	3	9%
Easy to understand but disagree with meaning/aims	3	9%
Simple/straightforward language	2	6%
Helpful glossary/definitions	2	6%
Some terminology unfamiliar/confusing	2	6%
More accessibility/alternative versions needed	2	6%
Not visual enough/poor layout	1	3%
Depends on level of engagement/knowledge	1	3%

As shown in *Figure 41*, the most common reason was for providing a score of 1 or 2 was that it was too wordy, complicated or corporate (38%), followed by that there was some terminology that was unfamiliar or confusing (21%).

Figure 41 – Explanations for scores of 1 or 2
Base: Those who gave a score of 1 or 2 (24)

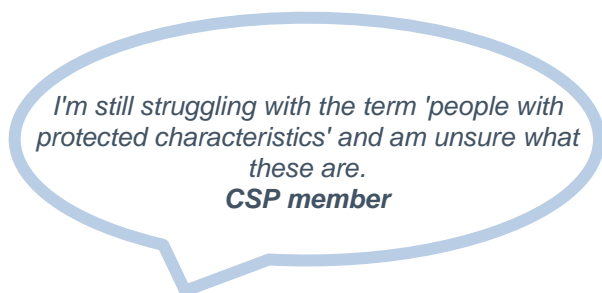| Explanation	Number	Percentage
Wordy/complicated/too corporate	9	38%
Some terminology unfamiliar/confusing	5	21%
Unclear/difficult to understand	4	17%
Needs more definitions/examples	4	17%
Vague/open to interpretation	3	13%
Lengthy/repetitive	2	8%
Not enough focus on action/lacks direction	2	8%
Easy to understand but disagree with meaning/aims	2	8%
More accessibility/alternative versions needed	1	4%
Depends on level of engagement/knowledge	1	4%
Need to ensure it is future proof	1	4%

Below and overleaf is a selection of example verbatim comments from some of the most common response themes from the table above.

Wordy/complicated/too corporate

Too much "corporate speak" - needs to be far more simple, direct and written in "Plain English".
CSP staff

Over complicated, can't see the wood for the trees.
CSP member

Some terminology unfamiliar/confusing

> *I'm still struggling with the term 'people with protected characteristics' and am unsure what these are.*
> **CSP member**

> *The language is new to most of us, and not part of our daily normal lives.*
> **CSP member**

Qualitative research findings

To gain insight into understanding of and attitudes towards the language and terminology used in the draft strategy, a number of different terms were discussed amongst participants.

'Equity'
Qualitative research participants were generally comfortable in their understanding of what was meant by the term 'equity' in the draft strategy, using expressions such as 'levelling the playing field'. They also suggested that 'equity' had a greater association with 'fairness' than 'equality', which was the main difference between the two terms for them.

> *I was looking at this today in between treating patients and it was saying that 'equality' is about treating everybody the same, but actually that's not necessarily fair. 'Equity' is more about being fair. It's giving everybody a level playing field.*

> *The picture that comes to my mind is the starting block for an 800 metre race around the racetrack. Everybody starts at different points, but the distance you cover ultimately will be the same.*

Although many participants said they had become aware of the meaning of equity after reading the draft strategy, some explained that they had heard the term 'equity' used elsewhere both in relation to their profession and in everyday life. Some recalled recently seeing cartoons on social media that explained 'equity' and the difference with 'equality' or had come up with their own analogies for how to explain the difference.

> *It's come up a lot in training in the last few years to try and explain the difference [between 'equity' and 'equality']. It's like the cartoon of the people trying to see into the stadium, where if they all have one box it's equal, but if you give the smallest person two it's equitable.*

> *It's something that we do talk about increasingly in pre-registration training programmes.*

Participants expressed a preference for the term 'equity' over 'equality', as they felt the term was more modern, positive and more focussed on individuals and their needs.

> *I think for me, 'equity' implies more thought has gone into what you do than 'equality'…now I've stopped to think about it, I like 'equity' more than 'equality', I think. There's more consideration in it, and it's more bespoke for the individual rather than a blanket thing for everybody.*

> *I think it's more person-centric, rather than it's a general term.*

However, participants acknowledged that they preferred the term 'equity' after having read the draft strategy and the glossary, and that it was not a word that was universally used in the same context as in the draft strategy. It was stressed that the majority of people regularly used and understood the word 'equality' and if someone that was not engaged in the topic of Equity, Diversity and Belonging read the strategy, they might not know what was meant by the term 'equity' and would then not be able to relate to or engage with it.

I haven't used 'equity' until recently, after reading the draft. I didn't use it in my everyday language. 'Equality' comes more easily to mind from the stuff we learnt in school, but not 'equity' unless you are writing an English essay or something.

I'm not sure it is [the right word]. I'm not sure people are going to recognise it as relating to us as CSP members or potential members.

Participants were shown the definition of 'equity' provided in the glossary that accompanies the draft strategy. The definition provided was:

'Achieving equity means recognising and meeting different needs and results in fairness of outcome.'

Participants generally felt that the sentence within the definition was too wordy and needed to be broken down using punctuation so that it is quick and easy to read. It was suggested that a visual representation of the concept might work better for some people than a lengthy sentence, particularly those for whom English is a second language, those who have reading or learning disabilities or those that are neurodiverse.

I think the sentence could be structured better because I had to read it a couple of times.

There's a lot of words in this. A snappy image would portray the meaning. Because the sentence is quite a long read, particularly if we're talking about not only people who've got reading issues, but also maybe for people for whom English isn't their first language. That's a heavy sentence, in terms of its words.

Participants also provided other suggestions about how the definition could be improved. For example, it was suggested that the definition could also refer to understanding needs and minimising 'unconscious bias', rather than just recognising and meeting needs. It was also suggested that 'disadvantaged groups' or 'marginalised groups' could be explicitly mentioned in the definition and 'fairness of opportunity' could be included, as well as 'fairness of outcome'.

I would like the word 'recognising' to be broken down further…What are you exactly 'recognising' in the person that that requires meeting that different need?...It's more about understanding.

It probably could be expanded a bit more. All it says is about meeting needs. It doesn't quite perhaps acknowledge why we'd use it in context. Maybe it needs to more explicitly refer to sort of disadvantage or barrier.

'Fairness of outcome' is quite broad. It's maybe quite vague. The point is about creating opportunities that will be kind of equitable, maybe, for those marginalised groups, so maybe it does need to be more addressed in there.

'Belonging'

All participants felt 'belonging' was the right word to be included in the strategy and preferred it to 'inclusion'. It was generally agreed that 'inclusion' has become an outdated concept, which people and organisations often pay 'lip-service' to, whereas 'belonging' was a more comforting and warm word that speaks to individuals and their feelings. It was also highlighted that if physiotherapists felt they belong in the profession or within an organisation, they are likely to perform better.

I like this one as well because "inclusion" has been used for years in education. It's got a really bad name because it was so badly used. People were paying lip service to it. They'd have a couple of children with disabilities in a school and say they were fully inclusive when they weren't. It's just become a slightly problematic term.

I think it's a nice word. I think it's a warm, friendly word. That's my immediate reaction to the word, on a simple level.

You're more likely to give good service and be a good physiotherapist if you feel like you belong there.

Participants were shown the definition of 'belonging' from the glossary that accompanies the draft strategy. The definition provided was:

'Belonging is the term used by the CSP as an alternative to Inclusion. We aim to achieve a sense of belonging for members and employees with differing needs, identities, backgrounds and experiences, not just including them. Inclusion is a choice (whether to include someone or not). Belonging is the feeling of being part of something and mattering to others. This is created through intentional acts of inclusion.'

Focus group participants thought that the definition provided was easy to understand and succinct, and liked the fact it clearly explained the difference with 'inclusion'. It was highlighted that 'mattering to others' was the key part of the definition, as someone can only feel they belong if they feel they matter to others.

I like the bit where it says about mattering to others. I think that goes beyond "belonging", but I think it's important to be in there because I think that's what we are probably trying to get at with all of this – that everyone matters.

It was highlighted that members choose to belong to the CSP, and therefore the feeling of 'belonging' was an important aspect to CSP membership. If they feel they belong, they will be more likely to retain their membership.

When we, as individuals, choose to take out a subscription to the CSP, you could argue we are choosing to 'belong'. But we can practise without being CSP members. So we're choosing to belong to a body of peers. For whatever reason, we choose to do that. So maybe within the context of the CSP, 'belonging' is active.

It was often suggested by participants that it is not the words themselves that matter in the draft strategy, but the intentions and actions that sit behind them. This led some participants to highlight the phrase 'intentional acts of inclusion' in the definition and explain that the glossary or the strategy might benefit from illustrating examples of 'intentional acts of inclusion', so that members would know what is expected of them in order to create a sense of 'belonging' for their colleagues, peers and patients. A few also said that they would like to see stories and examples of members going out of their way to carry out 'intentional acts of inclusion' in the Frontline magazine and this would inspire them and other members.

I was on a webinar the other day and there were a lot of people saying it's not the words that are necessarily the important thing, it's the actions that matter. Looking at the actions that people have done or the ways by which people have felt they belong. What's the situation that has been created for them to feel like they belong? I suppose I'm less concerned about the words and more about the actions.

I don't know whether it's going to be available, but it would be good if there were some examples of what these intentional acts might be or could be. To inspire people, you might need a little example of how somebody did that. In our Frontline magazine, there could be something in that to show a workplace and what their intentional acts were to include people and what difference it made to people.

'Diversity'

Focus group participants felt that 'diversity' was a positive term which they associated with people from different backgrounds and walks of life working together creatively for the common good.

> *To me, it [the word "diversity"] makes me think of something quite exciting. It's not just everybody is the same and that's just how it is. "Diversity" is like an amazing melting pot of all different ideas, beliefs and approaches.*

> *There's an element of positivity in it, I think. When you say diversity you think of wonderful difference, rather than banal sameness. There is something really lovely about diversity, if everybody can embrace it as something that is great rather than something to be feared.*

Some participants, particularly those further into their careers, remarked that they felt that the physiotherapy profession is much more diverse now than it used to be, which was a positive thing as it much better reflected society.

> *I feel this now that in physiotherapy I belong. I feel there are just so many different people and I think there is more diversity now than when I was at university 20 years ago. We have more physiotherapists from abroad.*

> *When I qualified, I didn't get a degree because we didn't have degrees then. I didn't go to university and physiotherapy was mostly middle aged middle class white women. They represented us, they led us and if you were working class or possibly from a different racial background, I think there were some issues back then.*

Participants were shown the definition of the term 'diversity' from the glossary:

'Diversity: means that every person is represented, including those with protected characteristics – that different perspectives, backgrounds and experiences coexist, are given equal value and accepted.'

Participants felt that the focus of the definition should be on 'valuing' and 'acceptance', rather than 'representing' and a few felt the working of the definition should be reordered to reflect this. A few also suggested that the definition should go beyond 'represent', 'value' and 'accept' and should talk about listening to people and respecting them and their perspectives, backgrounds, and experiences.

> *I was just trying to think about the first part of the sentence, and I wonder if that feels a little bit weak to me. It means that every person is represented, and I feel that it's something more than represented. I wonder if the emphasis on value needs to come sooner in this statement. It means that we can't represent every person themselves, but we can represent all these different characteristics, but it's about valuing their contribution. Somehow, I think that needs to be given a little bit more emphasis.*

> *And respected, again, because that that hasn't been mentioned. Because you can hear something from somebody, but the most important thing is that you listen and respect that person's opinion, isn't it? It's being respectful.*

'Allyship'
Participants generally understood the term 'allyship' but acknowledged that this was because they had read the draft strategy and/or the glossary and were engaged in the topic to an extent. It was perceived to be an active word, that although heavily linked with 'solidarity', went beyond it in terms of individuals taking positive action and actively learning.

> *It was about being available, being supportive, people can come to you and know that they are safe. Now I'm getting more of a vibe that it's about active action, getting really out there, being really visibly supportive, making conscious and ongoing efforts to learn.*

> *My understanding is that it's basically where maybe people from a majority group will sort of stand by minority groups and support them, basically. Solidarity.*

However, some were not in favour of the term being included in the draft strategy, as it was not a word that was used in everyday language, and which therefore may not be easily understood. A few felt that it sounded like it was a political concept or came across as 'corporate speak' or 'management speak', and this could mean some members would disengage with the concept as a result. Others felt that it was a term that was used by younger audiences in relation to EDB, particularly online and in social media, and it may not be a term that other members were familiar with.

> *I hadn't used this word until I read the draft. It seems to be slightly political. The word seems to come from the political field in my vocabulary, like an affiliation with a party.*

> *I understand it possibly because I do go on social media quite a lot. I think some older people may not get the term. It's a bit of a young person's term, I think.*

A few participants suggested alternatives to 'allyship', such as 'togetherness', 'team-playing' and 'united', as they felt these were words that were used more in everyday language and were easy for everyone to understand and engage with.

> *What is the difference between 'allyship' and 'united'?...The synonym could be 'united', because we use it more commonly.*

> *'Togetherness' – something very simple.*

> *I think than rather than trying to create a new word which everybody is not familiar with, why don't we try to use simpler words, simplify the definition so that everyone can say it, read it.*

Participants were shown the definition of 'allyship' from the glossary:

'Allyship: is a conscious choice to actively and continuously engage in a challenging practice of unlearning and re-evaluation, in which a person in a position of privilege and power seeks to operate in solidarity with a marginalized group to improve social justice, inclusion and human rights. Allyship involves educating others who may/may not share the same privilege, de-centring yourself from the work of leading change and is a foundation of being anti-discriminatory and anti-racist.'

Participants generally felt that the definition was overly wordy, convoluted, and not easy to read and understand quickly. They highlighted that there were many different concepts and elements at play in the definition, which they felt resulted in the focus of the definition becoming lost.

> *For me, it is a lot of words. I cannot comprehend it.*

> *Probably people who have ADHD like me will get a bit lost in that definition, because there are many things in one paragraph. My problem is when I read something, sometimes it takes me a few repetitions to read until it sinks in.*

A few suggested that the definition could include examples of actions that demonstrate 'allyship' and signposting to training materials so that members would be able to read further into the concept of 'allyship'.

> *I have heard the term before. Just in terms of practicalities, that is a very long definition to absorb, and I think one of the things that sort of strikes me with the strategy is how it's going to need to be supported by training materials, by concrete examples. Because I think people are going to read that and sort of think they don't really know what that means or how it looks in practice.*

Participants highlighted that the concept of 'solidarity' was key to 'allyship' and some also felt that the definition was the wrong way round, as challenging discrimination and racism should be at the forefront as the principal focus of 'allyship'.

For me, the word that jumped out, and that only has come about because I've done more reading recently and listening, is "solidarity". It is standing together with people. For me, there's a lot of similarity to trade unionism, because trade unionism is about using our collective power to support people who are underrepresented or lack power. So, it's about all standing together and using that collective power and I think there is something in that word "solidarity" for me that is critical to "allyship".

It's almost like you lead change by challenging discrimination and racism, and then you consciously engage in in a new form of sort of operating, it's almost back to front. Because surely you've got to break down things in order to build up.

One participant expressed the concern that the term could come across as condescending to some groups of people who may be singled out as in need of 'allyship', which, for them, could be problematic.

Do you not think you might be condescending to the group that you're trying to ally? That would slightly worry me – that I'd be trying to further that cause, but by doing it I'm almost seeing myself in a superior situation, and I'm actually being condescending to the people that I'm trying to ally…I might see it as being a benevolent thing to the group, but they might not see it that way. I think that might be a complication. Because there is an element of being condescending with it, I think. Because you're putting yourself in a more lofty situation, that you can help that 'poor old oppressed group', which I think could be problematic.

'Protected characteristics', 'marginalised', 'differing' and 'all'
The term 'protected characteristics' has been used in some areas of the draft strategy to describe groups of members and staff who are discriminated against, are not represented, or do not feel that they belong due to differing aspects of their identity (e.g. in Aims 3 and 4).

The majority of participants recognised that protected characteristics were set out in law and were there to protect people based upon differing aspects of their identity, particularly in the workplace. However, not everyone had heard the term before or knew what it meant.

It feels like a very legal term, 'protected characteristic'.

The intention is that it affords you protection in the workplace.

I've never heard this term before, 'protected characteristics'.

Participants were largely unable to recall all protected characteristics and there was some confusion about who was protected by the term and the number of protected characteristics set out in the Equality Act 2010. Some thought that 'members and employees with protected characteristics' referred to those who were marginalised, discriminated against and under-represented, whereas others thought that the term covers everyone as characteristics such as gender, age and ethnicity were included in the term, and anyone can be discriminated against or marginalised for some aspect of their identity. Some felt that the strategy needs to be more explicit in whether it means staff and members with 'protected characteristics' or those groups who are 'traditionally marginalised'.

Actually, we all fall under some of them to one point or another. There are ways in which everybody can be discriminated against.

I think everybody needs protection from something. Everybody has got characteristics that need to be protected. Whether it is explicitly seen or unseen, depends on where you are and what you're experiencing at the time…. Everybody is vulnerable and it doesn't have to be just because you've got a characteristic that stands out all the time because someone who doesn't have a characteristic that stands out all the time can also be vulnerable.

> *I just feel they're not clear about whether they mean protected characteristics or people who've been traditionally marginalised. They are two different things.*

For some, the term was associated with box-ticking and official forms and, for this reason, they did not like the term. A few participants also expressed the view that the term was too narrow, as were the characteristics defined within it and it sought to put people into "neat boxes", which is not an accurate representation of the diversity of the human race. In one of the groups, disability was discussed as a protected characteristic, and it was felt that the term could exclude those who had not been diagnosed with a disability, even if they might have one.

> *But does it speak towards sort of box-ticking a bit?*
>
> *So for example, if you're going through school now, there's no money in education, and many of the people with dyslexia or other neurodiversities won't ever get to have the diagnosis. So that means that they won't necessarily have a 'protected characteristic', as defined by the law. What do you do about that? So yes, it's great having a protected characteristic that gets you your foot on a step and to get the support that you need, but does that not then exclude all the people who haven't been fortunate enough to get to that point?*
>
> *I don't know. It sounds very sterile. It sounds very unaffectionate to the people who have got 'protected characteristics'…It, in a way, [gives people] that feeling of being very different, but people aren't very different. For example, if age is a protected characteristic, one day you're 59, the next day you're 60. It's a bell-shaped curve, isn't it, humanity?*

One participant felt that sometimes people do not want to have their protected characteristic highlighted or did not want to be labelled as having a protected characteristic, as this might draw attention to them as being different, vulnerable and in need of protection.

> *Having interacted with different protected characteristic people, as we all have, sometimes they don't like to be seen as protected, especially when they have a disability or an impairment. They want to be seen as being able to do something as good as anyone else and they don't need protecting.*

Participants were shown the definition of 'protected characteristics' provided in the glossary:

'According to the Equality Act 2010, protected characteristics are aspects of a person's identity that make them who they are. It's unlawful to treat an employee differently after revealing one. The nine protected characteristics are: Age; Disability; Gender reassignment; Marriage and civil partnership; Pregnancy and maternity; Race; Religion or belief; Sex; Sexual orientation'.

Some participants found the definition to be helpful, as it listed all of the characteristics for which someone could be discriminated.

> *I think so, because it's what I was trying to say, that there are a lot of areas where people can be discriminated against.*

Focus group participants discussed the difference between 'marginalised characteristics' and 'protected characteristics', highlighting that the latter was something that was clearly set out in law, whilst the former could mean different things to different people. However, the term 'marginalised characteristics' was preferred to 'protected characteristics' by some participants who felt it was more inclusive, as it covered more characteristics than those that were 'protected'.

> *You can have different needs that are more diverse, wider, than 'protected characteristics'.*
>
> *I think 'marginalised' is more inclusive than the previous one. Because as I said, I'm disabled, but I'm not disabled…I don't know where I fall. I have these diagnoses, but I'm fully functional.*

So 'marginalised needs', I think that just softens the boundaries, it softens the boxes, and it makes it more fluid.

A few participants, however, said they did not like the term 'marginalised characteristics' as it sounded discriminatory and negative. It was highlighted that just because someone was from a certain ethnic group or background, it did not necessarily mean that they had a 'marginalised characteristic', and they would not want to be labelled as such.

I find it more discriminatory…I don't feel marginalised. I'm just going to take it from my own perspective. I feel like I belong at work. I haven't always, I've felt marginalised before, but I've found myself in a better place.

The word 'marginalised' has a really negative connotation. You feel like it is objectifying some particular kind of group, rather than 'different'.

If I am a person of colour, does it make me 'coming from a marginalised community'? No. I did not spend my life in the UK, I came as a graduate, and I had a much better life as compared to the one who has grown up there as a refugee or actually coming from a marginalised community. And when we both stand together, we look alike, and people think we both have similar kind of trauma, or similar types of experiences, which is not true. So, it is kind of a very general term and general perception.

Some participants were in favour of using the word 'differing' instead of 'marginalised', as it reflected the diversity of the characteristics, needs, identities and backgrounds that would be represented across the profession. Other terms such as 'wide spectrum', 'varied' and 'diverse' were also proposed.

I definitely prefer 'differing needs'. I don't think I'm marginalised, but my needs are potentially different.

I was thinking along the lines of 'encourage and engage with members with a wide spectrum of needs', so you are covering the whole umbrella of wherever you are on the spectrum.

Some focus group participants discussed that the strategy should make reference to 'all needs, identities, backgrounds and experiences'. They explained that this would include those with protected characteristics and 'traditionally marginalised' groups and would be a much more inclusive and all-encompassing term, which would be easy to understand for everyone.

If you want to talk about inclusion, that's probably the best way to phrase it. If you want to feel inclusive, this doesn't leave anybody out. It's about everyone in the CSP.

I like it personally…Because I think it's a much more simple term. And it's easy for everyone to understand it. And it is what we were talking about earlier with belonging, its sense of belonging for anyone reading it. 'All' means me.

However, not everyone agreed with this, unless what was meant by the term 'all' was explained and elaborated, as it was suggested that there might be a danger that minority groups end up being excluded once more.

I think when you say 'all' it always has to be accompanied by the explanation which is in the second part, of what does 'all' mean. Because again, I think there's a danger of that assumption that 'all' means everybody, when often sometimes it doesn't, it means a majority. So I think you have to be careful, and I think you have to explain what 'all' means. Because I think otherwise it can be a bit too general.

'Changing preferences' in Aim 5

Focus group participants discussed the term 'changing preferences' that appears in Aim 5 in the draft strategy. It was felt that the term was vague, and some thought it meant championing certain groups at

certain times only, whereas others thought it meant individuals' changing their preferences. They therefore felt that this needed clarifying.

I'm not entirely sure what it means by "meets changing preferences". It's almost like it's about whoever is in the limelight at the time. In June for example, everyone is talking about LGBT because it is Pride Month, but once June finishes that doesn't stop it being important anymore. What does that actually mean that phrase?

I took that to mean an individual's preference. For example, if someone prefers to be called 'he', 'she' or 'they'. That's how I take that sentence. Not the preference of the onlooker but the preference of the person being discussed, the marginalised person. That's what I thought it meant.

Going back to the 'changing preferences' thing, I do struggle with that terminology…Does that give you the kind of ability to alter your opinion? Is that what it means?

Overall language, understanding and format

Despite the majority in the survey finding the draft strategy easy to understand, focus group participants were more split. Some found the document generally easy and quick to read, whereas others thought some of the phrasing meant that the document was convoluted and not easy to understand. It was highlighted that the document should be written in plain English using colloquial terms where possible so that it was accessible for everyone. It was suggested that, by doing this, the strategy would be more widely discussed within the profession, which would increase its exposure.

Some of the phrases are a little bit convoluted and need to be made concise and clear, but generally it's good. There are lots of good things but some of the sentences just need to be easy to read. As somebody else was saying, if you're on your lunch break and you are trying to read this or you are having a busy day, you don't want to need to read a sentence four times to get the meaning. It just needs to be a little bit more straightforward.

If we want to get people to understand the strategy, then we want people to talk about it. People talk about things in plain English, colloquial language. During their lunch or coffee break, they're less likely to use bigger words and refer to books and things. The more people are chatting about these issues, the more it spreads so the starting point needs to be a chatty kind of language.

On the surface, when I looked at it, I thought, 'Oh, it's only 13 pages, It's got nice colours on it, it's going to be easy', but actually I really found it quite hard to get stuck into, and I don't quite know why that was. I had to keep rereading it and rereading it. And it wasn't as straightforward as I thought it was going to be, not necessarily the concepts, but it just wasn't an easy read.

It was highlighted by participants that the strategy needed to be accessible for everyone, including those who have learning disabilities and, therefore, the language used should reflect this.

We don't want anybody to read it and feel that they don't understand it. The last thing we want to do is exclude anybody because it's not clear.

Some participants felt that the length of the document was about right, meaning it would be more likely to be read by members. A few said that in their experience strategies of this nature were often very long documents, and they had been pleasantly surprised by the draft strategy's shorter length.

I was pleasantly surprised. When I went to read it, my heart was sinking thinking it was going to be a really dense document that would engage my whole brain, so I was pleasantly surprised that it wasn't like that, that it was laid out nicely and it wasn't 500 pages long. 13 pages including the title page is a manageable amount to read.

It's a nice length and it wasn't too long to read.

However, other participants said they found the draft strategy to be too long. They suggested it could be shorter, more concise and more to the point to ensure widespread readership amongst members.

I remember scanning through it. For a mind like mine, I felt it was a bit too long and repetitive…I just disconnect quite quickly. It wasn't straight to the point…I just felt like it was a bit too long.

When I read it, I think it's too long. If you could simplify it, make it shorter, and put it in simpler terms.

People will read it if it's shorter. A lot of people at work haven't read it.

A few participants suggested that the draft strategy should be accompanied by a visual graphic of some sort to aid members' understanding, particularly those who had difficulties with reading or learning disabilities. It was also suggested that a large print version and an audio version would be helpful for members with visual impairments.

Try to use pictures or graphs. I'm a visual person. Because of my ADHD…When I see a picture, I have a strong photographic memory.

Often text is quite small. Often people provide a different number of formats, like large text. Someone said they like to listen to things, so maybe some sort of audio version.

Group responses

There was some praise for the language and terminology used in the draft strategy amongst group responses. However, it was highlighted that some terms were included which are not used in everyday language and that a person's understanding of some of the terminology might depend on their level of engagement with the area of EDB.

It was also highlighted that the document would benefit from an introduction that sets out the need for the strategy. One response suggested that the font and background colours should be carefully considered for those with visual impairments and questioned whether the strategy would be available in braille and other languages. Some responses also highlighted specific sentences or paragraphs which they felt needed additional clarification.

Below and overleaf are the detailed group responses received.

Unite

On the whole, Unite members felt the language and terminology was clear in the draft strategy but also recognised that this depends on the level of experience, knowledge and interaction with EDB someone has in their day-to-day work and outside of the workplace. It was noted that variants of terminology had been used as well. Some members thought knowing what is behind some of the language and terminology would be useful to understand. Members also commented on CSP's regular communications about EDB, such as the staff ebulletin, which they said has helped ensure the profile of EDB is high on everyone's agenda, and that awareness is growing about various aspects of EDB.

Regarding the strategy document content itself, there are some areas where members have asked for clarification:

- *Clarification is needed on what is included in the definition and scope of 'diversity'. For example, in Aim 1, outcome 1, it says a person reflects society's diversity, but what comparative data and evidence is being or will be relied on consistently to assess this? Who will be making that analysis and does it cover the whole of the UK, the working population or the entire population?*

- *In the introductory paragraph to Aim 3 (p.9) reference is made to "protected characteristics and beyond". What is exactly meant by "and beyond"?*
- *We strongly believe that Aim 3 should not only encompass CSP members but CSP staff as well. More generally, members felt there is potentially more overlap with the CSP member-facing aims which would be worth exploring with Unite re how these aims impact on Unite members/CSP staff.*
- *Under Aim 6 (p.11), no mention of Equity is made and only Diversity is referred to. Members are unclear as to why that is?*
- *Under Aim 6, Outcome 3 (p.11), only direct and indirect discrimination, harassment and victimisation are highlighted. Unite is surprised that all forms are discrimination are unaccounted for here, such as discrimination by association or by perception. We strongly advise that "all forms of discrimination" is the appropriate terminology to use to ensure full inclusion of these types of discrimination.*

Higher Education Institutes

We could see the thinking behind the rainbow colour scheme, but it is known that coloured fonts on white backgrounds are very hard to read for those with visual difficulties, and so not in keeping with the ethos of this strategy. Similarly, the underlining and text boxes. Will this be available in different languages, braille etc?

We feel the language and terminology used is generally inclusive. It is great to see that belonging is embedded throughout the document. A few points for consideration:

- *Aim 3, bullet point 3: "The current over-representation of Black, Asian and minority ethnic members among referrals to the HCPC is reduced or eliminated and work has been undertaken to establish any disadvantage related to other protected characteristics". It is unclear what 'members' means in this statement.*
- *Amend Aim 3, bullet point 4. This should state 'the awarding gap', rather than the 'attainment gap'. See https://wonkhe.com/blogs/times-up-for-the-awarding-gap/*

Regional Networks and Country Boards

Understandable and appropriate language used.

We felt that there are some terms that were not as familiar with and don't use in everyday language speaking to patients or colleagues, however we realise that this is a formal document and we didn't think this detracted too much from the overall content and aim of the document. The document is well set out and interesting to look at due to the design style.

The language is clear and reflects the aims clearly.

The language and terminology has been well considered and the addition of 'belonging' rather than 'inclusion' is a positive move.

BAME Diversity Network

Members who met felt the introduction was not clear, a bit ambiguous and not impactful. They felt it could do with a brief foreword and setting the case for the strategy.

Conclusions and recommendations

There is still a little way to go in engaging all members in the area of Equity, Diversity and Belonging and the CSP can play a key role

Although it is positive to see that the majority of respondents said they were engaged in the area of Equity, Diversity and Belonging, over a third of members said they were not engaged. In the focus groups, it was suggested that the CSP should play a key role in educating, inspiring and engaging with members in relation to Equity, Diversity and Belonging and the strategy plays a vital role. It was also suggested that the CSP could engage with employers and senior leaders in the profession so that encouragement to read the strategy filters down throughout the membership.

The strategy inspires some members and staff, but it would benefit from listing actions or examples that individuals can take, or an overall action plan and an overarching aim and introduction

Despite four in ten giving high ratings as to whether the strategy would inspire them to take action, a fifth gave low scores. Amongst those who gave the low scores, the most common reason was that the strategy lacked direction or a clear action plan. When asked if anything was missing, the most common response was specific actions or an action plan, followed by more detail, definitions, or examples. A lack of actions that individuals can take or an overall action plan was also highlighted in the focus groups, interviews and group responses.

It was noted in the focus groups, interviews and group responses that the strategy would benefit from an overarching aim or goal that sets out what the vision of the CSP is and an introduction that illustrates why the CSP has developed the strategy.

Some members and staff feel that the strategy will achieve positive and lasting change

Respondents were more likely to give a high rating in relation to the strategy achieving positive and lasting change than a low rating, with staff more likely to give the high ratings than members. Group responses from organisations, networks and committees expressed a hope that the strategy would bring about positive and lasting change, but it was highlighted that including actions, intended outcomes or an action plan in the strategy would help achieve this.

Many understand what they need to do to contribute towards the achievement of the aims within the strategy, but including examples and actions would help

Respondents were more likely to give a high rating in regard to their understanding of how they can contribute towards the achievement of the aims than a low score. The most common explanation for a low score was that whilst the aims in the strategy are clear, there are no practical actions that members and staff can take outlined in the strategy.

The language and terminology in the draft strategy is generally seen as easy to understand, but there are some terms that not everyone will understand unless they are engaged in the topic

Two thirds of respondents gave a high rating in regard to how easy to understand the language and terminology are in the draft strategy. However, amongst those who gave a low rating, the most common reason was that it was too wordy, complicated or too corporate. This was something that was also mentioned in the focus groups and interviews, in relation to the document overall and in relation to specific terms, such as 'allyship'. It was felt that terms such as 'allyship' are not used in everyday language and so therefore their inclusion in the draft strategy might alienate some readers, as they can be difficult to understand, or come across as political concepts or as too 'corporate'. However, words such as 'equity', 'diversity' and 'belonging' were all easy to understand for focus group and interview participants, although it was conceded that this was because they had read the draft strategy and the glossary.

There was also some praise in the group responses for the language and terminology, but it was also highlighted that some terms and phrases are not used in everyday language, and this could be problematic for some people in their understanding of the draft strategy.

Definitions of some terms and concepts in the glossary should be carefully considered

Some in the focus groups and interviews found the definitions in the glossary for terms such as 'belonging' easy to understand and comprehensive. However, some participants felt the definitions for words such as 'equity', 'diversity' and 'allyship' required re-wording, as they were either too complicated and wordy to be easy to understand or that the focus of the definition was not quite right.

There is some preference for inclusive language to be used in the strategy such as 'all', but with a clear definition that this includes those with protected characteristics, 'marginalised groups' and those with 'differing backgrounds, identities, needs and characteristics'

Some focus group and interview participants were in favour of using the term 'all characteristics' in the strategy as opposed to 'protected characteristics' or 'marginalised characteristics', as the word 'all' was thought to be inclusive, and the other terms might have negative connotations for some. However, it was felt that the strategy should still explicitly highlight that 'all' includes those with protected characteristics and 'traditionally marginalised groups'.

Some find the draft strategy to be long and not easily accessible, and there were suggestions as to how to improve the accessibility

Focus group and interview participants were split in regard to the length of the draft strategy, with some feeling that the document was the right length to engage people and others feeling that it was too long, which would put people off reading it. In order to ensure that the strategy is accessible as possible the following were suggested by focus group participants and in the group responses:

- Visually representing the strategy as some sort of easy to understand graphic
- Providing the strategy in other languages
- Providing the strategy in braille, large print and audio formats
- Ensuring that the fonts and background colours are accessible for those who are visually impaired

Appendix A: Questionnaire

About you

Firstly, please tell us a little bit about yourself so we can place your feedback into context.

Are you...?
- ❏ A CSP member
- ❏ CSP staff
- ❏ Other

Which CSP membership group do you belong to?
- ❏ Associate member
- ❏ Associate student member
- ❏ Chartered member (non-practising)
- ❏ Chartered member (practising overseas)
- ❏ Chartered member (retired)
- ❏ Chartered member (practising UK)
- ❏ Graduate affiliate
- ❏ Student member
- ❏ Other
- ❏ Don't know

How long have you been a qualified physiotherapy professional?
- ❏ Fewer than 2 years
- ❏ More than 2 years
- ❏ Prefer not to say

Which Directorate in the CSP do you work in?
- ❏ CEO
- ❏ SPED
- ❏ ERUS
- ❏ CSI
- ❏ P&D
- ❏ Prefer not to say

Which best describes your employment for your main or usual job?
- ❏ Agency
- ❏ Charity/voluntary
- ❏ FE/HE institution
- ❏ General practice
- ❏ Independent sector (inc. private/self-employed)
- ❏ MoD/Military
- ❏ NHS
- ❏ Social enterprise company
- ❏ Sports industry
- ❏ Not applicable - I am not currently working
- ❏ Other
- ❏ Prefer not to say

Are you a team leader or manager of a service?
- ❑ Yes
- ❑ No
- ❑ Not applicable
- ❑ Prefer not to say

Where do you work or study?
- ❑ Channel Islands
- ❑ England
- ❑ Isle of Man
- ❑ Northern Ireland
- ❑ Scotland
- ❑ Wales
- ❑ Other
- ❑ Not applicable - not currently working or studying
- ❑ Prefer not to say

In which region do you work or study?
- ❑ East Midlands
- ❑ East of England
- ❑ London
- ❑ North East
- ❑ North West
- ❑ South East
- ❑ South West
- ❑ West Midlands
- ❑ Yorkshire and the Humber
- ❑ Prefer not to say

Have you served in a formal CSP volunteer role in the last 12 months?
- ❑ Yes
- ❑ No

In which of these CSP volunteer roles have you served in the last 12 months?
- ❑ Council or committee member
- ❑ Learning champion
- ❑ Reference group member
- ❑ Regional network/branch member/country board team member
- ❑ Safety rep
- ❑ Steward
- ❑ Student rep/physiotherapy society contact
- ❑ Workplace contact
- ❑ Other
- ❑ Don't know / Can't remember

How engaged would you say you currently are in the area of Equity, Diversity and Belonging?
(Commonly referred to as equality, diversity and inclusion)
- ❑ Very engaged
- ❑ Quite engaged
- ❑ Not very engaged
- ❑ Not engaged at all
- ❑ Don't know

Your feedback

How much does the draft strategy inspire you to take action?
- ❑ 1 - not at all
- ❑ 2
- ❑ 3
- ❑ 4
- ❑ 5 - a lot
- ❑ Don't know

Please explain your answer in the box below

_____
_____
_____
_____
_____
_____
_____

Is there anything you were expecting to see in the draft strategy which is not included?
- ❑ Yes
- ❑ No
- ❑ Don't know

Please explain your answer in the box below

_____
_____
_____
_____
_____
_____

How effective do you think the draft strategy will be in achieving positive and lasting change?
- ❑ 1 - not at all effective
- ❑ 2
- ❑ 3
- ❑ 4
- ❑ 5 - very effective
- ❑ Don't know

Please explain your answer in the box below

_____
_____
_____
_____
_____
_____

To what extent do you understand what you need to do to contribute to the achievement of the aims within the draft strategy?

- ❑ 1 - do not understand at all
- ❑ 2
- ❑ 3
- ❑ 4
- ❑ 5 - fully understand
- ❑ Don't know

Please explain your answer in the box below

_____
_____
_____
_____
_____
_____

Is the language and terminology used in the draft strategy easy to understand?
- ❑ 1 - no, not at all easy
- ❑ 2
- ❑ 3
- ❑ 4
- ❑ 5 - yes, very easy
- ❑ Don't know

Please explain your answer in the box below

_____
_____
_____
_____
_____
_____

About you

The last section asks you questions about yourself so that we can ensure we hear from a wide range of people and identify any differences in results between different groups. Please remember you will not be individually identified in your survey response.

How old are you?
- ❑ 20 and under
- ❑ 21-30
- ❑ 31-40
- ❑ 41-50
- ❑ 51-60
- ❑ Over 60
- ❑ Prefer not to say

How would you describe your ethnicity?
- ❑ Black – Caribbean
- ❑ Black – African
- ❑ Black – British
- ❑ Black – Other not listed
- ❑ Asian – Chinese
- ❑ Asian – Indian
- ❑ Asian – Pakistani
- ❑ Asian – Bangladeshi
- ❑ Asian – British
- ❑ Asian – Other not listed
- ❑ Mixed – White and Black Caribbean
- ❑ Mixed – White and Black African
- ❑ Mixed – White and Asian
- ❑ Mixed – multiple ethnic groups
- ❑ Mixed – Other not listed
- ❑ White – English
- ❑ White – Scottish
- ❑ White – Welsh
- ❑ White – Irish
- ❑ White – British
- ❑ White – Northern Irish
- ❑ White – Gypsy or Irish Traveller
- ❑ White – Roma
- ❑ White – Other not listed
- ❑ Other ethnic group – Arab
- ❑ Other ethnic group not listed
- ❑ Prefer not to say

You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

Do you consider yourself to be disabled and/or have a long-term health condition(s)?
- ❑ Yes
- ❑ No
- ❑ Prefer not to say

Which of the following best describes your sexual orientation?
- ❑ Asexual/ace
- ❑ Bisexual
- ❑ Gay
- ❑ Heterosexual/straight
- ❑ Lesbian
- ❑ Pansexual
- ❑ Panromantic
- ❑ Queer
- ❑ Questioning/unsure
- ❑ Other not listed
- ❑ Prefer not to say

What is your gender identity?
- ❑ Agender
- ❑ Woman
- ❑ Genderqueer/genderfluid
- ❑ Intersex
- ❑ Man
- ❑ Non-Binary
- ❑ Questioning/unsure
- ❑ Other gender identity
- ❑ Prefer not to say

Is your gender identity different from the sex you were assigned at birth?
- ❑ Yes, it is different
- ❑ No, it is the same
- ❑ Prefer not to say

What is your religion?
- ❑ No religion/belief – which includes Atheism, Agnosticism and others
- ❑ Buddhism
- ❑ Christianity (including Church of England, Catholic, Protestant and all other Christian denominations)
- ❑ Hinduism
- ❑ Judaism
- ❑ Islam
- ❑ Sikhism
- ❑ Other not listed
- ❑ Prefer not to say

Appendix B: Focus group guide

Please note this discussion guide is intended as a guide to the moderator only. Sections may be subject to change during the course of the focus groups if, for example, certain questions do not elicit useful responses.

BEFORE GROUP START TIME
- Participants asked to join 5/10 minutes early and wait in waiting room to allow the group to start on time
- All participants asked to review the joining instructions
- All participants will have been asked to read the draft EDB strategy document and glossary document and have access to them throughout the group

Introduction
- Moderator introduction

- Background to the research:

    o The CSP is currently running a consultation on its draft equity, diversity and belonging strategy
    o The consultation is being delivered online via a survey
    o In addition, we are delivering a programme of online focus groups like this with CSP members and staff

- This aim of this group is to find out what members/staff think about the language and terminology used in the draft strategy document to ensure it is easy to understand for everyone

- Confidentiality:

    o Everything said during this discussion is confidential, so please be as open and honest as possible. There are no right or wrong answers
    o Enventure Research is an independent research agency, not part of the CSP
    o We may use quotes from this discussion within the report, but these will remain anonymous and any identifying information will be removed
    o Market Research Society Code of Conduct and GDPR – ensure confidentiality
    o All views and opinions of all present are important and valid

- The group will be recorded – thank you for returning your signed consent forms. The recording will only be used to listen back to and write up notes. It is not passed to anyone else, including the CSP, and will be securely deleted once the consultation is over. ***Moderator to start recording and ask everyone to confirm again that this is OK.***

- The session will last for no more than 75 minutes in total. Do you have any questions before we begin?

Can you please briefly introduce yourselves in three sentences?

- First name
- Job role/title and workplace setting
- How long you have been working in the physiotherapy profession?

The terms "equity", "diversity" and "belonging"

I'd like to start the group by exploring the words used in the title of the strategy to find out whether you understand them and whether you think they are appropriate.

Firstly, you may have noticed that the term "**equity**" is used rather than "equality" in the title of the strategy and throughout the document.

- What is your understanding of the term "equity"?
- How do you think it differs to "equality"?
- Is it clear what is meant by the term "equity" in the draft strategy?

The CSP has published a draft glossary to accompany the draft strategy. Here is the definition it provides for the word "Equity": **Show Slide A**

- Is the definition clear, easy to understand and helpful?
  - Please explain
- Do you think other CSP members will understand this term?
  - Please explain
- In your opinion, is "equity" the right word to be included in the draft strategy?
  - Please explain

The term "**belonging**" has been used rather than "inclusion" in the title of the strategy and throughout the document.

- What is your understanding of the term "belonging"?
- How do you think it differs to "inclusion"?
- Is it clear what is meant by the term "belonging" in the draft strategy?

Here is the definition of "belonging" from the glossary: **Show Slide B**

- Is the definition clear, easy to understand and helpful?
  - Please explain
- Do you think other CSP members will understand this term?
  - Please explain
- In your opinion, is "belonging" the right word to be included in the draft strategy?
  - Please explain

The term "**diversity**" has is also included in the title of the strategy and throughout the document.

- What is your understanding of the term "diversity"?
- Is it clear what is meant by the term "diversity" in the draft strategy?

Here is the definition of "diversity" from the glossary: **Show Slide C**

- Is the definition clear, easy to understand and helpful?
  - Please explain
- Do you think other CSP members will understand this term?
  - Please explain
- In your opinion, is "diversity" the right word to be included in the draft strategy?
  - Please explain

Allyship

Another term included in the draft strategy is "**allyship**".

- What is your understanding of the term "allyship"?
- Is it clear what is meant by the term "allyship" in the draft strategy?

Here is the definition of "allyship" from the glossary: **Show Slide D**

- Is the definition clear, easy to understand and helpful?
    - Please explain
- Do you think other CSP members will understand this term?
    - Please explain
- In your opinion, is "allyship" the right word to be included in the draft strategy?
    - Please explain

Protected characteristics and differing/marginalised identities

Throughout the draft strategy a few different phrases are used to describe the groups of members and staff who are being discriminated against, who are not represented or who do not feel they belong due to differing aspects of their identity. CSP's aim is to be clear that actions needs to be taken to ensure all members and staff treated equitably. They are trying to find the right terminology to communicate this intention in the strategy and would like to test a few different terms with you.

The term "**protected characteristics**" is used in the strategy, which you may have come across elsewhere. For example, it is used in Aim 3 and Aim 4 **Show p9 of the strategy document**

- What is your understanding of "Members/employees with protected characteristics"?
    - Who do you think this is referring to?
    - What do you understand protected characteristics to be?
    - What do you think of the term "protected characteristics"?
    - Is it clear that this term refers to people with marginalised characteristics and suffering disadvantage as a result?

Here is the definition of "protected characteristics" and the nine characteristics listed within it taken from the glossary: **Show Slide E**

- Is it clear in the strategy what these are?
- Does the glossary help your understanding of this term?
- Based on the characteristics listed, do you think the term "protected characteristics" is an appropriate term to use to refer to people with marginalised characteristics who suffer disadvantage as a result?

Show Slide F (Aim 5 from p5 of the strategy)

As you can see on the screen, Aim 5 in the draft strategy makes reference to members and employees "**with marginalised needs, identities, backgrounds and experiences**"

- What do you understand by this term?
    - What does this mean to you?
    - What needs, identities, backgrounds and experiences do you think are being referred to?
    - Is it clear by what is meant by this in the draft strategy?

Show Slide G (Aim 5 from p10 of the strategy)
Another term that is used is "differing needs, identities, backgrounds and experiences"

- What does this mean to you?
  - What needs, identities, backgrounds and experiences do you think are being referred to?
  - How does this compare with "marginalised identities, backgrounds and experiences"?

The CSP is using both these terms to describe their work to address discrimination against or promote belonging with members or staff who have differing aspects of their identity. The idea is that it includes others that are not covered by the protected characteristics, for example carers, people with different social or educational backgrounds, as well as those with protected characteristics.

- Does either of these terms show this intent?
- If not, are there any alternatives terms that could be considered?

Show Slide H

An alternative to using "protected characteristics", "marginalised" or "differing" could be using the word "all" as shown on this slide – with an explanation elsewhere in the strategy of the intent that this means taking action to address discrimination, increase diversity and promote belonging. Moderator to read out slide.

- In your opinion, how does this compare with the wording you have previously seen that use the terms "protected characteristics", "marginalised" and "differing"?

Overall language, understanding and format

Now that we have looked at certain terms used in the draft strategy, I would now like to think about the overall language used.

- Overall, do you think the language used in the draft strategy is easy or difficult to understand?
  - What, if anything, is difficult to understand?
  - Would you say that the document is in Plain English? If not, why not?
  - Some people have said in the survey that some of the language in the draft strategy comes across as management/corporate speak. Would you agree or disagree?
  - Which bits, if any, come across as management/corporate speak? What could they be replaced with?
  - What, if anything, needs to change to make it easier to understand?
- Is it easy or difficult to understand what the aims of the document are?
  - What, if anything, is difficult to understand?
  - What, if anything, needs to change to make the aims easier to understand?
- How accessible do you think this draft strategy is for CSP members?
  - Please explain
- What do you think about the appearance of the strategy?
  - What do you think to the balance between text and images?
  - Would it benefit from being more visual?
  - If so, do you have any suggestions?
- How do you feel about the length of the document?
  - Is it too long/short/about right?
    - If too long, how could it be made more concise?
    - If too long, should it be made available in a shorter/summarised format?
    - If repetitive, which bits are repetitive in particular?

The draft strategy document overall

- Do you think that the draft strategy covers everything that it should?
  - Is there anything that you expected to see that is not included?

- Overall, what impact, if any, do you think this draft strategy will have for the profession?
    - What might the impacts be?
- Are there any barriers that the CSP need to consider when implementing this strategy?
    - How can these barriers be overcome/minimised?
- Do you have any other comments or feedback about the strategy that we have not already discussed?

Summary and close

Based on everything we have discussed today:

- What are the most important things the CSP need to consider?
- Is there anything else that the CSP needs to consider when implementing this strategy?