

GSK US Independent Medical Education (IME) Request for Proposals (RFP)



Enhancing Clinical Knowledge, Competence, and the Safe Integration of Novel BCMA Therapies for Patients with Relapsed/Refractory Multiple Myeloma in the Community Oncology Setting



Objective

GSK is accepting IME grant applications to address knowledge and competence gaps among US community oncology healthcare professionals (HCPs) managing patients with relapsed/refractory multiple myeloma (R/R MM).



Submission Timeline

7/2/26 – 9/30/26



Educational Audience

Community hematologist/oncologists, ophthalmologists, optometrists, advanced practice providers (NPs, PAs), oncology nurses and pharmacists and other members of the multidisciplinary care team.



Educational Design Considerations

Funding will be prioritized for educational formats that are designed for community-based clinicians and care teams including: local and regional conferences, grand rounds, workshops, tumor boards, and activities incorporating interactive case-based learning.

Unmet Educational Areas of Interest

- 01 Understand the safety and efficacy data for novel BCMA therapies, and how they align with evidence-based guidelines, for treating patients with R/R MM in the community oncology setting.
- 02 Address the implementation of adverse event management in practice, including the integration of specialty care (e.g., ophthalmology/optometry) with coordinated care for ocular adverse reactions associated with antibody-drug conjugates and strategies for treatment modification, interruption, continuation or discontinuation
- 03 Implement clinical decision-making strategies across the treatment continuum, including patient selection and treatment sequencing in relapsed/refractory settings, decision-making with adverse events or treatment interruptions, and applying emerging evidence to real-world patient care.
- 04 Incorporate a multidisciplinary care team model with clearly defined roles, coordinated care, and implementation approaches that support patient education, shared decision-making, and collection of patient-reported outcomes.



This RFP does not commit GSK to award a grant. All proposals will be competitively reviewed. Budget is available based upon the scale of education and complexity of delivery



Grant Eligibility and Review Criteria

As part of GSK's mission to get ahead of disease together, GSK identifies and funds innovative, high-quality, independent third-party educational initiatives that are designed to close US healthcare professional (HCP) educational, quality, and performance gaps – with the ultimate goals to reduce healthcare disparities, improve patient health, and enhance patient quality of life.

Eligible Organizations



US organizations accredited to provide HCP continuing education (ie, CME, CE) by a national accrediting body such as the Accreditation Council for Continuing Medical Education (ACCME), Accreditation Council for Pharmacy Education (ACPE), American Nurses Credentialing Center (ANCC), or American Association of Nurse Practitioners (AANP) are eligible to apply. Organizations must be fully compliant with the ACCME (and other nationally recognized accrediting body) standards for commercial support and design and deliver all activities (including content, faculty, and speakers) independent from GSK control, influence, and involvement.

Grant Review Criteria for All Initiatives



All IME grant applications are reviewed based on the following criteria:

1. Compliance



Grant requests are assessed for completeness of the application; compliance with all applicable laws, policies, and guidelines; and project management plan and budget.

- » Compliant with guidelines for IME/CME
- » Free of commercial bias/influence, non-promotional, and fair balanced
- » Budget costs are reasonable and customary
- » No GSK funds are used for food, beverages, meals, travel, or accommodation costs for attendees

Please **do not** include specific faculty names in the submitted grant applications.

2. Disease Area Alignment



Grant requests are prioritized based on optimal alignment with patient needs, US HCP performance gaps, healthcare system quality gaps, and GSK clinical interests.

- » Aligns with GSK's clinical disease interests

3. Needs Assessment/Gaps



Grant requests should include an independent, evidence-based needs assessment that identifies the knowledge, competence, performance, and/or patient/community health gaps that exist. Utilization of multiple methods of assessing learning needs and gaps between current practice and evidence-based best practice provides an accurate and balanced perspective.

- » Needs assessment is independent, evidence-based, and scientifically/medically accurate; educational/quality/professional practice gaps have been identified
- » Educational/quality/professional practice gaps are US HCP knowledge, competence, performance, and/or patient/community health
- » Strategy used to identify needs/gaps (eg, survey/interview; focus group; peer-review published data; nationally recognized consensus sources for clinical performance/quality measures such as AHRQ, NCQA, NQF, PCPI, CMS-PQRS; patient chart/EHR data; medical claims data, etc)



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4. Learning Objectives/Educational Design



Grant requests should provide measurable learning objectives that are aligned with the identified needs and expected improvements of the target audience. Bringing HCPs from various disciplines together in tailored learning environments can enable participants to learn both individually and as collaborative members of the healthcare team, with a common goal of improving patient health.

- » Learning objectives are measurable and designed to close identified gaps
- » Educational design is interactive and considers appropriate target audience (including collaborative members of the healthcare team and patients, as appropriate) and learning preferences
- » For curriculum-based initiatives, educational design incorporates an organized and hands-on approach to guide learners through longitudinal curriculum that focuses on performance/quality improvement (as appropriate)
- » Strategy to enhance change (eg, tools that support application of knowledge into practice such as algorithms, patient compliance materials, office compliance tools, reminder systems, patient feedback, system changes, etc) has been included to reinforce learning (as appropriate)

5. Educational Outcomes



Grant requests should have a strategic plan to measure educational outcomes. Using Moore's 2009 expanded educational outcomes framework*, initiatives that are designed to measure improvements/changes in HCP competence and higher (Levels 4-7*) are funding priorities.

- » Strategic plan to measure educational outcomes is realistic for the scope of the initiative and designed to measure if the learning objectives were achieved
- » Overall initiative is designed to measure changes in HCP knowledge (Level 3*), competence (Level 4*), performance (Level 5*), and/or patient/community health (Level 6/7*)
- » Strategy used to evaluate effectiveness of initiative (eg, direct and objective assessments, audience response system, pre/post tests, case studies, chart audits, patient surveys, EHR data, disease screening audits, medical claims data, etc)
- » Publication or communication strategy is designed for dissemination of educational outcomes results so that best practices and ways to improve can be shared to further improve patient health

Conflicts of Interest



Conflicts of interest must be identified, mitigated, and disclosed. The educational provider is required to show that any organization, group, or individual who is in a position to control the content of an educational activity has disclosed all financial relationships with any commercial interest (ineligible company). This includes, but is not limited to, educational partners and any of its affiliates, subsidiaries, or parent company. GSK accepts the ACCME's definition of "relevant financial relationships" as financial relationships in any amount occurring within the past 24 months that create a conflict of interest. Failure to identify, mitigate, and disclose all known conflicts of interest will disqualify the grant requestor.



Grant Eligibility and Review Criteria

Terms and Conditions



- » Grants should be submitted via the GSK website: www.GSKgrants.com.
- » This CGA does not commit GSK to award a grant or to pay any costs incurred in the preparation of a response to this request.
- » GSK reserves the right to accept or reject any or all applications received as a result of this request or to cancel in part or in its entirety this CGA at any time without prior notification or permission.
- » GSK reserves the right to post submissions and announce the details of successful grant applications by whatever means ensures transparency, such as on GSK's website, in presentations, and/or in other public media.
- » All communications about the CGA must come exclusively to GSK US Medical Affairs. Failure to comply may disqualify providers from receiving future grants.

Transparency



Consistent with our commitment to transparency and in accordance with statutory requirements, GSK reports funded educational grants in the US. GSK reserves the right to post submissions and results on our website. Per GSK's Letter of Agreement, GSK funds are not permitted to defray or pay any costs for food, beverage, meals, travel, or accommodations for program attendees.

References

- » National Comprehensive Cancer Network Clinical Practice Guidelines in Oncology: Multiple Myeloma. Version 4.2026 – November 26, 2025.
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- » Ni B, Hou J. *Hematology*. 2022;1:343-352.
- » Chim CS, Kumar SK, Orlowski RZ, et al. *Leukemia*. 2018;32:252-262. Chim CS, Kumar SK, Orlowski RZ, et al. *Leukemia*. 2019;33:1058-59.
- » Castella M, Fernández de Larrea C, Martín-Antonio B. *Int J Mol Sci*. 2018;19:3613.
- » Selby P, Popescu R, Lawler M, et al. *Am Soc Clin Oncol Edu Book*. 2019;39:332-340.
- » Gabison EE, Rousseau A, Labetoulle M, et al. *Prog Retin Eye Res*. 2024;103:101302.
- » Gormley M, Fashion-Aje L, Locke, T, et al. *Blood Cancer Discov*. 2021;2:119-124.

