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Award summary

Applications to the Education and Development Placements Award are considered from chartered, student and associate CSP members.

The award covers three areas:

1. International Study Visits or Research Projects

To assist CSP members travelling overseas to centres of excellence/quality institutions in countries with well established physiotherapy practices. For study visits/projects for educational or research purposes to develop physiotherapy practices on their return to the UK. This can include:

- Evaluation of physiotherapeutic methods/skills
- Study of alternative methods of patient care
- Collaborative research with centres of excellence
- Development of specific skills/knowledge relevant to research in another Institution
- Gaining teaching experience.

Please note that the fund does not cover the costs of overseas taught courses.

Applications should be submitted in advance of the study visit or project. Retrospective applications will not be considered. Successful applicants can expect to receive up to £3500.

2. International Education and Development Projects

To assist CSP members enhancing physiotherapy through international education and development projects between the UK and World Confederation of Physical Therapy (WCPT) member countries in developing regions.

Through funding these projects the CSP Charitable Trust aims to:

- Support the education and lifelong education policies of the WCPT and European Region (ER-WCPT)
- Strengthen the CSP’s involvement in International work
- Support wider healthcare aims of international organisations such as The World Health Organisation.

The project must:

- Empower participating physiotherapy staff by recognising existing expertise (whatever the country of origin) and enhancing status, knowledge and skills
- Be financially viable, supported wholly by the contribution from the EDP award, or supported partly with extra funding supplied by other source.

Please note that the fund does not cover the costs of overseas taught courses.

Applications should be submitted in advance of the study visit or project. Retrospective applications will not be considered. Successful applicants can expect to receive up to £3500.
3. Student Elective Clinical Placement

To assist pre-registration physiotherapy students undertaking an elective clinical placement or similar recognised educational exchange in the UK and overseas. The fund is intended to assist students in financing such placements and is not intended to cover the total cost. This category of the award is only available for overseas or UK-based placements related to supervised clinical activities.

Applications must be submitted in advance of the placement taking place as retrospective applications will not be considered. Only one award per student during the course of study will be made. Successful applicants could receive up to £750.

Eligibility criteria – International Study Visits or Research Projects/Education and Development Projects

To be eligible for consideration, applicants must:

- Be currently subscribing members of the Chartered Society of Physiotherapy who are paying the full-practising subscription fee, non-practising subscription fee or the practising overseas subscription fee
- Attach a letter from the host institution confirming their involvement in the visit/project
- Provide evidence of the costs.

Funding may be used to cover in full or part:

- International travel - return economy air/boat travel
- Local travel – economy travel within the country of destination
- Accommodation and subsistence - based on the CSP’s subsistence allowances with adjustments for local conditions and exchange rates
- Insurance - adequate travel, accident and health insurance must be obtained prior to departure
- Other costs such as books, film, equipment, translation services.

Applicants are expected to consider the following before starting a project:

- Whether they possess appropriate knowledge of the spoken and written language in the host country and, if not, whether they have access to appropriate translation facilities and can meet the costs of these
- Visa requirements for the chosen country
- What vaccinations and other health precautions may be required
- What books, film or equipment may be needed for the project
- Whether they have discussed cultural, ethical, economic and environmental issues with appropriate persons, for example the CSP Professional Adviser International Development (email: professionaladvice@csp.org.uk), prior to finalising the project.
Justification statement

The application process requires you to provide an 800-word justification statement for receiving an award, and provide supporting documentation.

Justification for undertaking the placement that explains how the learning from participating in the placement:

A. Relates to your current and future practice
B. Relates to patient/population and service needs
C. Contributes to the development of physiotherapy
D. Will be disseminated/shared

There is a maximum word count of 800 words (+/- 10% is permissible) for the whole statement, excluding the section headings. Applications exceeding the permitted word count will be rejected.

The content of each section is marked out of 10, see scoring guidelines on page 7 for more information on how each section is assessed.

Use of acronyms

Only use acronyms/abbreviations after full terminology has been given, with the acronym/abbreviation supplied in brackets after the full terminology and then used in the text thereafter. Marks will be deducted if full terminology is not provided.

Supporting evidence

Applicants are asked to provide the following supporting documentation at the point of application:

- Letter from the host institution(s) confirming your involvement in the visit/project
- Letter from your manager or employer in your country of residence who has knowledge of your work and supports your involvement in the visit/project
- Project itinerary – please attach an itinerary of activity at host organisation(s) including dates and key personnel
- Proof of visit/project costs including travel, accommodation, subsistence and other eligible costs such as insurance (if the costs have not been paid for at the point of application, applicants must provide screenshots of quotes).

Applications submitted without the correct supporting evidence will be rejected.

Please contact the Awards Administrator at edawards@csp.org.uk if any of the above are not available at the time of application.
Application deadline

The deadline for applications is XXXXXX at 12 noon/midday. Extensions will not be given.

Application submission instructions

Applications must be submitted via the CSP Learning Hub. The marking process is anonymised so please ensure you do not include your name anywhere on the application form.

1. Download and complete the MS Word application form. Once you are satisfied that all sections of the form are complete, click the link at the bottom of the award page to open the online application submission portal.
2. Copy and paste the entire contents of the completed MS Word form in to the online text section of the online application. Click the 'save submission' button to save your work. A new page will open advising you of the status of your online application.
3. Click the 'edit submission' button to review and amend the content of your application. You can edit it as many times as you like before submission - remember to click 'save submission' if you make changes.
4. Use the box at the bottom of the online application to upload the required supporting evidence, as outlined in the application guidance.
5. Once you are satisfied that your application is complete, click the 'submit assignment' button. A new page will open where you are required to verify that the application is your own work and submit your application.
6. Please note that once you have submitted your application, you will not be able to access it until it has been assessed.

Applications uploaded as a document and not copied in to the online text box will be rejected.

Please be aware that the CSP Charitable Trust will use the information you have supplied in your application to process your funding request and to contact you regarding the application. Please refer to the CSPCT's Privacy Notice for further information.

Please contact edawards@csp.org.uk if you have any queries about the application process.

Application feedback

Four Panel Members will assess your application, therefore the range of feedback comments provided may vary. At its meetings the Panel reviews borderline applications, carries out consistency checks on scoring and feedback, and discusses applications which receive varying feedback.
CSP Charitable Trust Education Awards
Education and Development Placements Award
Terms and Conditions

1. Applicants will normally be expected to seek additional funding from other sources. Should the applicant receive substantial funding from another body, the Panel reserves the right to revise the original award offered. This policy is designed to conserve funding for those members most in need of financial assistance.

2. In the event of the applicant withdrawing from/not attending the placement or study visit for any reason, the applicant may be asked to repay the award to the CSP Charitable Trust.

3. Successful applicants must complete an online award evaluation survey after completion of their placement/study visit. A link to the evaluation questionnaire will be provided at the point of award.

4. Successful applicants must provide the CSP Charitable Trust with copies of all dissemination of their learning.

5. Successful applicants are required to provide proof of the use of the award for the purpose stated in the application form. This should include proof of travel, accommodation, registration fee and insurance booking.

6. Successful applicants can expect to receive payment within the timeline outlined at the point of application. However those experiencing delays with their learning opportunity, e.g. overseas placement postponed due to COVID-19 pandemic, will have one year from the award date within which to claim the award payment. Upon request, and at the discretion of the Education Awards Panel, this may be extended by up to one further year in exceptional circumstances.
## CSP Charitable Trust Education Awards
### Scoring Guidelines

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Description</th>
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<tbody>
<tr>
<td>0 points</td>
<td>Does not indicate how the planned learning is relevant to the member’s current or planned future practice in tangible or specific ways</td>
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<tr>
<td>1-4 points</td>
<td>Provides brief information about the learning activity’s relevance to the member’s current and/or planned future practice, including how it should enhance the member’s practice within a particular role/specialty/setting</td>
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<tr>
<td>5-6 points</td>
<td>Identifies a specific and tangible way in which the member plans to apply the learning s/he achieves to develop an identified element of his/her practice within a particular role/specialty/setting</td>
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<tr>
<td>7-8 points</td>
<td>Identifies more than one specific and tangible way in which the member plans to apply the learning s/he achieves to develop specified elements of his/her practice within a particular role/specialty/setting</td>
</tr>
<tr>
<td>9-10 points</td>
<td>Identifies multiple and broad ways in which the member plans to apply the learning s/he achieves to develop specified elements of his/her practice within a particular role/specialty/setting</td>
</tr>
</tbody>
</table>

### a) Current and future practice

- **Does not indicate how the planned learning is relevant to the member’s current or planned future practice in tangible or specific ways**
  - It is not sufficient to say, “This programme relates to my practice as physiotherapist working in [specialty]”

- **Does not indicate how the planned learning activity should contribute to the member’s CPD or career development in tangible or specific ways**
  - It is not sufficient to quote the learning outcomes from a programme and state these fit with personal learning needs
  - It is not sufficient to state that the planned learning activity provides brief information about the learning activity’s relevance to the member’s current and/or planned future practice, including how it should enhance the member’s practice within a particular role/specialty/setting

- **Indicates the links between the learning activity and the member’s personal development plan**
  - Links some of intended outcomes of the planned learning activity to the member’s personal development plan

- **Identifies a specific and tangible way in which the member plans to apply the learning s/he achieves to develop an identified element of his/her practice within a particular role/specialty/setting**

- **Identifies a specific benefit that should arise from the planned learning within the member’s practice**

- **Relates most of the planned learning activity to the member’s development needs, as identified through appraisal, business planning, peer review and reflection, etc.**

- **Links most of the intended outcomes of the planned learning activity to the member’s personal development plan**

- **Identifies more than one specific and tangible way in which the member plans to apply the learning s/he achieves to develop specified elements of his/her practice within a particular role/specialty/setting**

- **Identifies multiple and broad ways in which the member plans to apply the learning s/he achieves to develop specified elements of his/her practice within a particular role/specialty/setting**

- **Identifies multiple and broad benefits that should arise from the planned learning within the member’s practice, including those that relate to innovations in patient care (either directly or indirectly) and/or service development and innovation**

- **Clearly relates all of the planned learning activity to the member’s specific development needs, both now and in the future as identified through appraisal, business planning, peer review and reflection, etc.**

- **Relates the planned learning activity to the member’s specific development needs, both now and in the future as identified through appraisal, business planning, peer review and reflection, etc.**
<p>| <strong>b) Meeting patient and service needs</strong> | Does not indicate how the planned learning relates to the fulfilment of patient and population needs (whether directly or indirectly, depending on the member’s physiotherapy role) | Provides brief information about how the planned learning relates to meeting changing patient/population needs | Provides some information about how the planned learning relates to meeting patient/population needs in a specified area (whether directly or indirectly, depending on the member’s physiotherapy role), including through meeting a specified need in a new way | Clearly explains how most of the planned learning relates to meeting patient population needs in a specified area (whether directly or indirectly, depending on the member’s physiotherapy role), including through supporting meeting more than one specified need in new ways | Clearly explains how all of the planned learning relates to meeting patient/population needs in a specified area (whether directly or indirectly, depending on the member’s physiotherapy role), including through supporting meeting more than one specified need in new ways |
| learning will help to fulfil HPC requirements. | member’s personal learning needs (as identified through appraisal, business planning, peer review, reflection, etc.) | shows limited insight into how aspects of the planned learning should benefit the development of others in the future | Identifies how some aspects of the planned learning should benefit the development of others in the future | Links all intended specific outcomes of the planned learning activity both to the member’s personal and identified learning needs and his/her progression of fresh development plans | Links intended specific outcomes of the planned learning activity both to the member’s personal and identified learning needs both now and in the future, with a clear trajectory |
| | Clearly identifies how the planned learning should benefit the development of others | | Clearly identifies how the planned learning should benefit the development of others in the future | Clearly identifies how the planned learning should benefit the development of others both now and in the future | Clearly identifies how the planned learning should benefit the development of others both now and in the future |
| | Provides brief information about how the planned learning relates to meeting specific health care priorities | Provides brief information on how the planned learning should enable the member to contribute to enhancing | Provides some information on how the planned learning should enable the member to contribute to enhancing | Provides brief information about how the planned learning relates to meeting patient/population needs (whether directly or indirectly, depending on the member’s physiotherapy role) | Provides brief information about how the planned learning relates to meeting patient and service needs (whether directly or indirectly, depending on the member’s physiotherapy role) |
| | | | | | |</p>
<table>
<thead>
<tr>
<th>c) Developing the profession</th>
<th>Does not indicate how the planned learning should enable the member to contribute to developing physiotherapy (proportionate to the member’s role and career stage) in specific or tangible ways</th>
<th>Provides brief information on how the planned learning should enable the member to contribute to developing physiotherapy</th>
<th>Provides some information on how the planned learning should enable the member to contribute to developing physiotherapy</th>
<th>Clearly explains how the planned learning will enable the member to contribute to developing physiotherapy</th>
<th>Clearly explains in detail and succinctly how the planned learning will enable the member to contribute to developing physiotherapy</th>
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<tr>
<td>career stage) in tangible or specific ways</td>
<td>responsiveness to patient and service need (in ways that are appropriate and proportionate to role and career stage)</td>
<td>enable the member to contribute to enhancing service delivery (in ways that are appropriate and proportionate to role and career stage) in a specific way(s)</td>
<td>Explains some ways in which the learning should enhance how the member contributes to/leads improving service delivery</td>
<td>Clearly explains specific, tangible ways in which the learning should contribute to developing physiotherapy (e.g. in</td>
<td>Clearly explains specific, tangible ways in which the learning should contribute to developing physiotherapy (e.g. in</td>
</tr>
<tr>
<td>- It is not sufficient to say, “The planned learning will enable me to deliver better services to patients within [specialty]”</td>
<td>Outlines a specific way(s) in which the learning should contribute to service improvements in ways that add value and increase productivity</td>
<td>Explains some ways in which the learning should enhance how the member contributes to/leads improving service delivery</td>
<td>Clearly describes how learning will lead directly to implementing change, increasing innovation, improving effectiveness and improving productivity</td>
<td>Clearly explains specific, tangible ways in which the learning should contribute to developing physiotherapy (e.g. in</td>
<td>Clearly describes in detail how learning will lead to implementing change, increasing innovation, improving effectiveness and improving productivity</td>
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<tr>
<td>d) Dissemination</td>
<td>Does not indicate how the member plans to share the learning achieved</td>
<td>Provides brief information on how the member plans to share the learning achieved</td>
<td>Clearly explains a specific way in which the member plans to share the learning achieved through the planned activity</td>
<td>Clearly explains more than one specific way in which the member plans to share the learning achieved through the planned activity</td>
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<tr>
<td>- It is not sufficient to say, “I will share my new learning with colleagues”</td>
<td>Outlines a specific way or channel through which s/he intends to share his/her learning</td>
<td>Clearly identifies a specific audience with whom the member plans to share the learning achieved</td>
<td>Clearly identifies more than one specific audience with whom the member plans to share the learning achieved</td>
<td>Explain multiple ways in which the member plans to share the learning achieved through the planned and relevant activity</td>
<td></td>
</tr>
<tr>
<td>No explanation of dissemination plan</td>
<td>Minimal explanation of channels through which the learning will be disseminated</td>
<td>Identifies a specific channel through which the member will disseminate his/her new learning</td>
<td>Identifies more than one specific channel through which the member will disseminate his/her new learning</td>
<td>Identifies a wide and relevant audience with whom the member plans to share the learning achieved</td>
<td></td>
</tr>
<tr>
<td>No explanation of dissemination timetable</td>
<td>Little thought given to timeframe for dissemination</td>
<td>Identifies a timeframe for the dissemination to be actioned</td>
<td>Identifies a timeframe for the dissemination activity to be actioned</td>
<td>Identifies multiple channels through which the member will disseminate his/her new learning</td>
<td></td>
</tr>
<tr>
<td>- It is not sufficient to say, “The planned learning will enable me to help develop physiotherapy in [specialty]”.</td>
<td>terms of demonstrating leadership, or developing physiotherapy practice in a particular specialty</td>
<td>physiotherapy (e.g. in terms of specified ways of developing/extending practice and roles, demonstrating leadership, engaging with policy agendas, demonstrating the evidence base, supporting the development of others)</td>
<td>terms of specified ways of developing/extending practice and roles, demonstrating leadership, engaging with policy agendas, demonstrating the evidence base, supporting the development of others)</td>
<td>Identifies a clear, realistic and relevant timeframe for all identified dissemination activity to be actioned</td>
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</tbody>
</table>
CSP Charitable Trust Education Awards
Education and Development Placements Award
Justification Guidelines for International Study Visits, Research Visits and Development Projects

The following section provides the prompts designed to help you think through your application. The prompts are not exhaustive; they are just there to get you started. Each of the four headings carry a minimum of 0 points and a maximum of 10 points. The maximum score possible to achieve is 40 points.

<table>
<thead>
<tr>
<th>a) Current and future practice</th>
<th>b) Meeting patient and service needs</th>
<th>c) Developing the profession</th>
<th>d) Dissemination</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How does your planned learning activity:</strong></td>
<td><strong>How do you expect your planned learning activity contribute to:</strong></td>
<td><strong>How should your planned learning activity contribute to:</strong></td>
<td><strong>How do you plan to use your new learning to:</strong></td>
</tr>
<tr>
<td>Fit with your current practice and plans for your future practice?</td>
<td>Meeting health care priorities?</td>
<td>Developing and extending physiotherapy practice and roles?</td>
<td>Provide CPD opportunities for colleagues and peers; e.g. through developing learning materials, contributing to work-place learning, delivering a platform or poster presentation at an event?</td>
</tr>
<tr>
<td>Relate to your current role and your plans for your career development?</td>
<td>Building the capacity and responsiveness to patient care of the institutions and individuals involved in the project – and improving access to, and timeliness of, delivery?</td>
<td>Demonstrating physiotherapy leadership?</td>
<td>Produce material for publication?</td>
</tr>
<tr>
<td>Fit with your identified learning needs and interests?</td>
<td>Improving services by adding value and increasing productivity, including through demonstrating their clinical- and cost-effectiveness?</td>
<td>Demonstrating physiotherapy’s engagement with current policy agendas?</td>
<td>Develop materials to support service delivery and enhance patient information and public understanding about physiotherapy?</td>
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<td></td>
<td></td>
<td></td>
<td>What audiences and channels have you identified for sharing your learning?</td>
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<td>What is your planned timescale for sharing your learning?</td>
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