



The CSP Charitable Trust
Registered Charity No. 1197247

CSP Charitable Trust – Education Awards Conference and Presentation Award Application Guidance

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FOR INFORMATION



1. Award Summary

The Conference and Presentation Award, funded by the CSP Charitable Trust, provides funding for chartered, associate and student members normally residing in the UK, and is divided into two categories.

- Category 1 – Members wishing to contribute to one of the following:
 - A national physiotherapy-specific/relevant conference, including [CSP Annual Conference](#)
 - A physiotherapy or interdisciplinary international conference in the UK
 - A national conference or meeting relevant to, but outside of, the domain of physiotherapy
 - An overseas physiotherapy-specific/relevant or interdisciplinary international conference/meeting, including [World Physiotherapy Congress](#).
- Category 2 – Members who are up to Band 5 physiotherapists wishing to attend for the first time, and not present at, one of the following:
 - A national physiotherapy-specific/relevant conference, including [CSP Annual Conference](#)
 - A physiotherapy international conference in the UK
 - An overseas physiotherapy-specific/relevant conference.

The maximum amount awarded for a successful application in either category will be £2,500.

The Education Awards Panel particularly welcomes applications from individuals from under-represented backgrounds.

2. Eligibility Criteria

1. Criteria for members wishing to contribute to a conference

To be eligible for consideration, applicants must:

- Be a currently paid-up associate, student or chartered member of the CSP (for chartered members applications can be considered from those members paying the full-practising subscription fee, the non-practising subscription fee, or the practising overseas subscription fee)
- Be invited as lecturers, keynote speakers or clinical demonstrators directly by the host but only part-funded or unfunded by their hosts. A letter of invitation must be submitted with the application, retrospective letters will not be accepted, or
- Have had papers accepted for presentation, but are only part-funded or unfunded by their employer/institution/other sources
- Be normally residing in the UK (members working or studying abroad temporarily for up to 18 months are eligible to apply for assistance with their conference accommodation and travel from their normal place of residence in the UK. Evidence must be provided).



2. Criteria for up to band 5 members attending but not presenting at a conference

To be eligible for consideration, applicants must:

- Be a currently paid-up associate, student or chartered member of the CSP working up to Band 5 level
- Be attending an academic conference relevant to physiotherapy for the first time. This includes overseas conferences and UK based conferences, including CSP Annual Conference
- Have a clear rationale for attending the specific conference, which links to their Performance and Development Review
- Submit a post-conference report to CSPCT on their learning from attending the event and a plan of how they are intending to disseminate their learning that is different to the normal methods such as in-service training
- Be normally residing in the UK (members working or studying abroad temporarily for up to 18 months are eligible to apply for assistance with their conference accommodation and travel from their normal place of residence in the UK. Evidence must be provided).

The following applies to both categories of the award unless stated otherwise:

- Retrospective applications must be submitted within 12 months of the last date of the conference
- Funding will only be allocated to the lead presenter at a conference. Where funding is sought for more than one presenter for the same presentation, whether on the same or a separate application form, only one award will be allocated. In such cases, the award may be split between the relevant number of presenters at their discretion
- You must submit one application per conference. If you have been accepted to present at two conferences and wish to apply for funding for both, you should submit a separate application for each conference
- Applicants applying to the second category of the award may only apply once under that category, for the first time they attend a physiotherapy conference
- Awardees are expected to take advantage of group travel, block hotel booking schemes etc arranged by the organisers of the designated conference/meeting, where available
- It is in the best interests of the CSP membership that Conference and Presentation Award monies are only drawn on when other funds are unavailable or insufficient. Applicants may therefore apply for the award but only receive funding when other sources prove inadequate.

3. **Contact Details**

Please email the Awards Administrator at EdAwards@csp.org.uk for all queries. Please also add this email address to your contacts/safe senders list as all communications regarding your application will be from this address, and there can be delays in processing your application/payment if emails are diverted to spam.



4. Completing the Application Form

Applicants are advised to complete their forms according to the guidance provided here. All questions must be answered as incomplete applications will not be reviewed. If a question is not applicable, applicants should enter N/A.

Section 1 – Conference Information

a) CSP membership number

Enter your membership number

b) Position/grade

Enter details of your present position

c) Setting

Tick to indicate the setting of your present position

d) Specialty

Tick to indicate your specialty area

e) I am applying for

Select the appropriate option from those available and delete those not applicable

f) Conference name and location

Enter the full name of the conference and the location

g) Start date of conference/meeting

Enter start date in format DD/MM/YYYY

h) End date of conference/meeting

Enter end date in format DD/MM/YYYY

i) Type of presentation:

Select the appropriate option from those available and delete those not applicable. Category 2 applicants should list the sessions they plan to attend under option iv).

Section 2 – Breakdown of Costs

a) Travel

Enter your itemised and total travel costs - economy air fare only, or other economy form of travel. For costs of travelling within another country, you can use websites such as www.budgetyourtrip.com or www.numbeo.com/cost-of-living to estimate the costs.

E.G. "return flights £410, return train fares between home and airport £140, bus fares from hotel to conference £8. Total £558".

b) Registration fees

Enter the cost of registering to attend/present at the conference

c) Accommodation

Enter the total cost of your accommodation for the duration of the conference. The CSPCT's daily rate is no more than £160 per night x numbers of days for UK accommodation. For overseas accommodation please use this as a guide taking in to account the local economy and the exchange rate. For example "£109 x 15 days = £1635"



d) Other eligible costs

Enter itemised and total costs with full details of additional costs such as travel insurance.

e) Total eligible costs

Enter the total costs you are applying for funding towards, i.e. the sum of items 2a) – 2d)

f) Total funds requested from other sources

Enter details of any other funding requests you have submitted for the conference, including whether these are approved, not approved or pending. Details should include the awarding body and amount

g) Total sum requested in this application

Enter the amount you wish to request from the CSP Charitable Trust. Applicants are permitted to request up to £2500

Section 3 – Justification Statement

The statement should provide justification for presenting at/attending the conference that explains how the learning from the conference:

1. Relates to your current and future practice
2. Relates to patient/population and service needs
3. Contributes to the development of physiotherapy
4. Will be disseminated/shared with a proposed timeline

There is a limit of 500 words for the whole statement, excluding the section headings (+/- 10% is permissible, i.e. the statement must be between 450-550 words excluding the section headings). Applications with statements above or below the permissible word count will be rejected. Applicants are expected to distribute the word count evenly across all four sections.

The content of each section is marked out of 10, see the Scoring Guidelines in this document for information on how each section is assessed. Please use the Justification Guidelines in this document to help you complete your statement.

Supplementary Information

The Education Awards Panel is keen to promote the CSP's Research Priorities. If the application addresses one or more of the top 10 Research Priorities, tick to indicate the appropriate question(s). The information in this section will be used by the Education Awards Panel to demonstrate how it is supporting dissemination and implementation of CSP's Research Priorities. The information supplied will not affect the outcome of the application.

5. Use of Acronyms

Only use acronyms or abbreviations after full terminology has been given, with the acronym or 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.



6. Supporting Evidence

Applicants must submit the following supporting documents at the point of application:

Category 1:

- A typed abstract of their presentation
- A letter/email of invitation or acceptance directly from the conference host confirming the applicants as a speaker/clinical demonstrator. The letter/email must be submitted with the application
- Programme/details of the event (including theme of topics and general information)
- Proof of costs, e.g. travel, accommodation, registration fee, appropriate insurance. If these have not been booked/paid for at the time of application, quotes must be provided instead (screenshots will suffice).

Category 2:

- A confirmation of their ticket to attend the event
- Programme/details of the event (including theme of topics and general information)
- Proof of costs, e.g. travel, accommodation, registration fee, appropriate insurance. If these have not been booked/paid for at the time of application, quotes must be provided instead (screenshots will suffice).

Documents must not be redacted. Panel Members access the application text only, not the supporting evidence, therefore the anonymous application process is maintained.

Applications submitted without the correct supporting evidence will be rejected.

7. Application Deadline

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

The Education Awards Panel will assess all eligible award applications and meet to agree award recommendations. The recommendations will then be reviewed by the CSP Charitable Trust. Applicants will be notified of the outcome by the end of MM/YYYY. Successful applicants can expect to receive their award payment in MM/YYYY.

8. 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 according to the guidance provided in this document. 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. Use the box at the bottom of the online application to upload the required supporting evidence, as outlined in the application guidance.
3. Click the 'save submission' button to save your work. A new page will open advising you of the status of your online application.
4. 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.
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. Tick the box then click 'continue'. This completes submission of 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.

9. Application Feedback

Four Panel Members will assess your application, therefore the range of feedback comments provided may vary. At its meetings, the Panel carries out consistency checks on scoring and feedback, and discusses applications which receive varying feedback.

10. Terms and Conditions

- a) 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.
- b) In the event of the applicant withdrawing from the conference/presentation for any reason, the applicant may be asked to repay the award to the CSP Charitable Trust. In the event of cancellation of the conference for any reason, the full award less essential expenses must be repaid to the CSP Charitable Trust.
- c) Applicants are entitled to receive a Conference & Presentation Award once every three years. Applicants applying to the second category of the award may only apply once under that category, for the first time they attend a conference.
- d) Applicants should submit one application per conference only. If the applicant fulfils the criteria for more than one conference and wishes to apply for funding, then a separate application must be submitted for each conference attended.
- e) Successful applicants must complete an online award evaluation survey after completion of their presentation/attendance conference. A link to the evaluation questionnaire will be provided at the point of award, with a reminder sent after the conference date.
- f) Successful applicants must provide the CSP Charitable Trust with copies of all dissemination of their learning, e.g. presentations.
- g) Successful applicants:
 - (i) should only claim when other sources prove inadequate;
 - (ii) will be expected to provide proof of the presentation (category 1)/attendance at the conference (category 2)
 - (iii) will be expected to take advantage of group travel, block hotel schemes arranged by the organisers of the conference;
 - (iv) will provide evidence of adequate insurance cover and proof of other costs.



- h) Successful applicants in the second category of the award will be required to submit a 500-word report after the conference. Half of the report should focus on the learning from the event, and the second half should demonstrate how they will disseminate the learning in ways which are different to the normal methods such as in-service training.
- i) 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.

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11. Conference and Presentation Award – Justification Guidelines

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.

a) Current and future practice	b) Meeting patient and service needs	c) Developing the profession	d) Dissemination methods and timeline
<p>The application explains how the planned learning activity relates to the member's current and future practice and how it should enhance the member's practice (in line with their occupational role and career stage and plans for development).</p> <p>As part of this, the application explains how the learning activity forms an element of the member's planned continuing professional development [CPD] and fulfilment of CPD requirements. It should explain how the planned learning will help to address the member's identified learning needs, and how it should contribute to their career development.</p> <p>'Career development' is used broadly; i.e. while this can be in terms of seeking a promotion or re-grade, it also relates to plans to seek a sideways move, shift specialism or practice environment, or change occupational role.</p> <p>In demonstrating fulfilment of the</p>	<p>The application explains how the planned learning activity should enhance meeting patient and changing population needs and developing and delivering services.</p> <p>The expected benefits should be explained in terms of the member's practice setting, employment sector, occupational role, career stage, or plans to develop in one or more of these areas.</p> <p>For members whose role is not primarily clinical, the application should still explain how the planned learning activity should contribute to meeting patient and service needs in less direct ways. For example, a member working as an educator should explain how the planned learning should enhance their contribution to physiotherapy education that reflect changing patient and service needs.</p>	<p>The application explains how the planned learning activity will enable the member to contribute to the profession's development. This can be in terms of physiotherapy's clinical practice, education, management and leadership, and research.</p> <p>In demonstrating fulfilment of this criterion, please use the prompt questions below.</p> <p>How should your planned learning activity contribute to:</p> <ul style="list-style-type: none"> <i>Developing and extending physiotherapy practice and roles?</i> <i>Demonstrating physiotherapy leadership?</i> <i>Demonstrating physiotherapy's engagement with current policy agendas?</i> <i>Demonstrating the evidence base underpinning physiotherapy practice?</i> <i>Supporting the learning and development of others?</i> 	<p>The application explains how the member plans to disseminate their learning once it is achieved.</p> <p>In demonstrating fulfilment of this criterion, please use the prompt questions below.</p> <p>How do you plan to use your new learning to:</p> <ul style="list-style-type: none"> <i>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?</i> <i>Produce material for publication?</i> <i>Develop materials to support service delivery and enhance patient in/formation and public understanding about physiotherapy?</i> <i>What audiences and channels have you identified for sharing your learning?</i> <i>What is your planned timescale for sharing your learning?</i>



Criterion, please use the prompt questions below.

How does your planned learning activity:

Fit with your current practice and plans for your future practice?
Relate to your current role and your plans for your career development?
Fit with your identified learning needs and interests?

In demonstrating fulfilment of this criterion, please use the prompt questions below.

How do you expect your planned learning activity contribute to:

Meeting changing patient and population needs?
Meeting health care priorities?
Enhancing responsiveness to patient and service need, including by enhancing access to, and timeliness of, delivery?
Improving services by adding value and increasing productivity, including through demonstrating their clinical- and cost-effectiveness?

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12. CSP Charitable Trust Education Awards – Scoring Guidelines

	0 points	1-4 points	5-6 points	7-8 points	9-10 points
a) Current and future practice	<p>Does not indicate how the planned learning is relevant to the member’s current or planned future practice in tangible or specific ways</p> <p>- <i>It is not sufficient to say, “This programme relates to my practice as physiotherapist working in [specialty]”</i></p> <p>Does not indicate how the planned learning activity should contribute to the member’s CPD or career development in tangible or specific ways</p> <p>- <i>It is not sufficient to quote the learning outcomes from a programme and state these fit with personal learning needs</i></p> <p>- <i>It is not sufficient to state that the planned learning will help to fulfil HPC requirements.</i></p>	<p>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</p> <p>Provides brief information about how the planned learning activity should contribute to meeting the member’s identified learning needs and assist with progressing their career development plans</p> <p>Indicates the links between the learning activity and the member’s personal development plan</p> <p>Links some of intended outcomes of the planned learning activity to the member’s personal learning needs (as identified through appraisal, business planning, peer review,</p>	<p>Identifies a specific and tangible way in which the member plans to apply the learning they achieve to develop an identified element of their practice within a particular role/specialty/setting</p> <p>Identifies a specific benefit that should arise from the planned learning within the member’s practice</p> <p>Relates most of the planned learning activity to the member’s development needs, as identified through appraisal, business planning, peer review and reflection, etc.</p> <p>Links most of the intended outcomes of the planned learning activity to the member’s personal learning needs (as identified through appraisal, business planning, peer review, reflection, etc.)</p>	<p>Identifies more than one specific and tangible way in which the member plans to apply the learning they achieve to develop specified elements of their practice within a particular role/specialty/setting</p> <p>Identifies more than one specific benefit 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</p> <p>Clearly relates all of the planned learning activity to the member’s development needs, as identified through appraisal, business planning, peer review and reflection, etc.</p> <p>Links all intended specific outcomes of the planned learning activity both to</p>	<p>Identifies multiple and broad ways in which the member plans to apply the learning they achieve to develop specified elements of their practice within a particular role/specialty/setting</p> <p>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</p> <p>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> <p>Links intended specific outcomes of the planned learning activity both to</p>

		<p>reflection, etc.)</p> <p>Shows limited insight into how aspects of the planned learning should benefit the development of others in the future</p>	<p>Identifies how some aspects of the planned learning should benefit the development of others in the future</p>	<p>the member's personal and identified learning needs and their progression of fresh development plans</p> <p>Clearly identifies how the planned learning should benefit the development of others</p>	<p>the member's personal and identified learning needs both now and in the future, with a clear trajectory</p> <p>Clearly identifies how the planned learning should benefit the development of others both now and in the future</p>
<p>b) Meeting patient and service needs</p>	<p>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)</p> <p>Does not indicate how the planned learning should enable the member to contribute to enhancing service delivery (as appropriate and proportionate to role and career stage) in tangible or specific ways</p> <p>- <i>It is not sufficient to say, "The planned learning will enable me to deliver better services to patients within [specialty]"</i>.</p>	<p>Provides brief information about how the planned learning relates to meeting changing patient/population needs</p> <p>Provides brief information about how the planned learning relates to meeting specific health care priorities</p> <p>Provides information on how the planned learning should enable the member to contribute to enhancing responsiveness to patient and service need (in ways that are appropriate and proportionate to role and career stage)</p> <p>Outlines a specific way(s) in which the learning should contribute to service improvements in</p>	<p>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</p> <p>Provides some information how the planned learning should 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)</p> <p>Explains some ways in</p>	<p>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</p> <p>Clearly identifies how most of the planned learning should enable the member to contribute to enhancing service delivery (in ways that are appropriate and proportionate to role and career stage) in more than one specific way</p> <p>Clearly explains specific,</p>	<p>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</p> <p>Clearly identifies how all of the planned learning should enable the member to contribute to enhancing service delivery (in ways that are appropriate and proportionate to role and career stage) in more than one specific way</p> <p>Clearly explains specific,</p>

		<p>ways that add value and increase productivity</p>	<p>which the learning should enhance how the member contributes to/leads improving service delivery</p> <p>Clearly describes how learning may lead to some of the criteria described below: implementing change, increasing innovation, improving effectiveness, improving productivity</p>	<p>tangible ways in which the learning should enhance how the member contributes to/leads improving service delivery</p> <p>Clearly describes how learning will lead directly to implementing change, increasing innovation, improving effectiveness and improving productivity</p>	<p>detailed and full ways in which the learning should enhance how the member contributes to/leads improving service delivery</p> <p>Clearly describes in detail how learning will lead to implementing change, increasing innovation, improving effectiveness and improving productivity</p>
<p>c) Developing the profession</p>	<p>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</p> <p>- <i>It is not sufficient to say, "The planned learning will enable me to help develop physiotherapy in [specialty]"</i>.</p>	<p>Provides brief information on how the planned learning should enable the member to contribute to developing physiotherapy</p> <p>Outlines a specific way in which the member should contribute to developing the profession; e.g. in terms of demonstrating leadership, or developing physiotherapy practice in a particular specialty</p>	<p>Provides some information on how the planned learning should enable the member to contribute to developing physiotherapy</p> <p>Explains a specific, tangible way in which the learning should contribute to developing 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)</p>	<p>Clearly explains how the planned learning will enable the member to contribute to developing physiotherapy</p> <p>Explains more than one specific, tangible way in which the learning should contribute to developing 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)</p>	<p>Clearly explains in detail and succinctly how the planned learning will enable the member to contribute to developing physiotherapy</p> <p>Explains multiple ways in which the learning will contribute to developing 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)</p>



d) Dissemination methods and timeline

<p>Does not indicate how the member plans to share the learning achieved</p> <p>- <i>It is not sufficient to say, "I will share my new learning with colleagues"</i></p> <p>No explanation of dissemination plan</p> <p>No explanation of dissemination timetable</p>	<p>Provides brief information on how the member plans to share the learning achieved</p> <p>Outlines a specific way or channel through which they intend to share their learning</p> <p>Minimal explanation of channels through which the learning will be disseminated</p> <p>No/little thought given to timeframe for dissemination</p>	<p>Clearly explains a specific way in which the member plans to share the learning achieved through the planned activity</p> <p>Clearly identifies a specific audience with whom the member plans to share the learning achieved</p> <p>Identifies a specific channel through which the member will disseminate their new learning</p> <p>Identifies a timeframe for the dissemination to be actioned</p>	<p>Clearly explains more than one specific way in which the member plans to share the learning achieved through the planned activity</p> <p>Clearly identifies more than one specific audience with whom the member plans to share the learning achieved</p> <p>Identifies more than one specific channel through which the member will disseminate their new learning</p> <p>Identifies a clear timeframe for all identified dissemination activity to be actioned</p>	<p>Explain multiple ways in which the member plans to share the learning achieved through the planned and relevant activity</p> <p>Identifies a wide and relevant audience with whom the member plans to share the learning achieved</p> <p>Identifies multiple channels through which the member will disseminate their new learning</p> <p>Identifies a clear, realistic and relevant timeframe for all identified dissemination activity to be actioned</p>
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FOR INFO

13. Application Exemplar

The following justification statement is provided as an exemplar, with the consent of the applicant. The Panel noted that the applicant was able to apply the scoring criteria and justification guidelines provided in this document in order to produce a high quality application.

The exemplar is provided for guidance only and must not be plagiarised.

A) Current and future practice:

Attending Physiotherapy UK will provide me with the diverse knowledge and latest evidence from various areas of physiotherapy, which is essential as a rotational physiotherapist. Specifically, I'm interested in the latest developments within hip fracture services as I am currently working and conducting research in this area.

Presenting my abstract as a rapid 5 presentation will provide an invaluable opportunity to discuss my research with peers and network with experts from relevant fields, helping me greatly with planning the next phase of my research project. Improving my research skills and completing further research is part of my personal development plan for this year, whilst learning more about developments within orthopaedic physiotherapy will help me in my aim to specialise within this area.

B) Meeting patient and service needs:

This conference will provide relevant learning for the wide scope of patient populations that I treat within my role. Focussing on attending talks related to care of the hip fracture population will help improve care for the most common condition seen by our orthopaedic therapy team. It will provide ideas and evidence to suggest service improvement ideas to my team with the aim to improve hip fracture care in our trust. Specifically I'll be looking for new ideas around innovation in supported discharge services and community outreach into residential/nursing care, as these are areas our orthopaedic team are developing. I will be very interested to see how trusts have implemented the CSP Hip Fracture Standards into their practice, how this has affected patient and service outcomes, and if my trust can adopt these ideas.

Through my research, a new tool could be developed to speed up discharge planning and improve allocation of resources for patients post hip fracture surgery, improving the effectiveness of services and enhancing patient experience. Networking at the conference will give me insight into innovative practice within hip fracture care and how my research can align with this.

C) Developing the profession:

Presenting my research at PTUK will provide me the opportunity to share with other physiotherapists a new piece of innovation within hip fracture care, which in the future can translate into clinical practice. I hope delegates will be engage in the rapid 5 discussion, especially as hip fracture rehabilitation is a key topic following the Hip Sprint audit. The skills learnt from presenting at conference will help me to complete further research in the future, adding to the evidence base of our profession.

D) Dissemination:

Within one month of the conference, I plan to provide an in-service training to the orthopaedic therapy team, summarising what I have learnt about service development ideas and new research within the area of orthopaedics.

I will give a presentation to band 5 physiotherapists in my trust, within 3 months, about my research journey from proposing a research idea, running a pilot study, submitting an abstract and then presenting at a conference. Physiotherapists at my trust, especially at band 5 level, rarely conduct research so I hope that I can promote an increase in research activity within my trust.



14. CSPCT: Education Awards Panel Report (2023): Conference and Presentation Award (C&P) Award

The purpose of this report is to provide applicants with additional guidance on key areas which require attention in the AAC award applications. This guidance is based on the Education Award Panel's reflections on the previous round of applications. The intention is to support successful applications.

In the previous round of applications a number were ineligible for consideration. The reasons for their exclusion included the following:

- Either under or over the permissible word count, which is stated in the application guidance
- Not providing any of the required supporting documents and no contact made with Awards Administrator in advance to explain this
- Incomplete applications (some questions unanswered or incomplete documentation submitted)

Other areas to pay attention to:

1) Pay careful attention to the scoring guidelines rubric as this is used to mark your application

You need to address all the criteria that are outlined in each of the sections in the rubric. Not addressing all the criteria will limit the score you can achieve for that section. For example, in section 'D' which is on dissemination, you are asked to outline a clear, realistic and relevant timeframe for your dissemination activities to be actioned. Many applicants do not mention a timeframe and therefore do not score more than 4 points for this section. To elevate your application, consider dissemination plans which are more than what you would normally do via in-service training.

Other criteria that are often missed are for section 'A' where applicants are asked to discuss how their learning from the C&P award is linked to their personal development plan or consider how their experience will benefit the development of others in the future. Section 'C' which is about development of the profession – think about how your learning from the C&P award or experience from this will progress the profession. Weaker applications often miss discussing these elements. It is important therefore that close attention is paid to the criteria which your application will be marked against.

2) Ensure that you put the relevant information in the correct sections

You are given four sections to discuss, each with their own criteria. Ensure that you place your answers for the section under the correct heading. For example, for section 'A' you are asked to discuss how your learning from the award will benefit *your* current and future practice. You should discuss this area in section 'A' only, checking you are addressing each of the criteria in the guidance. You will not be given points if you discuss this area within one of the other sections (B, C, or D). To write your application within the word count you need to be careful to place the correct information in the correct sections.

3) For dissemination of findings

Try to think outside the box around how you plan to disseminate your findings and think beyond the usual methods. Don't forget to add a timeframe to your dissemination plan. This area is currently not strong and often the answers given are generic and not specific to you in your role or area.