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

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Award Information

The Conference and Presentation Award was set up to provide funding for qualified, associate and student members, normally residing in the UK, wishing to contribute to one of the following:

- An overseas physiotherapy-specific/relevant or interdisciplinary international conference/meeting, including focused symposia and poster abstract presentations at the World Confederation of Physical Therapy Congress (for platform abstract presentations at WCPT please see the [Robert Williams International Award](#)).
- A national conference or meeting relevant to, but outside of, the domain of physiotherapy.
- A physiotherapy or interdisciplinary international conference in the UK.

The award also supports members presenting papers for the first time at peer-reviewed, national physiotherapy conferences held in the UK, including [Physiotherapy UK](#).

The maximum amount awarded for a successful application will be £1,500.

Eligibility Criteria

To be eligible for consideration, applicants must:

- Be a currently paid-up associate, student or qualified member of the CSP (for qualified 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.
- 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.*

Please note:

- 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.
- The maximum amount awarded will be £1,500.
- 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.
- 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.

**Justification Statement**

The application process requires you to provide a 500-word justification statement for receiving an award, and provide supporting documentation.

Justification for undertaking the programme that explains how the learning from the conference:

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 500 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 page 6 for the Scoring Guidelines with more information on how each section is assessed.

**Supporting Evidence**

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

• A typed abstract of their presentation  
• A letter/email of invitation or acceptance directly from the conference host confirming the applicants as a speaker or 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).

Applications submitted without the correct supporting evidence will be rejected.

Please use the guidance notes in this document to help you complete your application.

**Application Deadline**

The deadline for applications is XXXX. 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 into 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 into 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 feedback comments you receive are likely to vary.
CSP Charitable Trust Education Awards
Conference and Presentation 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 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.

3. Applicants are entitled to receive an award from this category once every three years.

4. 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.

5. Successful applicants must complete an online award evaluation survey after completion of their presentation. A link to the evaluation questionnaire will be provided at the point of award, with a reminder sent after the conference date.

6. 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.

7. Successful applicants:
   (i) should only claim when other sources prove inadequate;
   (ii) will be expected to provide proof of the presentation;
   (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.
<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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<td>- It is not sufficient to say, “This programme relates to my practice as physiotherapist working in [specialty]”</td>
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<td>Does not indicate how the planned learning activity should contribute to the member’s CPD or career development in tangible or specific ways</td>
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<td>- It is not sufficient to quote the learning outcomes from a programme and state these fit with personal learning needs</td>
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<td>- It is not sufficient to state that the planned learning will help to fulfil HPC requirements.</td>
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<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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<td>Indicates the links between the learning activity and the member’s personal development plan</td>
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<td>5-8 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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<td>Identifies a specific benefit that should arise from the planned learning within the member’s practice</td>
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<td>Clearly relates the planned learning activity to the member’s development needs, as identified through appraisal, business planning, peer review and reflection, etc.</td>
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<td>9-10 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>
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<td>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</td>
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<td>Relates the planned learning activity to the member’s development needs, as identified through appraisal, business planning, peer review and reflection, etc.</td>
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<td>Links 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</td>
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<td>Identifies how the planned learning should benefit the development of others</td>
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| b) Meeting patient and service needs | 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)  
- It is not sufficient to say, “The planned learning will enable me to deliver better services to patients within [specialty]”. | Provides brief information about how the planned learning relates to meeting changing patient/population needs  
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 responsiveness to patient and service needs (in ways that are appropriate and proportionate to role and career stage)  
Outlines a specific way(s) in which the learning should contribute to service improvements in ways that add value and increase productivity | 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  
Provides some information about 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)  
Explains some ways in which the learning should enhance how the member contributes to/leads improving service delivery. | Clearly explains 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 supporting meeting more than one specified need in new ways  
Clearly identifies 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 more than one specific way  
Clearly explains specific, tangible ways in which the learning should enhance how the member contributes to/leads improving service delivery.  
Clearly describes how learning leads to implementing change, increasing innovation, improving effectiveness and improving productivity |
| **c) Developing the profession** | 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  
- *It is not sufficient to say, “The planned learning will enable me to help develop physiotherapy in [specialty]”.* | Provides brief information on how the planned learning should enable the member to contribute to developing physiotherapy  
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 | Provides some information on how the planned learning should enable the member to contribute to developing physiotherapy  
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) |
|**d) Dissemination** | Does not indicate how the member plans to share the learning achieved  
- *It is not sufficient to say, “I will share my new learning with colleagues”.* | Provides brief information on how the member plans to share the learning achieved  
Outlines a specific way or channel through which s/he intends to share his/her learning | Clearly explains a specific way in which the member plans to share the learning achieved through the planned activity  
Clearly identifies a specific audience with whom the member plans to share the learning achieved  
Identifies a specific channel through which the member will disseminate his/her new learning  
Identifies a timeframe for the dissemination to be actioned | Clearly explains more than one specific way in which the member plans to share the learning achieved through the planned activity  
Clearly identifies more than one specific audience with whom the member plans to share the learning achieved  
Identifies more than one specific channel through which the member will disseminate his/her new learning  
Identifies a timeframe for all identified dissemination activity to be actioned |
CSP Charitable Trust Education Awards
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.

<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>
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<tr>
<td>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 his/her occupational role and career stage and plans for development).</td>
<td>The application explains how the planned learning activity should enhance meeting patient and changing population needs and developing and delivering services.</td>
<td>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.</td>
<td>The application explains how the member plans to disseminate his/her learning once it is achieved.</td>
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<td>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 his/her career development.</td>
<td>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.</td>
<td>In demonstrating fulfilment of this criterion, please use the prompt questions below.</td>
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<tr>
<td>‘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</td>
<td>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 his/her contribution to physiotherapy</td>
<td>How should your planned learning activity contribute to:</td>
<td>How do you plan to use your new learning to:</td>
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<td></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>
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<td>• Demonstrating physiotherapy leadership?</td>
<td>• Produce material for publication?</td>
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<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>• Demonstrating the evidence base underpinning physiotherapy practice?</td>
<td>• What audiences and channels have you identified for sharing your learning?</td>
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</tbody>
</table>
practice environment, or change occupational role.

In demonstrating fulfilment of the 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?

education that reflect changing patient and service needs.

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?
- Supporting the learning and development of others?
- What is your planned timescale for sharing your learning?