



The CSP Charitable Trust  
Registered Charity No. 1197247

## **CSP Charitable Trust – Education Awards Education and Development Placements Award International Study Visits and Development Projects Application Guidance**

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## 1. Award Summary

The Education and Development Placements (EDP) Award is funded by the CSP Charitable Trust (CSPCT) and is open to associate, chartered and student Chartered Society of Physiotherapy (CSP) members.

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

The EDP 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 research 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 Physiotherapy member countries in low and middle income regions.

Through funding these projects the CSPCT aims to:

- Support the education and lifelong education policies of the World Physiotherapy and World Physiotherapy European Region
- 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 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 may not necessarily 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 £2000.

### **2. Eligibility Criteria – International Study Visits/Research Projects or Education/Development Projects**

To be eligible for consideration, applicants must:

- Be a currently subscribing member of the CSP (for chartered members applications can be considered from those members paying the working or practising overseas subscription fee)
- Attach a letter from the host institution confirming their involvement in the visit/project
- Attach a letter from their employer which demonstrates support for 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 CSPCT's 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, prior to finalising the project.

### **3. Contact Details**

Please email the Awards Administrator at [EdAwards@csp.org.uk](mailto: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 – Visit/Project 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) Application type**

Tick to indicate if you are applying for funding towards a study visit/research project, or education/development project in a low or middle income country

**f) Location of the visit/project**

Enter the name of your host institution/organisation, city, country etc

**g) Start date of visit/project**

Enter start date in format DD/MM/YYYY

**h) End date of visit/project**

Enter end date in format DD/MM/YYYY

**i) Brief background to the visit/project**

100 words maximum

**j) Educational aims and intended outcomes**

100 words maximum

##### Section 2 – Breakdown of Costs

**a) International travel**

Enter the total cost of your flights (economy air fare only), or other economy form of travel if applicable

**b) Host country travel**

Enter the total travel costs you expect to incur during the visit/project, e.g. public transport, taxi fares etc. You can use websites such as [www.budgetyourtrip.com](http://www.budgetyourtrip.com) or [www.numbeo.com/cost-of-living](http://www.numbeo.com/cost-of-living) to estimate the costs

**c) Accommodation**

Enter the total cost of your accommodation for the duration of the visit/project. 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) Subsistence**

Enter the total subsistence costs you expect to incur during the visit/project. The CSPCT's daily rate is up to £10 for lunch, up to £32 for evening meal and a reasonable amount for breakfast if this is not included with the accommodation. For example "£40 x 15 days = £600"

**e) Other eligible costs**

Enter itemised and total costs with full details of additional costs such as insurance, books, film, project equipment etc. For example "travel insurance £28, scrubs £25, PCR test £49. Total £102"

**f) Total eligible costs**

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

**g) Total funds requested from other sources**

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

**h) 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 £3500 for study visits/research projects or education/development projects, after deduction of any other sources of funding. For example if your total costs are £4000 and you are receiving £1000 from another source, you may apply for £3000 in this application. If your total costs are £4000 and you are not receiving any other funding, you may apply for £3500

**Section 3 – Justification Statement**

The statement should provide justification for undertaking the visit/project that explains how the learning from the visit/project:

- 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 with a proposed timeline

There is a word limit of 800 words for the whole statement, excluding the section headings (+/- 10% is permissible, i.e. the statement must be between 720-880 words excluding the section headings). Applicants are expected to distribute the word count evenly across all four sections. Applications with statements above or below the permissible word count will be rejected.

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/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.

## 6. Supporting Evidence

Applicants must submit 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).

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. Please contact the Awards Administrator if any of the above are not available at the time of application.

## 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.

## 9. 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.

## 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/not attending the placement or study visit for any reason, the applicant may be asked to repay the award to the CSP Charitable Trust.
- c) 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, with a reminder sent after placement/visit completion.
- d) Successful applicants must provide the CSP Charitable Trust with copies of all dissemination of their learning, e.g. presentations.
- e) 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.
- f) 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.



## 11. 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.

a) Current and future practice	b) Meeting patient and service needs	c) Developing the profession	d) Dissemination methods and timeline
<p><b>How does your planned learning activity:</b></p> <ul style="list-style-type: none"> <li>• Fit with your current practice and plans for your future practice?</li> <li>• Relate to your current role and your plans for your career development?</li> <li>• Fit with your identified learning needs and interests?</li> </ul>	<p><b>How do you expect your planned learning activity contribute to:</b></p> <ul style="list-style-type: none"> <li>• Meeting health care priorities?</li> <li>• 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?</li> <li>• Improving services by adding value and increasing productivity, including through demonstrating their clinical- and cost-effectiveness?</li> </ul>	<p><b>How should your planned learning activity contribute to:</b></p> <ul style="list-style-type: none"> <li>• Developing and extending physiotherapy practice and roles?</li> <li>• Demonstrating physiotherapy leadership?</li> <li>• Demonstrating physiotherapy's engagement with current policy agendas?</li> <li>• Demonstrating the evidence base underpinning physiotherapy practice?</li> <li>• Supporting the learning and development of others?</li> </ul>	<p><b>How do you plan to use your new learning to:</b></p> <ul style="list-style-type: none"> <li>• 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?</li> <li>• Produce material for publication?</li> <li>• Develop materials to support service delivery and enhance patient information and public understanding about physiotherapy?</li> <li>• What audiences and channels have you identified for sharing your learning?</li> <li>• What is your planned timescale for sharing your learning?</li> </ul>

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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
<b>a) Current and future practice</b>	<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, reflection, etc.)</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 the member's personal</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 the member's personal</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>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>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>b) Meeting patient and service needs</b></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 brief 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>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 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>ways that add value and increase productivity</p>	<p>Explains some ways in 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>Clearly explains specific, 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>Clearly explains specific, 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><b>c) Developing the profession</b></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,</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>



			supporting the development of others)		
<b>d) Dissemination methods and timeline</b>	<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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### 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:**

The NEURAM project represents an opportunity for myself to be involved in the implementation and shaping of a new service, co-ordinating multi-disciplinary team members and being accountable for performance. I will have to demonstrate flexibility and problem solving skills in an environment where resources will be limited. Improving these skills will personally help me develop towards my long-term goal of being a clinical specialist within SCI rehabilitation. I will also have the opportunity to look at things from a strategic and managerial perspective, which can be difficult in my current role given my clinical demands.

Working with a broader group of neurological conditions (than SCI alone) is only likely to improve my own clinical skillset and knowledge which will benefit my practice and the service I help to deliver. I have a particular interest in spasticity management, recently conducting a research project in the use of shockwave therapy with SCI individuals. Gaining further knowledge of different presentations of spasticity, and sharing ideas and practices with other clinicians in a different health setting will promote dissemination of my own knowledge whilst learning from others for the benefit of patients suffering with spasticity.

The core of NEURAM is how to upskill resident therapists and encourage a culture of learning and professional development and encouraging therapists to continue to improve physiotherapy practice.

#### **b) Meeting patient and service needs:**

There is significant inequality within the Mauritian health care system, however there is almost universally poor access to rehabilitation services. As elsewhere the poor and disadvantaged have the most difficulties in accessing services.

The mobile clinic will allow for trained therapists and assistants to travel to those disenfranchised individuals who are unable to reach clinics. The target is to see at least 5 patients a day for 5 days a week, which will represent a large increase in capacity and outreach for the service. These are individuals who may see a doctor once a year, and have no access to therapy.

There is a negative cultural perception of those with disability which often leads to lack of integration within society. First by reaching these individuals, then through engaging the patients, family and carers we will be able to challenge the passive approach to caring for those with neurological injury. Highlighting what individuals are capable of rather than what they are not.

In order to demonstrate the effectiveness and continued value of such a service we will have to collect appropriate outcomes, collate and present them. The aim is to create a sustainable service, eventually being funded entirely by the Mauritian government.

#### **c) Developing the profession:**

The approach of NEURAM focusses on improving ongoing learning for therapists, the sharing of learning and resources and increasing accountability in order to progress towards greater quality of therapy and autonomy. I intend to facilitate this through the introduction of complex



patient clinics, establishing an in-service training schedule, reviewing the current supervision and appraisal structure, and using the annual national therapy conference to run workshops.

Importantly, I want to help establish physiotherapists in taking the lead in regard to how neurological rehabilitation is delivered within the community. This closely reflects UK health policies and initiatives such as NHS Realising the value – supporting self-management through enabling behaviour change for health and wellbeing using person and community centred approaches. Whilst the application of health policy in different countries with unique demographics, logistical and cultural considerations must be done with caution. I feel that physiotherapists have an excellent handle on how to affect behaviour change and support patients to self-manage, I want to instill this confidence within local therapists to increase the profile of physiotherapy within Mauritius which can only lead to more therapists shaping health policy and delivery within the country.

**d) Dissemination:**

Firstly, I am looking forward to being involved with the plans to engage with local media outlets (we already have a slot on local radio booked!) to publicise the new service and to start to tackle some negative perceptions of disability.

The NEURAM conference in 2021 has been identified as a platform to present the outcomes of the project to a wide audience including commissioners. I have agreed to present to the NEURAM board and to write a brief article to be sent out as a newsletter to members by December 2020. I will use this presentation to feedback at my own NHS trust, using the departmental in-service and the annual Research & Audit day which is scheduled for 1 month after I return to work. I also intend to put forward my write up and account of the project for publication in relevant literature such as Frontline and/or relevant charity publications e.g. Stroke Association, Back Up, SIA, Headway.

Finally, one of the most important routes for ongoing dissemination of knowledge is through establishing working relationships with other healthcare professionals outside of my organisation which will lead to the greater sharing of experiences, resources and potentially future collaborations.

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## 14. CSPCT: Education Awards Panel Report (2023): Education and Development Placements (EDP) Award

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

In the current 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, no contact made with Awards Administrator in advance to explain this
- Application not submitted in correct format or used older versions of application form
- Applied under incorrect award
- 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

Try to ensure you 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. Other criteria that are often missed are for section 'A' where applicants are asked to discuss how their learning is linked to their personal development plan or consider how their learning will benefit the development of others in the future. 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 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) Try to think outside the box when discussing how you plan to disseminate your findings

Think beyond the usual methods of dissemination. Don't forget to add a timeframe to your dissemination plan. The answers to this section on dissemination are currently not strong and often answers given are generic and not specific to you in your role or area.

### 4) Clearly say why the placement will give you experience or opportunity that you would not have from your usual placements

This information is crucial to a successful application. You need to say what is unique about the placement that you are hoping to undertake, that is different from your usual placements, that would justify funding for this.