



The CSP Charitable Trust
Registered Charity No. 1197247

CSP Charitable Trust – Education Awards Academically Accredited Courses Award Application Guidance

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1. Award Summary

The Academically Accredited Courses (AAC) Award, funded by the CSP Charitable Trust (CSPCT), is designed to support CSP members undertaking nationally accredited or validated programmes of study which serve to enhance their skills and knowledge and advance patient care and/or service delivery e.g. vocational qualifications, BTEC awards, access courses, PGCert, MSc, PhDs. The award does not support member costs towards undertaking part-time or full-time qualifying degrees in physiotherapy, or overseas programmes.

Applications to the AAC Award are considered from associate, chartered and student CSP members. Funding may only be used as a proportion of the cost of programme fees. The Trust recently revised the award and applicants may now apply for up to 50% of their course fees, after deduction of any other sources of funding, to a maximum of £10,000 (see Section 5 of this document for more information).

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

2. Eligibility Criteria

To be eligible for consideration, applicants must:

- Be a currently paid-up associate, chartered or student member of the CSP (for chartered members applications can be considered from those members paying the working subscription fee, the teaching in Higher Education subscription fee, the career break subscription fee, or the practising overseas subscription fee)
- Have been accepted on the programme for which they are seeking funding.

Applications for funding should normally be made in the year in which the programme is to be undertaken.

3. Programmes of study

- Applications will only be supported towards the fees of national academically accredited or validated programmes of study which will enhance professional knowledge and skills, patient care and/or service delivery
- Applications are not supported for qualifying degrees in physiotherapy at any level
- Applications are accepted for UK-based programmes only. Applications for distance learning/online courses run by reputable higher education institutions overseas will be considered on a case-by-case basis. Contact the Awards Administrator for further information
- Applicants can only submit one application per programme of study, however if unsuccessful the applicant may re-apply providing they still meet the eligibility criteria and are yet to complete the programme
- Previously successful applicants cannot apply for funding towards the same programme. If applying for funding for a different programme, however, applications will be considered provided an evaluation questionnaire has been completed for the previous award.



4. 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.

5. 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 – Programme 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) Programme title

Enter the full title of your programme of study

f) Location

Enter the name of your host institution/organisation

g) Level of study

Enter the level of study of your programme, e.g. M-level/Level 7 for Masters

h) Academic credit weighting

Enter the total credit value of your programme, e.g. 30 credit module, 180 credit Masters

i) Academic credit information

Enter module titles and their credit rating if applicable. If using credits from previously completed modules towards a Masters, ensure all module details are entered

j) Mode of study

Enter the mode of study, e.g. full time, part time, distance

k) Start date of programme

Enter start date in format DD/MM/YYYY. If exact date is not known, please estimate

l) End date of programme

Enter end date in format DD/MM/YYYY. If exact date is not known, please estimate



m) Duration

Enter duration in days, months, or years as appropriate

n) Completion of research (MSc & PhD applicants only)

Enter the estimated date of completion of your dissertation or thesis in format DD/MM/YYYY

o) Total programme fees

Enter the total cost of your programme. If using credits from previously completed modules towards a Masters, ensure fees of previous and current modules are included in total

p) Total funds requested from other sources

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

q) 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 50% of the programme fees, after deduction of any other sources of funding, to a maximum of £10,000. For example if the programme fees total £7,000 and you are receiving funding of £1,000 from another source, then you may request £3,000 which is 50% of the remaining eligible fees of £6,000. If eligible fees are £20,000 or more, applicants may request a maximum of £10,000.

Section 2 – Justification Statement

The statement should provide justification for undertaking the programme that explains how the learning from the course:

- 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 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). 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 relevant Justification Guidelines in this document to help you complete your statement, there are separate guidance notes for Chartered and Associate members.

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.



6. 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.

7. Supporting Evidence

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

- Evidence that they have been accepted on the specific programme e.g. offer letter, proof of enrolment, statement of student status
- Evidence of the fees for the programme e.g. offer letter/registration letter issued by body conducting the programme with fees clearly stated, or screenshot from programme webpage.

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.

8. 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.

9. 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.

10. 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.

11. 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 programme for any reason, the applicant may be asked to repay the award to the CSP Charitable Trust.
- c) Successful applicants are required to submit a copy of their results letter or certificate once obtained. This is required so that the CSP Charitable Trust can undertake effective evaluation of the value and impact of its Education Awards.
- d) Successful applicants must complete an online award evaluation survey after completion of their programme. A link to the evaluation questionnaire will be provided at the point of award, with a reminder sent after programme completion.
- e) Successful applicants must provide the CSP Charitable Trust with copies of all dissemination of their learning, e.g. presentations.
- f) In the case of successful applicants undertaking a DProf/PhD and those completing a dissertation for a masters programme, the submission of an electronic copy of their thesis or dissertation to the CSP is required upon successful completion of the programme. The completed thesis/dissertation should be emailed to edawards@csp.org.uk in the first instance and will be lodged in the Learning Resource Centre.
- g) 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.



12. Academically Accredited Courses Award – Justification Guidelines for Chartered Members

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>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 information 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>



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?*

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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13. Academically Accredited Courses Award – Justification Guidelines for Associate Members

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>How does your planned learning activity:</p> <ul style="list-style-type: none"> • <i>Fit with your current practice and plans for your future practice?</i> • <i>Relate to your current role and your plans for your career development?</i> • <i>Fit with your identified learning needs and interests?</i> <p>What this means to you:</p> <p>Use this section to show how the learning activity relates to your own development (e.g. how will the learning activity help you change roles, find another job, move into a different area of work etc.)</p> <p>You should also focus on how it will enhance your current occupational role.</p> <p>Finally, you will also need to show the panel why this particular course is right for you in terms of suiting the</p>	<p>How does your planned learning activity help you with:</p> <ul style="list-style-type: none"> • <i>Meeting changing patient and population needs?</i> • <i>Meeting health care priorities?</i> • <i>Enhancing responsiveness to patient and service need, including by enhancing access to, and timeliness of, delivery?</i> • <i>Improving services by adding value and increasing productivity, including through demonstrating their clinical- and cost-effectiveness?</i> <p>What this means to you:</p> <p>Use this section to explain how you think this learning opportunity will be of benefit to patients and the service. This is your opportunity to explain to the panel how your planned learning will make a difference to your patients, the team you work within, along with the organisation that you work for.</p> <p>Tell the panel how your planned learning will change your work with patients both in your current role and</p>	<p>How does 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>What this means to you:</p> <p>Use this section to show how the learning activity relates to an associate's role development.</p> <p>This section allows you to demonstrate how your planned learning opportunity will allow you to take on a new area of work, or develop your leadership skills. Leadership takes many forms (role</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 information and public understanding about physiotherapy?</i> <p>What this means to you:</p> <p>Use this section to show how you plan to share your learning once it is achieved.</p> <p>You can use this section to identify your audiences such as clients/patients, colleagues etc. and explain why you have targeted them.</p>



<p>way you learn (e.g. a mix of classroom & practical work, learning online etc.) and will enable you to meet specific personal learning needs.</p>	<p>also whether you think it will be beneficial in the future.</p> <p>You will also need to show what you think the benefits are to the service in which you work. You might like to think about how it will improve the speed at which patients/clients are seen, how your learning could improve their outcomes, and their experience of you and your service.</p>	<p>modelling good behaviours and practice with patients/clients, colleagues, working independently within a devolved area of practice etc.); your evidence could include how you will share learning and ideas that come out of your learning opportunity, with colleagues, patients, clients, students etc. to add value to the service that you work within.</p> <p>Think about whether a recently implemented national/local policy has made you think about doing your job differently and prompted you to seek out a relevant learning opportunity.</p> <p>The assessment within your course may well have a project or piece of small scale research attached to it. Think about whether the outcomes of the study will have value to the wider Physiotherapy community, not just you. It would be worth highlighting whether you think that it will be of interest to other associates, students, Physiotherapists, and/or other members of an MDT, as well as why you think it would be relevant.</p>	<p>You should also use this section to think about how and when you intend to share your learning, ideas, knowledge, and skills with them. Think creatively about how you might choose to do that; this should include thinking about where you will have the opportunity to share (conferences etc.) and also how you will determine the appropriate media. You should consider the media by which you will share it, such as written, spoken, electronic means.</p>
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14. 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</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</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>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>identified through appraisal, business planning, peer review, 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>planning, peer review, reflection, etc.)</p> <p>Identifies how some aspects of the planned learning should benefit the development of others in the future</p>	<p>Links all intended specific outcomes of the planned learning activity both to 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>Links intended specific outcomes of the planned learning activity both to the member's personal and identified learning needs both now and in the future, with a clear trajectory</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>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</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</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</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</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>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</p>	<p>that are appropriate and proportionate to role and career stage) in a specific way(s)</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>appropriate and proportionate to role and career stage) in more than one specific way</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>appropriate and proportionate to role and career stage) in more than one specific way</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>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</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</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</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,</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,</p>

	<i>physiotherapy in [specialty]</i> ”.	physiotherapy practice in a particular specialty	practice and roles, demonstrating leadership, engaging with policy agendas, demonstrating the evidence base, supporting the development of others)	demonstrating leadership, engaging with policy agendas, demonstrating the evidence base, supporting the development of others)	demonstrating leadership, engaging with policy agendas, demonstrating the evidence base, supporting the development of others)
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>

15. 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:

In my current role I provide a highly specialised service that includes the assessment, treatment and management of children referred to the Complex Movement Disorder (CMD) Service, regionally and nationally. I aspire to become a clinical specialist, to develop the continuity and efficiency of global spasticity and dystonia care with the implementation of better clinical assessment and management, earlier referral of patients to services, individualised specialist long term management and better communication between services i.e. CMD and Community Paediatricians. This course will help me to achieve this through the development of:

- Networks and collaboration with the wider multidisciplinary team.
- Specialist knowledge/clinical expertise in injection therapy.
- Embedding the delivery of injection therapy within the CMD service.
- Research skills for critical engagement with literature to promote best practice.

B) Meeting patient and service needs:

Clinically, BTX is widely used and accepted in the management of spasticity. In paediatrics spasticity combined with growth and disuse often leads to progressive musculoskeletal consequences including contracture, muscle shortening and joint deformity. Therefore early management is essential. BTX is considered as an adjunct to conventional therapy and widely listed in national guidance: NICE, CG145 (2016), NG62 (2017). It is in line with NHS Long Term plan which puts an emphasis on improving specialised care for children with long term conditions.

This course will facilitate access to a specialist clinician with a greater expertise of assessment, management, and research skills. I will also evaluate current service and practices to lead improvements, including: streamlining of the assessment pathway and BTX intervention to CMD patients. Consequently, there will be better early management of dystonia and spasticity of patients, with increased clinical effectiveness, a benefit of which may prevent costly orthopaedic intervention in the future and long term physical complications.

C) Developing the profession:

Physiotherapists are at the forefront of spasticity management and therefore best placed to influence current practice. I will drive evidence based treatment and management, leading through example to support others in their own learning of injection therapy, encouraging development opportunities, mentoring and appraisal.

The knowledge and experience acquired throughout this course, will facilitate engagement in complex decision making with a high degree of autonomy and specific clinical competence. Through this extended role I will be able to increase the development of networks and collaboration with wider teams and professions. This will not only increase the quality and quantity of care available but also support and ensure the inclusion of physiotherapists within



future research agendas and leadership roles. This also aligns with a number of the CSP's research priorities.

D) Dissemination:

I will aim to disseminate this learning by:

- Utilising team meetings in the format of presentations, followed by discussions and patient goal setting. This will be parallel to ongoing discussions when treatment planning within 3/12.
- Contributing expertise to multidisciplinary meetings and assessment which inform patient management within 3/12.
- Contributing to professional networks through neurology special interest groups within 6/12.
- Informing Neurology specific material like patient leaflets which are integral to support understanding of CMD physiotherapy and specialist patient management within 6/12.
- Contributing to regional presentations at study days (where applicable) within 1 year.
- Sharing expertise regionally with community therapy colleagues through network study days, peer review, and virtual teaching within 6/12.

FOR INFORMATION



16. CSPCT: Education Awards Panel Report (2023): Academically Accredited Courses (AAC) 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
- Application not submitted in correct format or used older versions of application form
- 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 is linked to their personal development plan or consider how their learning will benefit the development of others in the future. Section 'C' which is about development of the profession – think about how your chosen course 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. Do not cut and paste the course description to insert into any of the sections. For example, for section 'A' you are asked to discuss *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.