EISEN PhD course

Examination/assignment

Oral presentation

In the oral presentation, a student will be expected to deconstruct an aspect of context as it relates to his/her current or proposed implementation research plan. The focus of critique will depend on the individual student and his/her implementation interests, and could relate to a clinical practice, organisational setting (e.g. department, team, service or system), or a specific profession. Students will be expected to draw on conceptual or theoretical perspectives to organize and present their critique, and can draw on different types of information (e.g. published, observational or measurement) within their presentation. The presentation should conclude with a maximum of three key points from the contextual analysis which are relevant for either (i) their research studies, or (ii) their leadership within implementation research.

The presentation should be delivered using Microsoft Powerpoint slides which should be made available to the Course team after the presentation. We suggest a minimum of five slides:

i) Implementation research plan
ii) Conceptual or theoretical approach
iii) Data to support the critical analysis of context
iv) Discussion and conclusions
v) Three key learning points for the student's implementation project

The oral presentation will be assessed by members of the course team using a common marking guide based on the threshold criteria for a pass as listed below. Students will be encouraged to ask questions of others' presentations and provide formative feedback on each other's work.

ASSESSMENT CRITERA

The following criteria will be used to mark the student's assignment as either a grade Pass and Fail against the learning outcomes as follows:

Oral presentation threshold criteria

	Assessment criteria (pass)	Assessment criteria (fail)
Evaluate different aspects of contexts (macro, meso and micro level) and their potential to affect implementation research and practice	• Defines context relevant to an implementation topic or question • Use of an implementation theory, model, framework or related conceptual definition to organize the presentation of relevant	• Poor fit between the implementation topic or question and the material presented • Does draw on an implementation theory, model, framework or related conceptual definition to organize the

		presentation of relevant information
	information relating to context • Draws on information from a range of sources such as published or grey literature, observation or formal data	• Presents only anecdote or unsubstantiated opinion
Demonstrate understanding of the challenges of leading implementation practice in and across health and social services.	• Identifies three emerging issues relevant to implementation practice or implementation research	• Does not identify three emerging issues relevant to implementation practice or implementation research

EISEN PhD course

Examination/assignment

Written assignment

1. Research plan

Students will be required to submit a research plan which sets out:

- Their implementation research question(s)
- The theoretical or conceptual landscape in which their research will be located
- Aspects of design, including overarching methodology
- Anticipated contribution to science, policy and practice

The student should pay particular attention to the justification of their plan by drawing on cutting-edge, published work on implementation theory and research design.

2. Reflective essay

The reflective essay will provide the student with an opportunity to reflect on their presentation and research plan, and demonstrate both (i) the fit (or otherwise) between their research plan and context in which it will be undertaken, and (ii) the leadership capabilities that would be critical to the success of their work. This may include an indication of personal leadership development needs, and how these can be met. The student should ensure that their reflections are linked back to published theories of leadership or implementation capabilities.

ASSESSMENT CRITERA

The following criteria will be used to mark the student's assignment as either a grade Pass and Fail against the learning outcomes as follows:

Co-funded by the
Erasmus+ Programme
of the European Union

EISEN
Building the implementation workforce
for health and social care

Research plan threshold criteria

	Assessment criteria (pass)	Assessment criteria (fail)
Critically appreciate how to design an effective implementation research project in order to have an impact on practice and policy.	• Includes a clear implementation topic or challenge • Summarizes some of the key literature or policy which justifies the research • Draws on theory, models, frameworks, or concepts relevant to implementation • Provides an overview of design, methods of data collection and analysis using an established proposal structure • Makes reference to any ethical or professional concerns	• Does not include a clear implementation topic or challenge • Does not present any key literature or policy which justifies the research • Fails to mention any theory, models, frameworks, or concepts relevant to implementation • Omits information about design, methods of data collection and analysis • Ignores any ethical or professional concerns
Demonstrate specialized personal and scientific leadership skills to influence implementation, and to support the development of these skills in other participants	• Indicates how the knowledge generated from the research will inform implementation theory and practice	• The proposal does not include any reference to how the knowledge generated could be used to information implementation theory or practice

Reflective essay threshold criteria

	Assessment criteria (pass)	Assessment criteria (fail)
Demonstrate specialized personal and scientific leadership skills to influence implementation, and to support the development of these skills in other participants	• Links leadership skills to the development of the student's own career, professional development, and implementation interests • Makes reference to specific leadership skills within the context of implementation practice and / or research • Includes a mix of technical, transferable,	• Provides only general information on leadership, and does not link to the student's own career, professional development, and implementation interests • Does not link leadership skills to issues relevant to implementation • Does not include a mix of technical, transferable,

Co-funded by the
Erasmus+ Programme
of the European Union

EISEN

Building the implementation workforce
for health and social care

	and specific leadership skills	and specific leadership skills
Demonstrate understanding of the challenges of leading implementation practice in and across health and social services.	• Demonstrates critical insight into personal leadership strengths and development needs • Identifies some practice strategies to consolidate leadership skills, or develop new skills	• Does not provide any self-evaluation • Does not include any practical strategies to build leadership skills