PROP Logic Model (June 2013)

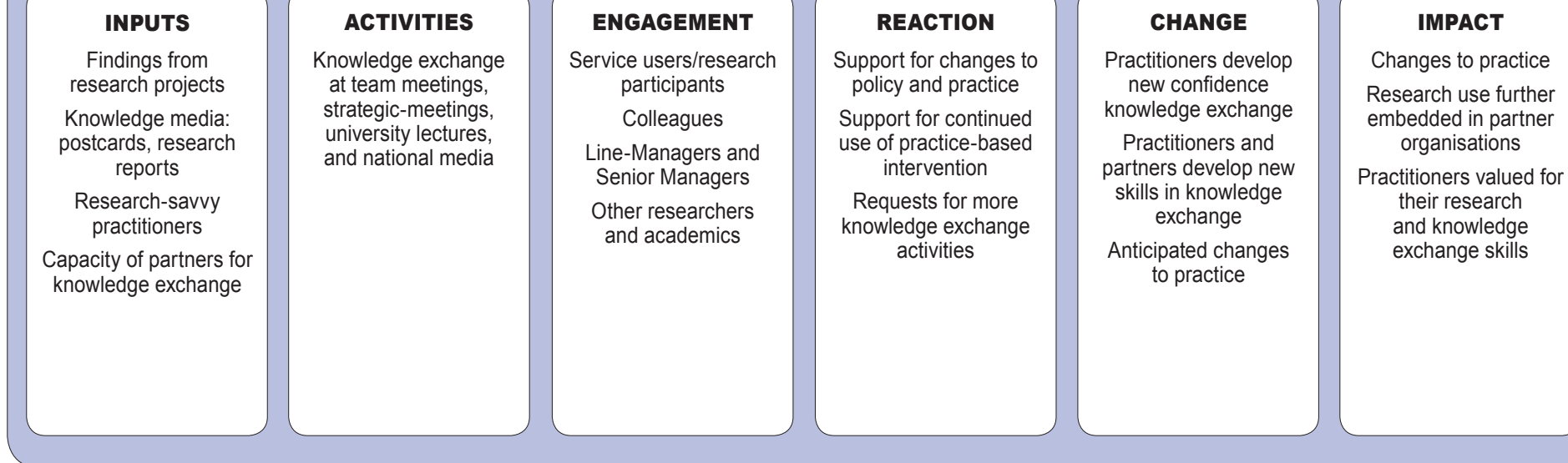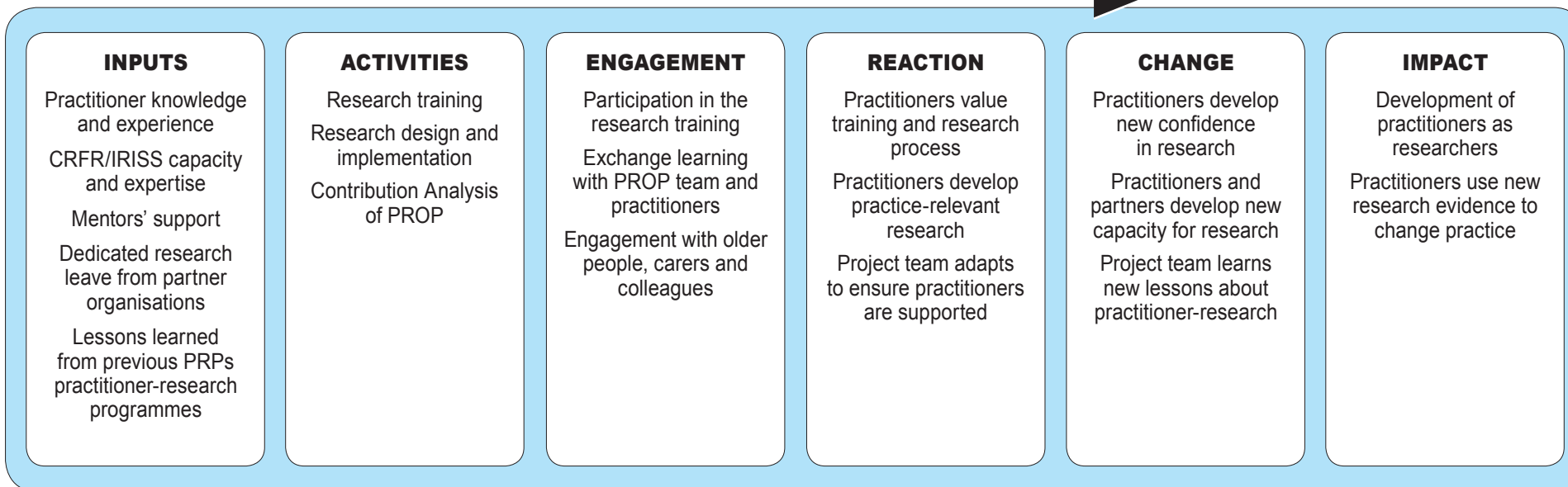|		Assumptions / Risks	Actor	Pathway to Impact	Indicators	Evidence
IMPACT	**Contribution**	**Assumptions:** PROP will produce new knowledge about research prod/ use in practice settings PROP will encourage research informed, and reflexive, practice PROP will encourage more research use in organisational Partners PR research will produce new knowledge about health and social care delivery PRs will gain new research skills and strengthen reflexive practice	Project Team:	Facilitate impact by building on current evidence and best practice about PR research and H&SC	Evaluation and creation of briefings on PR process and PR research projects	Evaluation briefing PR project briefings
			Partners:	More research-oriented org. Better use of evidence w/in org. Improved services for older people More reflexive research-savvy practitioners	Prospective research use reflections Reflections on service delivery PR projects	Partner q* Exit q* and Partner q* Completed PR projects
		Risks: The evaluative aspects of PROP will be unsuccessful and learning will be hampered The relationship building with Partners and PRs will be unsuccessful and PROP will not encourage research embedding in organisations/practice The values/needs of different parts of the project will be incompatible with one another	Mentors:	Strengthened mentorship skills	Mentor reflections	Mentor q*
			PRs:	Confidence and skill with research Reflexive practice CPD certification Individual project criteria for success, e.g. Improvement of services and/or continued funding of services	Reflections on training Reflection on research process Hours of relevant CPD training Prospective use of research	Training evaluation and exit q* Journals CPD cert. of attendance/completion Exit q* and RT #6 discussion, KE event evaluation
	Changes in behaviour and practices	**Assumptions:** Communication of PR and Partner learning about research-in-practice Communication of benefits/challenges of research training Learning will inform change/improvement in practice	Project Team:	Better understanding of role of research in service delivery Improved capacity for research training for practitioners Improved ability to evaluate practitioner-research (belongs with skills?)	Reflections on Exit and Partner q* Reflections on research training Learning from evaluation process	Briefing on research use Briefing on research training Briefing on evaluation
			Partners:	Increased research capacity w/in organisations Better understanding of role of research in service delivery Research embedded in organisational culture	PR research process Partner reflections Partners reflection on prospective use of research	Completion of PR research projects Partner q* Partner q*
		Risks: Different members of the project will be at odds about the value of the learning that has occurred Learning will not occur and change will be hindered	Mentors:	Improved mentorship abilities New knowledge of policy and practice context of H&SC	Mentor reflections	Mentor q*
			PRs:	Increased research capacity Development of reflexive practice Better understanding of role of research in service delivery Policies and services developed using evidence from PR projects	PR research process PR reflections PR reflections on research process and prospective use of research Partners reflection on prospective use of research	Completion of PR research projects PR journal (written and audio) Exit q* Partner q*
US	**Capacity, Knowledge,**	**Assumptions:** Learning about PR research is captured	Project Team:	New lessons about PR research New knowledge about practice	Reflections on old and new PRPs Project Team reflections	New briefing -lessons from PROP / Evaluation Project Team q* / blog post / Evaluation

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UPTAKE						
	Skills	PRs conduct and learn from research Evidence from previous PRPs is relevant and communicated effectively Partners support/learn from PR research Learning about PR will occur		New knowledge about CA evaluation New knowledge about research use within organisations New knowledge about research training	PR and Partner reflections Evaluation of PROP	PR research use q* and Partner q* / Evaluation Production of evaluation docs
			Partners:	Evidence of how services are working or not working Comparison of different practices/ programmes in organisations	Interaction with research generated by PRs	KE event attendance Partner q*
		Risks: Lack of capacity to manage PROP project Mentors lack the time to adequately support practitioners Partners don't support PRs w/ time away PRs lack time to think/work on project Timing of project too short – learning curve too steep	Mentors:	New knowledge of the needs of PRs	Mentor reflections	Mentor q*
			PRs:	New knowledge and skills in doing research	Confidence in using and judging research	PR research use q*
	Awareness/ Reaction	**Assumptions:** PRs identify relevant/feasible projects Research training helpful Mentors can support PRs adequately Partner are supportive of process	Project Team:	Value PR practice-based knowledge Recognise gaps in research training and support development	Learning from PR experience Adequacy of training for practitioner needs	Reflections by Project Team Event q* and Exit q*
			Partners:	Value PRs as researchers in the organisation See CRFR/IRISS as KE partners Promote PR projects, spread awareness Value research findings	Partnership functioning Partnership functioning Information about PROP shared Interested in prospective use of findings	Partner q* Partner q* Partner q* KE event feedback (March 25th event)
		Risks: Projects are not feasible Research training not relevant Tension between partner and PR aims Gaps in language/perspective between Project Team/Mentors and PRs	Mentors:	Value PR practice-based knowledge Recognise gaps in mentorship and support development Mentors value links to policy and practice (or academic) settings	Mentoring relationship working Revise mentorship approach Mentor reflections on involvement in PROP	Mentor and PR q* Mentor and PR q* Mentor q*
			PRs:	Value mentorship, feel supported Value research-training See CRFR/IRISS as credible org.	Satisfaction of PRs Satisfaction of PRs PR reflections	Event q* and Exit q* PR journals PR mentorship q* / PR Exit q* / Event q*
	Engagement/ Involvement	**Assumptions:** CRFR/IRISS engage PRs A community of interested people/organisations developed PRs are able to generate interest in their project within own organisation CRFR/IRISS are able to engage interest in wider H&SC communities	Project Team:	Successfully engage PRs Successfully engage Partners and support PR knowledge exchange w/in organisations Engage other interested groups	Research training and PR projects Relationship building with Partners Engage with community of organisations/people interested in (1) practitioner-research and (2) service delivery for older people	RT evaluation & summary of PR projects Partner q* and Project Team reflections KE Event attendance, KE event feedback, blog stats, other KE meetings
			Partners:	Engaged in process and findings Engage line managers and others in research	Discussion about process Discussion about research	Partner/SG meeting notes / Partner q* Partner q*
		Risks: Partner organisations dominate the research process with their own objectives/needs	Mentors:	Support for PR research projects Support engagement with organisations	Mentorship process Reflection on individual PR needs	Mentorship questionnaires Mentorship questionnaires
			PRs:	Talk about research findings	Reflections on research process	PR reflections (journal / audio journal)

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			Exchange knowledge with other PRs Engage organisations in research Engage older people in research Engage in research training	Research Training Events Org. aware/interested in research Older people aware of research	PR reflections on training / Notes from RT roundtables KE event attendance and feedback PR research / KE event attendance and feedback
Activities/ Outputs	**Assumptions:** Previous CRFR work can inform process Research training is effective Mentors guide PRs Partners ensure PRs have time for project PRs design and carry out research Research is relevant and rigorous	Project Team:	Design and carry out Research Training Briefing about learning from PRPs Summary of PR type of research Support 11/12 PR projects Support engagement with PR projects Secure Mentors support Secure partner support Evaluation the PRP	Attendance and feedback Description of lessons learned Literature review Completed projected KE events Indication of support levels Indication of support levels Evaluation activities	Training evaluation forms 'Lessons Learned' briefing paper Literature review on PR PR Project Summary, PR, Mentor and Partner q* KE event evaluations, Partner q*, PR KE plans Mentors time log, attendance stats Partner Questionnaire Evaluation report
		Partners:	Recruit PRs for research Discussion about key issues in H&SC Learn about PR research projects Learn about organisational research-use	PRs recruited and retained 5 Steering Group meetings Partnership Meeting in October KE Event – October 2012, May 2013	PR Project Summary Meeting minutes Meeting minutes Summaries of discussion at KE Events
	Risks: Previous CRFR work is not relevant Research training is not supportive Mentors don't have time/interest Practitioners don't get enough time Project planning does not allow adequate capturing of these activities Research is not relevant to organisations and/or below academic standards	Mentors:	Providing guidance about research for PRs Reflecting on PR-mentorship	Monitoring and evaluation processes	Mentor questionnaire
		PRs:	Learning about research Conducting research projects Exchanging knowledge with other PRs Engaging organisations in research Engaging older people in research Reflecting on research process	Research Confidence/Use Completed research projects Roundtable Discussions at RT Events PR KE plans and reflections Research projects Reflections	Research q* for PRs – during and after research training PR project summary Notes on Roundtable Discussions PR KE Plans from RT #6 PR project summaries Notes from Roundtable Discussions, Reflections on PR position in research, KE presentations, journal
Inputs	**Assumptions:** Project Team can recruit mentors CRFR/IRISS partnership works effectively Mentors have time to support PRs Partners can recruit practitioners Partnership w/ organisations is effective CRFR/IRISS can design effective research training	Project Team:	12-month PT employee IRISS/CRFR infrastructure Knowledge of previous PRPs Research experience Capability to train PRs Communications skills Knowledge exchange skills	Project outputs Planning and design support Discussion about lessons learned Ability to support research process Design of research training Relationships function well Interest in PR projects and process	PR Project Summary, evaluation publications, work plan PROP events, graphics on outputs Lessons Learned brief Reflections from project team Research training evaluation and q* Reflections from Partners, Project Team and PRs Evaluation of KE events and partnership
		Partners:	Partner organisations secure ½ day a week for PR research	PRs have time to do research	Partner and PR q* Time logs
	Risks: PRs don't come forward PRs don't get time away from work Mentors don't have time/skills Partnerships have poor communication	Mentors:	Time Research experience Capability to train new researchers	Mentors have time to meet w/ PRs Ability to support research process PRs feel supported / trained	Mentor and PR q* Mentor and PR q* Mentor and PR q*
		PRs:	½ day a week for research 12 practitioners' knowledge and experience	PRs have time to do research Experience informs research	Time logs Pro-Forma and research reflections Reflections from PRs on positions in research

Short term: Impacts of a Practitioner-Researcher Training Programme

INPUTS
Practitioner knowledge and experience

CRFR/IRISS capacity and expertise

Mentors' support

Dedicated research leave from partner organisations

Lessons learned from previous PRPs practitioner-research programmes

ACTIVITIES
Research training

Research design and implementation

Contribution Analysis of PROP

ENGAGEMENT
Participation in the research training

Exchange learning with PROP team and practitioners

Engagement with older people, carers and colleagues

REACTION
Practitioners value training and research process

Practitioners develop practice-relevant research

Project team adapts to ensure practitioners are supported

CHANGE
Practitioners develop new confidence in research

Practitioners and partners develop new capacity for research

Project team learns new lessons about practitioner-research

IMPACT
Development of practitioners as researchers

Practitioners use new research evidence to change practice

INPUTS
Findings from research projects

Knowledge media: postcards, research reports

Research-savvy practitioners

Capacity of partners for knowledge exchange

ACTIVITIES
Knowledge exchange at team meetings, strategic-meetings, university lectures, and national media

ENGAGEMENT
Service users/research participants

Colleagues

Line-Managers and Senior Managers

Other researchers and academics

REACTION
Support for changes to policy and practice

Support for continued use of practice-based intervention

Requests for more knowledge exchange activities

CHANGE
Practitioners develop new confidence knowledge exchange

Practitioners and partners develop new skills in knowledge exchange

Anticipated changes to practice

IMPACT
Changes to practice

Research use further embedded in partner organisations

Practitioners valued for their research and knowledge exchange skills

Long term: Impacts of New Research Evidence in Health and Social Care