



Module: Implementation and Evaluation

Module Aim:

The purpose of the course is to develop knowledge about evaluation for change to support sustainable development in a current field of activities

Partners/Teachers

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Semester/Term	Year 1 Semester 2			
Course Unit/Module Name:	Implementation and Evaluation			
Credit Value:	01 credit			
Core/Optional	Core			
Pre-requisites	No			
Hourly Breakdown	Theory	Practical	Other	Independent Learning
	09	12	00	27

Intended Learning Outcomes:

At the completion of this course, students will be able to,

- describe the characteristics of different evaluation models
- explain the underlying assumptions of different approaches within the field of evaluation
- assess evaluation designs
- demonstrate the ability to construct a 'logic framework model'
- identify stakeholders in an evaluation project
- describe the evaluation assessment related to an activity/project
- understand ethical and political implications for "evaluation work" critically
- assess the role of the evaluator within the evaluation process

Course Content: (Main Units/Lessons and Subtopics)

Introduction, evaluation methods, innovation, implementation, logic framework model, utilization-focused outcomes framework, evaluation standards, evaluation methods and data collection, regulate an evaluation or an evaluation system, ethical implications, political implications, role of the evaluator within the evaluation process, how to implement evaluation in a Sri Lankan context in relation to health and social care

Teaching /Learning Methods:

Lectures – 16%

practical – 30%

Independent Learning – 54%

Assessment Strategy:(to be decided)

Assignment 1 - Foundations of different evaluation models, political implications for evaluation work, and assessment of articles. Independent composition of the paper. Intended learning outcomes 1, 2, and 6, 8 will be examined. Marks will be awarded by 100.

Assignment 2 - Development of logic model and identification of stakeholders. Independent composition of paper: Intended learning outcomes 3, 4, and 5 will be examined. Marks will be awarded by 100.

Assignment 3 - Evaluation assessment and planning, ethical considerations. Independent composition of the paper. Intended learning outcomes 4-8 will be examined. Marks will be awarded by 100.

In order for a Pass Grade (C) to be awarded for the whole course, a Pass Grade must be achieved in all three assignments. Final marks will be calculated as (%), and grades will be awarded as follows.

VIVA vose examination

Continues Assessment (assignments) – 30-40% End examination (VIVA) - 60-70%

(85 – 100) A+ / (75 – 84) A / (70 – 74) A- / (65 – 69) B+ / (60 – 64) B / (57 – 59) B- / (54 – 56) C+ / (50 – 53) C / (45 – 49) C- / (40 – 44) D+ / (35 – 39) D / (00 – 34) E

Recommended Reading

(Books, E-Books, Journals, Magazines, Web Based teaching material, and sites):

1. Book- Looking Back, Moving Forward -Sida Evaluation Manual
<https://www.oecd.org/derec/sweden/35141712.pdf>
2. Book- HMT Magenda book
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/879438/HMT_Magenta_Book.pdf
3. Book- HI3 Theoretical report
<http://health-innovation.nu/uploads/English/HI3%20Theoretical%20report%20Final.pdf>
4. Article - Making sense of implementation theories, models, and frameworks
<https://implementationscience.biomedcentral.com/track/pdf/10.1186/s13012-015-0242-0.pdf>
5. Article- Fostering implementation of health services research findings into practice: a consolidated framework for advancing implementation science
<https://implementationscience.biomedcentral.com/track/pdf/10.1186/1748-5908-4-50.pdf>
6. Report - Logic Model Development Guide
<https://www.betterevaluation.org/sites/default/files/LogicModelGuidepdf1.pdf>
7. Book - Principles and Guidelines
https://rdinetwork.org.au/wp-content/uploads/2021/08/Updated-Aug-2021_ACFID-RDI-Network-Ethical-Principles_Accessible.pdf
8. Article - "Guiding the Evaluator: Evaluation Ethics, Politics, Standards, and Guiding Principles" <https://pdfslide.net/documents/evaluation-ethics-politics-standards-and-guiding.html?page=3>
9. Book-"Principles and Guidelines for ethical research and evaluation in international development."
https://rdinetwork.org.au/wp-content/uploads/2021/08/Updated-Aug-2021_ACFID-RDI-Network-Ethical-Principles_Accessible.pdf
10. Article- Ethical issues in participatory action research
<https://pubmed.ncbi.nlm.nih.gov/15355529/#:~:text=As%20a%20result%2C%20the%20following,the%20ownership%20of%20the%20research.>

Template - Detailed curriculum

<p>Course module code and name – Implementation and Evaluation</p> <p>Credits – 01</p> <p>Total time allocation – Theory 9 hours; Practical 15 hours</p>

Unit no and name	Unit objectives <i>(At the end of the unit the student will be able to ;)</i>	Lesson plan in brief (lesson content)	Allocated time (hrs) (for each lesson)	Teaching learning methods	Method of assessment
1. Introduction	- learn about the course content and its outcomes	- Overview of the course - purpose, modules and Learning outcomes	1	Lecture	None
2. Evaluation methods	- describe the characteristics of different evaluation models	- Six models of evaluation in relation to participatory evaluation	1	Lecture	Assignment
3. Innovation	- describe innovation in relation to health care	- What is innovation - Human centred innovation - Balance of innovation”	1	Lecture	Assignment
4. Implementation	- describe implementation in relation to healthcare settings	- Implementation in healthcare settings	3	Practical	VIVA
5. Logic framework model	- demonstrate implementation theories, models, and frameworks - Apply implementation of health services research findings into practice	- Implementation theories, models, and frameworks - Implementation of health services research findings into practice	3	Practical	VIVA

Unit no and name	Unit objectives <i>(At the end of the unit the student will be able to ;)</i>	Lesson plan in brief (lesson content)	Allocated time (hrs) (for each lesson)	Teaching learning methods	Method of assessment
	<ul style="list-style-type: none"> - Explain the four-step model of change - Apply the theory of change model 	<ul style="list-style-type: none"> - Four-step model of change - Theory of change model 			
6. Utilisation– Focused Outcomes Framework	<ul style="list-style-type: none"> - Demonstrate the theoretical components of a logic framework model - Formulate a logic framework model in group setting - Explain why evaluation is important 	<ul style="list-style-type: none"> - Concept of utilisation–focused outcomes framework - Importance of evaluation - Develop a logic framework model to group 	3	Practical	VIVA
7. Evaluation Standards	<ul style="list-style-type: none"> - Outline principals of evaluation standards - evaluate evaluation assessment related to an activity/project - Outline different data collection methods - Define what an indicator is 	<ul style="list-style-type: none"> - Principle of evaluation standards - Evaluation assessment related to an activity/project - Data collection methods - Indicators 	2	Lecture	Assignment
8. Regulate an evaluation or an evaluation system.	<ul style="list-style-type: none"> - Assemble effective structures at the beginning of an evaluation to ensure the evaluation is fit-for-purpose - Discuss the different routes to conducting an evaluation - Assess how to adapt to changing situations in a context of evaluation 	<ul style="list-style-type: none"> - Structures at the beginning of an evaluation - Adapt to changing situations in a context of evaluation - Different routes to conducting an evaluation - Need of resource requirements 	1	Lecture	Assignment

Unit no and name	Unit objectives <i>(At the end of the unit the student will be able to ;)</i>	Lesson plan in brief (lesson content)	Allocated time (hrs) (for each lesson)	Teaching learning methods	Method of assessment
	- Illustrate the need for resource requirements				
9. Political implications	- outline the potential impact of political implications in an evaluation	- Implications of political involvement - Conduct good policy assessments	1	Lecture	Assignment
10. Role of the evaluator within the evaluation process	- infer the role of the evaluator within the evaluation processes - contrast the differences between an evaluator and researcher	- Role of the evaluator within the evaluation process - Evaluator's responsibility in the different stages of an evaluation. - Differences between an evaluator and researcher	2	Lecture	Assignments
11. How to implement evaluation in a Sri Lankan context in relation to health and social care	- design an evaluation in a Sri Lankan context in relation to health and social care	- Potential barriers in evaluation - Identify stakeholders - Construct an evaluation design	3	Practical	VIVA