

SECURING AN INTERPROFESSIONAL FUTURE
FOR AUSTRALIAN HEALTH PROFESSIONAL EDUCATION AND PRACTICE

SIF PROJECT
INTENDED PROJECT LOGIC

DEVELOPMENT OF THIS DOCUMENT

This document was developed with the guidance of Patrick Boyle, the External Evaluator for the SIF Project. It has resulted from the Project Management Team's engagement in a continuing reflective and creative process concerning the strategy and design for the Project.

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Purpose of the Project Logic

This document provides a *representation* of the *intended project logic* for the SIF Project. The project logic is a *high level picture of the scope of the project and the 'how and why' of its intended success*. It is sometimes likened to a theory of implementation. The representation, which has graphical and descriptive elements, serves several purposes (see below). Arguably, the most important is the evaluative process that leads to its development. The project logic **is not the operational plan**, rather it will inform the production of the operational plan(s).

Development of project logic as a front-end evaluation process

The development of a project logic was identified as a front-end evaluation activity involving the Project Management Team (PMT), facilitated by the external evaluator. All evaluation has an object (i.e. what is being evaluated). In this case, the object was the *SIF Project as both concept and prospect*.

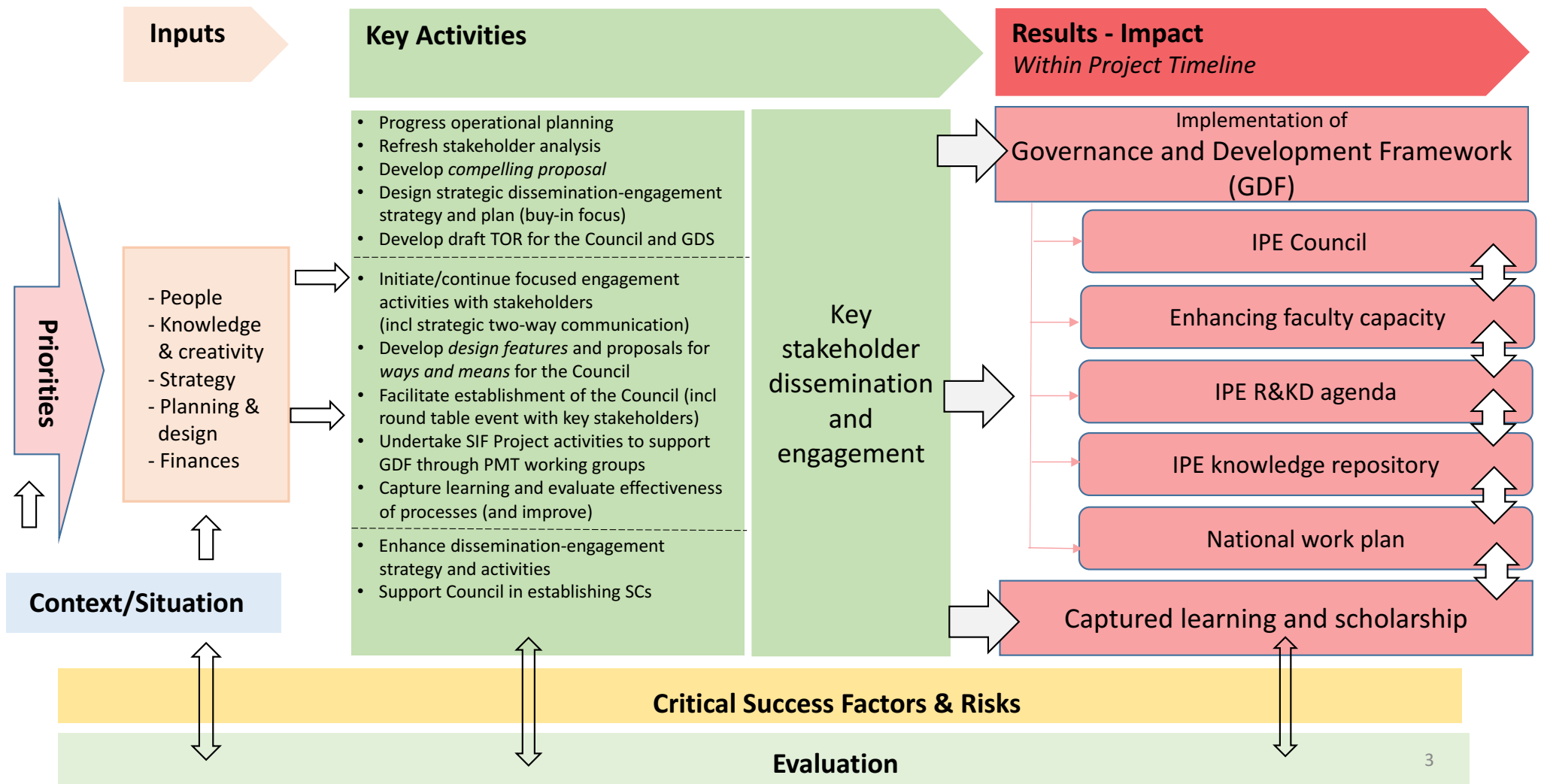
Integral to this reflective process was consideration of the high-level evaluation question – *How ready are we to implement this project successfully?* The PMT engaged in a critically reflective process to identify and refine the project's priorities and the best possible strategies for achieving success. Strategy, in this context, needs to incorporate the overall logic of the project and ensure there are sensible connections between its key enabling elements (e.g. activities, resources, conditions). As is typically the case with complex projects, this process was challenging, but it yielded several benefits, including clearer articulation of intent and improved understandings of what it will take to achieve success.

Purposes served by the project logic

In addition to the process of critical review, the project logic provides:

- An overview of the project's scope, implementation strategy and the key activities considered important for success;
- A foundation for operational planning and management;
- A reference point for the project leadership, PMT and stakeholders in relation to understandings and communication about the project;
- Guidance for planning formative evaluation activities;
- A basis for tracking project adjustments along the way (e.g. changes in strategy or aspects of implementation);
- A material record of front-end evaluation – a valuable item of evidence for summative evaluation near the end of the project; and
- A summary of the agreed intent and logic of the project between the project leadership and the external evaluator.

SIF Project Logic (Overview)



Narrative

The 'Securing an Interprofessional Future for Australian health professional education and practice', (SIF) project, is the sixth in a series of initiatives focusing on the development of Australian interprofessional education (IPE) and, as a consequence, interprofessional and collaborative practice (IPCP). The project is funded by the Office for Learning and Teaching in Higher Education (now incorporated in the Department of Education and Training). The PMT is drawn from nine universities and includes an interprofessional grouping with broad experience in health professional education, curriculum design, health practice and professional learning and change management. The project is supported by an eminent national and international reference group.

The project will build on previous IPE development work in Australia and internationally. Project Partners include two regional bodies – AIPPEN (the Australasian Interprofessional, Practice and Education Network) and ANZAHPE (the Australian and New Zealand Association of Health Professional Educators).

As a focus for practical action, the project will establish a national 'IPE governance and development framework' (GDF), comprising of five elements.

The five elements are:

1. Establishing national IPE leadership to shape and enable the development of Australian IPE/IPCP into the future. A national IPE Leadership Council has been proposed.
2. Enhancing faculty capacity in the areas of interprofessional education and pedagogy. A national Standing Committee has been proposed*.
3. Establishing a national IPE research and knowledge development agenda. A national Standing Committee has been proposed*.
4. A regional knowledge repository and dissemination hub. A SIF working group, along with our two regional Partners, will lead and coordinate the identification, organisation and dissemination of IPE/IPCP related knowledge, information, resources etc.
5. The adoption and use of a national IPE workplan that cuts across all elements of the GDF.

Each of the five elements provides a focus for action. The establishment of the GDF will provide the Australian IPE/IPCP community with a national voice, and a structure and process through which it can contribute and add value to the future development of health practice and health professional education. An overarching outcome of the project will be the establishment and early operation of the National IPE Council.

To guide and support the initial directions and work of the IPE Council and Standing Committees, an 'IPE national workplan' has been developed. This workplan reflects input from many broad based national and state consultations held between 2010 and 2015. The workplan will be utilised and further developed to focus, document and communicate the work of the GDF.

The SIF PMT will also support this work through project led activity and the development of resources undertaken in working groups.

The SIF Project is committed to learning and refinement as it develops. In conjunction with the project's external evaluator, we are adopting an integrative approach to evaluation, the process of developing this *project logic* being one element of that approach. Critical reflection and learning, and a commitment to gather and act on feedback, are other features of the way we are operating.

* Given the stakeholder responsive and co-productive approach we have adopted, we wish to flag that there may be changes to how key results are achieved. For example, the project aims to enable and sustain the further development of knowledge about Australian IPE. We have identified the formation of a discrete entity, a 'standing committee' to lead this work. It may be the IPE Council will see other more effective and sustainable ways of achieving this result. Based on our consultations with stakeholders to date, there is no indication any alternative approaches will be proposed. We do, however, wish to be open and responsive to other ideas. Developing a collective approach via the IPE Council for leading in all IPE related areas is, essentially, what the project aims to bring into being and to sustain.

Changes to the IPL

There have been a number of revisions to the IPL. This has been due to:

- Changes in strategic approach as determined by the PMT
- A decision to take advantage of current unforeseeable activities, in particular, the Australian Accreditation Systems Review (ASR)
- A responsiveness to recommendations suggested by key stakeholders at a round table event, held in Sydney on the 21st of September 2017. The most significant recommendation on the day was to establish a consortium of partner organisations who would auspice the IPE Council. The PMT has taken on this recommendation and will proceed with this plan. Given the legalities and timeframes involved in this process, it is anticipated that by the end of the project, a consortium and IPE Council will have been established. It is not expected that the two standing committees will be formed during the project period, however this is something we will strive towards. Hence, activities will no longer be focused on establishing standing committees, but rather on the work of five PMT streams of work, undertaken in PMT working groups, which are designed to support the five elements of the GDF. This work is outlined below:

Working group 1: Establishment of a consortium group to underpin the development of the Council etc. (GDF)

Working group 2: A focus on Faculty capability development, specifically in the areas of accreditation and preparing IPE educators and systems.

Working group 3: A focus on knowledge development. Developing an IPE research and evaluation profile across Australian universities.

Working group 4: The development of an Australian – regional - **knowledge repository** with initial Australian content.

All working groups: Development of the next iteration of the **national workplan**.

Intended key results

The PMT has identified two intended key results that are high priority.

Key result 1: The establishment and early functioning of an 'Australian IPE Governance and Development Framework' (GDF).

The GDF consists of five interconnected elements:

1. National IPE Council – the Council will lead and coordinate the further development of Australian IPE.
2. Standing Committee (SC) Building faculty capability in IPE. This SC will lead and coordinate the development of IPE capability across relevant Australian university programs in health professional education.
3. SC Building IPE knowledge. This SC will lead and coordinate the further development of new knowledge and understandings about Australian IPE and IPCP.
4. Regional knowledge repository. The SIF PMT working group managing the knowledge repository will lead and coordinate the identification, organisation and dissemination of IPE/IPCP related knowledge, information, resources etc. This will be a user led IPE/IPCP related knowledge repository. The knowledge repository will build on work already undertaken by AIPPEN. During the life of the SIF project (2 years) it will be co-led and managed by AIPPEN/ANZAHPE/SIF. In the three years after this it will be led and co-managed by AIPPEN and ANZAHPE.
5. The adoption and use of a national IPE workplan. The 'National IPE Workplan' cuts across all elements of the GDF. It is a mechanism for identifying the foci, tasks, outcomes, time frames etc., of activities that will be developed by the Council and SCs. It aims to bring together and communicate the work and results of each of the SCs over time. We anticipate it will be a key document that will be used to bring together the work of all elements of the GDF and it will make visible the work of each part of the GDF. It will also be used by the IPE Council as a way of planning overall development.

Collectively, the five elements of the GDF will provide a framework and process to lead, coordinate, develop and research Australian IPE.

Key result 2: Capturing leaning and scholarship

This key result reflects the PMT's interest in learning from the project and utilising that learning to refine and improve the development of the project. What is being learned will also be shared through interactions, reporting and publication. One particular and important mechanism for learning that will be embedded in the day to day work of the project will be the monitoring and evaluation framework.

Some Elaboration of Intended Results

The SIF Project is ambitious and highly complex. Its complexity lies in the number of stakeholders involved, and the interconnectedness of various aspects of the project (if we fail in one area, it will impact other areas).

Given this complexity, we recognize that emergence is likely to be a key feature of the project, and we will need to accommodate the uncertainty that this brings. An example is co-creating the Council with stakeholders. They will determine the form, make-up, and the terms of reference of this entity.

Intended result (1): An Australian IPE Governance and Development Framework (GDF).

The GDF will be made up of five major elements. These elements will be supported through the work of the PMT working groups for the duration of the project.

- 1. The National IPE Council.** The Council will lead and coordinate a national approach to the development of IPE across the professions and institutions, including establishing the two proposed standing committees (see below). It will be a body which includes senior and well placed representatives from all areas relevant to the development of interprofessional education and practice. The Council will work in partnership with two existing bodies engaged with professional education across the health professions – the Australasian Association of Health Professional Educators (ANZAPHE) and the Australasian Interprofessional Practice and Education Network (AIPPEN).

The Council will be supported by the PMT for the duration of the Project. The Council should be a self-sustaining, enduring, influential body by the end of the project.

- 2. Building faculty capability Standing Committee (SC).** This SC will be focused on a system wide approach to increasing IPE capability in all relevant universities. The proposed work of this group includes:
 - IPCP competency statements – to be further developed with professions, accrediting councils, deans, regulatory bodies etc.
 - Menu of IPE learning activities – tools, resources, models and exemplars
 - Faculty development guide – various approaches to IPE development
 - Assessment menu and tools
 - Evaluation guidelines.
- 3. Knowledge development SC.** The primary focus of this SC will be the design, delivery, impact and outcomes of IPE. The proposed work of this group includes:
 - Register of current IPE evaluation/research
 - Identification of data being collected that may be used to compare outcomes for different types of IPE education delivery
 - Leading on the development of national capacity in IPE evaluation/research
 - Enabling the development of methodological and methods innovation in IPE educational research
 - Enabling the conduct of new IPE evaluation/research – seed funding, assistance with research bids
 - Leading/coordinating the development of conferences, workshops, knowledge exchange and dissemination etc. For example, working closely with the professions and ANZAPHE.

4. Knowledge repository. An IPE knowledge platform/ repository will be developed. This will facilitate dissemination of the outputs from both of this project's Standing Committees, as well as support the work of the Council. This will be led by ANZAHPE and AIPPEN, and will be informed by relevant user design preferences. This key result is specific and funded across a period of five years.

This platform will also address a need to significantly upgrade the dissemination capacity of AIPPEN.

5. An evolving National IPE Work Plan. An outline for a national work plan is provided in the project 'Curriculum Renewal in Interprofessional Education in Health: Establishing Leadership and Capacity' (2016). This work plan will be reviewed by a key stakeholder group in the early stages of the project, and will then be progressed by the Council and SCs. By the end of the project, a more detailed plan will have been developed, with strategies in place to have this disseminated and put into action.

Intended result (2): Capturing learning from the project

The focus and aims of the project are of national and global interest. The project's methodology is innovative. We will focus on two approaches to learning. Firstly, utilising what is being learned via process evaluation in the ongoing development of the project. Secondly, capturing and utilising what is being learned (e.g. at PMT level) and achieved as a basis for dissemination, including reporting and publication.

Key activities (KA)

Key activities are chosen, designed and implemented to achieve the *intended results*. There are overlaps, in the sense that some activities apply to more than one result. We anticipate that new activities will be required as the project develops. In addition to focusing on particular results, for example, establishing the IPE Council, most activities are aimed at contributing to stakeholder engagement, particularly explicit buy-in to the mission and activities of the project.

Before focusing on key activities for intended results, there are some important responsibility-related activities that need to shape how the PMT operates. Collectively, these form a *critical success factor* for the project.

The Project Lead and Project Manager will:

1. Provide overall support and coordinating guidance across all areas of project development and implementation
2. In consultation with other members of the PMT, produce a 'compelling case' for the project, to maximise stakeholder engagement. We anticipate there will need to be some degree of customisation of the case (and related advocacy) for the Council and SCs.

All PMT members will:

1. Act to maintain engagement with key stakeholders – for example AHPRA, Councils of Deans, Government departments, the Project Reference Group (PRG), the university and practice sectors and with external bodies who have indicated interest in working with the project.
2. Participate in PMT working groups (WGs) aimed at supporting the GDF through project led activities and resource development.
3. Be ultimately responsible for progressing the national Work Plan document and final report to the DET.
4. Participate in the project's learning, evaluation and monitoring processes.
5. Plan and implement a responsible withdrawal from the project at 24 months.

KAs for intended result (1): An Australian IPE Governance and Development Framework (GDF).

This is a critical area of activity for SIF. We will:

1. Establish PMT WGs to support each element of the GDF.
More specifically we will;
2. Prepare a 'compelling case' that will be persuasive to stakeholders and set the scene for all other activities.
3. Identify stakeholders with whom particular kinds of engagement is important.
4. Identify an appropriate approach to initial engagement. (Following first contact, we anticipate co-designing how further engagement will be developed).
5. Ensure engagement activities occur effectively, through proper resourcing and design, and are documented/recorded effectively.
6. For the **Council**:
 - Meeting and consulting with key bodies with an aim to attain a commitment to work in partnership to establish the Council.
 - Implement the Round Table event with prospective Council members. Details of this action will be developed by members of the Council working group.
 - Establish the Council.
 - Provide secretariat and other support to the Council for the duration of the project.
7. For **SCs**:
 - Activate PMT working groups (WGs) to undertake project activities that will support the work of these committees.
 - WGs produce a support package for each SC which includes scoping work/ environmental scan.
8. For the **knowledge repository**:
 - The achievement of this key result will be structured around MOUs governing the participation of ANZAHPE and AIPPEN in developing, growing and sustaining a regional knowledge repository. Achievements in this area are already well progressed.
 - To initiate this work, we plan to undertake focused review. The review could consist of information gathering in relation to the design and development of the web site/repository. Much of the information gathered will focus on existing IPE web sites etc.
9. For the **National IPE Work Plan**
 - Introduce and use the current national Work Plan as a basis for current action and future planning.
 - Develop a draft plan to disseminate nationally to attain stakeholder feedback.
 - Develop a final (next stage) work plan by the end of the project.

KAs for intended result (2): Capturing learning from the project.

This important key result addresses the work of the project in creating the conditions and activities that ensure reflection, feedback and learning occur across the life of the project. Importantly, there should be evidence that learning is responded to, that is, relevant actions should flow from the outcome of PM stakeholder input/comment and from the findings and feedback generated through the processes of integrative evaluation.

A publication plan has been developed, and the PMT has initiated work on various publications.

Success Indicators (SIs) for Results

For our purposes, SIs will be evidence-based markers that will be used to demonstrate successful achievement of results, including stage-based progress towards such achievement. More technically, indicators are factors or observations that are correlated/connected with criterion variables of interest - variables such as 'Level of engagement', 'Satisfaction with a process', or 'Perceived utility value'. A pragmatic approach has been adopted whereby the SIs we have identified at this stage are largely in the form of data (e.g. observations; perceptions; material records), and in a few cases, actual variables (as indicators). In both cases, the data needed for each SI will be identified or refined as part of ongoing operational planning and evaluation.

Before focusing on SIs for each intended result, it is important to articulate some more general indicators concerning the leadership and management of the project. These include:

- Documented agreement on key results
- Agreed and documented IPL (this document)
- Agreed and documented Operational Plan
- Positive judgements by PMT members about their experience in the project
- Evaluation frame agreed and documented
- Decisive actions taken in relation to any problems/risks identified
- Active participation of PMT members in relevant meetings and other activities
- Retention of active PMT members
- Active engagement with up to date scholarship and nationally coordinated further scholarly development in relation to IPE

SIs for intended result (1): An Australian IPE **Governance and Development Framework (GDF)**

- Explicit evaluative judgments of a sample of arms-length experts on the merits of a draft GDF
- Stakeholders are positively engaged in co-creating the GDF.
- Substantial and increasing material evidence (e.g. records) of explicit commitments from key bodies (including AHPRA, councils of deans, DOHA, DET, consumer and student groups) to play active roles to advance the GDF.
- Accurate perceptions data on the importance/value of the work of the project (across key stakeholder groups)
- Positive response to invitations to participate in the Council/SCs
- Standing and diversity of Council/SC participants
- Uptake and development of National Work Plan by Council and SCs
- Council and SCs productive in terms of progressing project goals during the project period

SI concerning the **National IPE Council**.

- Round table event is well attended with representatives from key stakeholder groups.
- Genuine buy in from stakeholders who 'believe in', support, have confidence in the Council as a body that is relevant, effective and is capable of achieving change.
- By the end of the project, the Council should be a self-sustaining body likely to endure over the longer term.

SI concerning the **Building faculty capacity SC.**

- The Council designs the form and functions of the SC
- The Council establishes the SC
- Standing Committee(s) are formed and functioning productively
- Standing Committee(s) are provided with support materials produced by the PMT

SI concerning **Knowledge development SC.**

- The Council designs the form and functions of the SC
- The Council establishes the SC
- Standing Committee(s) are formed and functioning productively
- Standing Committee(s) are provided with support materials produced by the PMT

SI concerning the **Knowledge platform.**

- MoUs developed and signed by ANZAHPE and AIPPEN
- Progress in line with MOU specifications
- Hits on and responses to new aspects of the ANZAHPE web site
- The repository promotes/ facilitates communities of practices and networking
- The platform is sustainable
- End user satisfaction levels with the platform, including perceptions of utility value

SI concerning the **National IPE Work Plan**

- A revised and detailed work plan is developed by the end of the project.
- Strategies developed on how to disseminate, enhance engagement with, action and evaluate the plan.
- Explicit commitments exist from key bodies to progress elements of the plan.

SIs for intended result (2): Capturing learning from the project.

- An explicit and evolving record of what is being learned from the project and how this has impacted it, including people and the overall initiative
- The evaluation framework is fully embedded and integrated into all aspects of project activity.
- PMT participates in all evaluation activities.
- Relevant journal publication(s) relating to learning from the project
- Inclusion of a focused chapter on learning in the final project report

Key success factors (KSF) and Risks

KSFs are viewed as the causes of or major influences on project success (as judged in the early months of the project)

Areas of project activity	Related key success factors	Related risks and proposed strategies for minimising risk
Leadership	A leadership disposition and process that facilitate shared agreement, problem identification, problem solving and timely action.	Break down of collaborative relationship between Project Lead and other members of the PMT.
High performance team and sufficient capacity	<ul style="list-style-type: none"> ▪ A PMT that works effectively with complexity and diversity, identifies and solves problems, reaches shared agreements, learns and contributes actively. ▪ Retention of a highly capable Project Manager ▪ Active participation and engagement of PMT in project activities 	<ul style="list-style-type: none"> ▪ Shared understandings are not reached on important matters) ▪ Limited participation and engagement by PMT members ▪ Excessively stressful work load for project lead and/or manager ▪ Loss of Project Manager and associated project knowledge
Design and implementation	Deriving and implementing activities that translate the intent and conceptualisation of the project into effective action.	Project design and/or aspects of implementation are not effective for achieving intended results.

KSFs and Risks for intended result (1): An Australian IPE Governance and Development Framework

Related key success factors	Related risks and proposed strategies for minimising risk
<ul style="list-style-type: none"> ▪ Stakeholders see the merits of the GDF ▪ Strong, widespread and sustained stakeholder engagement. ▪ Critical mass of explicit commitment to the intents of the project across important stakeholders. ▪ Two sectors that are ready to respond – to move beyond statements of support and join the project in collaborative action. <p>The Council</p> <ul style="list-style-type: none"> ▪ The Round Table event leads to the formation of the Council. <p>The SCs</p> <ul style="list-style-type: none"> ▪ The Standing Committees are formed and fully functioning within the second year of the project. <p>The Knowledge platform</p> <ul style="list-style-type: none"> ▪ A platform that supports requirements is utilised. ▪ Stakeholders’ feedback regarding what they want from the platform are taken into account, and integrated. <p>National IPE Work Plan</p> <ul style="list-style-type: none"> ▪ PMT members monitor the progress of SCs and facilitate necessary adjustments to ensure progress in line with goals. ▪ Stakeholders are consulted and buy in to the plan. 	<ul style="list-style-type: none"> ▪ The GDF is not supported/ implemented ▪ GDF ends when project ends because of lack of buy-in, commitment and motivation from key stakeholder groups ▪ Lack of ability to build meaningful/ productive partnerships and put agreements into place with key stakeholders during project period. ▪ Sectors hold off on any changes until final ASR report is released. No changes are implemented because traditional barriers to IPE are still overwhelming. <p>The Council</p> <ul style="list-style-type: none"> ▪ The Council is not sustainable/ funded by the end of the project. <p>The SCs</p> <ul style="list-style-type: none"> ▪ Establishment of the Council, team forming, priority issues etc. take longer than expected and delay the set up of the standing committees, and reducing the working time they have during the project period. <p>The Knowledge platform</p> <ul style="list-style-type: none"> ▪ Developing a platform that doesn’t support requirements or meet expectations of stakeholders. ▪ Development takes longer than expected and site is no live by the end of the project. <p>National IPE Work Plan</p> <ul style="list-style-type: none"> ▪ By the end of the project period, SC are still in formation stage, rather than operating, delaying the development of the next iteration of the plan. ▪ Unreasonable creep in the scope of work.

KSFs and Risks for intended result (2): Capturing **learning** from the project.

Related key success factors	Related risks and proposed strategies for minimising risk
<ul style="list-style-type: none">▪ Time frames, capacity and methods enable learning, development and publication.▪ Well developed and well conceptualised project development/evaluation guide to action and draw in feedback for learning.	<ul style="list-style-type: none">▪ Evaluation framework is not effectively integrated in project activities, and learning opportunities are missed.▪ The learning deliverable and evaluation is perceived as (or in fact becomes) a burden of additional work, unimportant, less of a priority.