

## Scientific quality and potential

### Project design and originality:

- Scientific background, overview of the research front, state-of-the-art, relevant references to literature
- Clarity of hypotheses, objectives and milestones
- Scientific novelty /originality relative to the research front of the subject area. Does the project challenge current practices (clinical and research), e.g. through innovative use of theory/methods?

### Feasibility:

- Realistic, well-reasoned and appropriate project plans (experimental and analytical methods, data collection procedures, sample size and statistical strength etc.)
- Realistic budgets
- Description of roles and positions (particularly important if including a PhD position)
- Identified risks, alternative strategies for conducting the project
- Support from pilot projects or other preliminary data where relevant
- User involvement where relevant

### Quality of the applicant (relative to career stage) and the research environment:

- Expertise, productivity and qualifications
- Skills related to project management and supervision; independency relative to career stage (career fellowship proposals)
- Educational environment, capacity and ability to supervise (relevant for PhD applications)
- Access to sufficient infrastructure, equipment and resources, relevant scientific networks
- Relevant collaborators creating a research environment of capacity (cross-disciplinarity if relevant)

## Impact

### Needs justification:

- Target group(s), i.e. patient group(s), carers, other identified users
- Needs in the specialist health services
- filling knowledge gaps
- meeting other needs of society

### Potential for implementation:

- Realistic plans for implementation / translation of research into improved practice
- Realistic time line for implementation (short/long term)
- Identified dependencies on development in other areas, alternative strategies
- Plans for dissemination and visibility, communication of the project activities to different target audiences

### Importance of generating new knowledge and competence building:

- Realistic importance for the health services, possible improvements of existing offers/practices
- Importance of new knowledge / filling knowledge gaps, academic impact
- Potential for generalisation / broad use of new knowledge/methods/procedures