Rural Research Capacity Building Program (RRCBP)

2025 Portfolio Assessment

CANDIDATE to complete this section

Name:

Address:

Phone:

Email address:

LHD:

Mentor Name:

Date submitted:

Candidate declaration—By signing below, I declare that:

- This portfolio contains evidence required for completion of the Rural Research Capacity Building Program.

- I submit this portfolio as my own work, or where assistance has been obtained this assistance is appropriately acknowledged.

- The intellectual works of others have been cited where necessary. I understand that failure to appropriately cite the work of others will prevent publication of all or part of this work.

Name: **Signature:**   **Date:**

Portfolio Assessment Summary
COORDINATOR to complete

Candidate Name:

Coordinator Name:

		Date completed
1	Understand the context of research	
2	Design research	
3	Conduct research	
4	Communicate research	

Comments

Coordinator sign-off

Coordinator
signature: Date:

Introduction to assessment tasks

Overview

The assessment tasks you are asked to complete are largely covered by the steps of the research process. However, there is scope to provide additional evidence of meeting competency if not all required knowledge is covered within the scope of the project.

Tasks 'at a glance' and competency matrix

Name and summary of task	Competency standards addressed			
	Understanding the context	Design research	Conduct research	Communicate research
Assessment task to be completed during research process				
Research project proposal (application to program)	✔			
Research protocol	✔	✔		
Ethics submission	✔	✔		
Research report			✔	✔
Writing for publication				✔
Conference presentation				✔
Assessment tasks to be completed during and/or after training *				
Short answer questions	✔		✔	
Evidence of prior learning	✔	✔	✔	✔

* If project elements marked above do not provide sufficient evidence or range of competency

Competency Standard 1 — Understanding the Context of Rural Clinical and Health Services Research in NSW

This competency standard will be evidenced in part by the successful application to the RRCBP and a review of feedback provided on that application. Additional short answer evidence may be required.

1. **Understanding the Context of Rural Clinical and Health Services Research in NSW**
   [CC 1]

   i. Demonstrate understanding of the context of Clinical and Health Services Research and support system for rural research in NSW

   ii. Appropriately apply the terminology used for research in NSW

   iii. Evaluate and describe the differences between Clinical research, Health Services research and other research types

   iv. Demonstrate understanding of the importance and impact of research within the rural health system, including its effect on health quality and the health care system

   v. Identify and describe stages in the health research process

   vi. Understand operational and governance aspects of local research hubs and their local ethics committees

   vii. Understand reporting responsibilities of researchers, including to local research hubs or ethics committees

Evidence submitted for this competency also covers the curriculum item:

2. **Generating Research Ideas**
   [CC1, CC2]

   i. Examine current research in the candidate's area of interest

   ii. Explore research being done within the NSW Ministry pillars and LHDs to determine projects that can complement and contribute to the candidate's research activities

   iii. Establish linkages and partnerships key relevant program areas in the Ministry or NSW Health pillars or other relevant networks

   iv. Construct a research question with a rural clinical/health services relevance that can be explored with a scientific research approach

   v. Foster research links with LHDs and local practice to generate research ideas

   vi. Develop an appreciation for research feasibility and the appropriateness of research or other methodologies to answer a question of interest

Evidence to submit

Please submit the following as proof of having completed this competency:

1. Successful application to the RRCBP, along with any related paperwork (e.g. letters of support, email evidence of discussions)

AND

2. Short answer responses

Short Answer Questions: Understanding the Context of Rural Clinical and Health Services Research in NSW

Instructions

Please answer the questions listed below.

Requirements for sufficient completion

For a 'sufficient' result in this task, all questions must be answered to a 'sufficient' standard. This means that:

- you answer using complete sentences, making direct reference to the question
- you specifically address all parts of the question
- you use your own words—when rephrasing or occasionally quoting directly from another source of information, reference that source.
- your answers are about one half to one page long—this is an average only; some questions will require longer answers, some shorter
- your answers include a mix of theory backed up with specific workplace examples (real or hypothetical) where appropriate.

Questions

Coordinator to complete shaded areas:

		RESULTS	
		S	NYS
i.	What activities, structures, processes or supports exist in rural NSW to support Clinical and Health Services Research?	☐	☐
ii.	What are the major differences between Clinical Research, Health Services research and other research types (e.g. laboratory research, large scale clinical trials or market research)?	☐	☐
iii.	Describe how research within the rural health system can affect health quality and the health care system. Give examples from your Local Health District or clinical specialty.	☐	☐
iv.	Identify stages in the health research process in relation to your own research project.	☐	☐
v.	Describe the role of local research supports (e.g. research hubs, research networks, ethics committee, research governance) within your LHD	☐	☐
vi.	What are your reporting responsibilities as a researcher? What are the reporting responsibilities of research supports (E.g. hubs, network, ethics committees or governance)?	☐	☐

Competency Standard 2 — Designing Research

This competency standard will be evidenced by (1) successful completion of a research protocol which has been critiqued by your coordinator, (2) successful completion of an ethics submission and (3) research governance approval. This competency also covers the following curriculum items:

1. **Finding Relevant Literature**

    i. Identify resources available such as CIAP and Endnote basic

    ii. Use appropriate databases to find relevant literature that address the research question

    iii. Develop links to research resource support services such as health services librarians

    iv. Gain experience developing literature search strategies

2. **Critically Reviewing the Literature**

    i. Distinguish the basic difference between quantitative and qualitative research methods

    ii. Apply appropriate qualitative checklists (such as COREQ) to assess the value of a qualitative study

    iii. Apply a systematic approach to establish the validity of a quantitative and qualitative research paper

    iv. Be able to identify research approach implemented of a given research paper,

3. **Writing a Research Protocol**

    i. Prepare a research protocol to undertake desired research with a sound research design

    ii. Prepare a timeline for proposed research study

    iii. Create a budget for the research project

4. **Applying for Ethics Approval**

    i. Demonstrate understanding of the requirements of submitting a research proposal for Ethics review

    ii. Create a research submission to an Ethics Committee and, as necessary, make changes to research implementation plan based on the suggestions from the Ethics Committee

Please note that ethics approval may be required for the completion of your research project.

Evidence to submit

Please submit the following as proof of having completed this competency:

1. Research protocol

2. Submission to ethics and letter(s) of approval or (equivalent)

3. Submission to research governance and letter(s) of approval (or equivalent)

Competency standard 3 — Conducting Research

This competency covers the conduct of research and will be in part measured by outcomes that will be reflected in a final research report or publication. However there are important methodological aspects that will not be covered by a single project, hence this competency standard also contains short answer evidence.

1. **Using Quantitative Research Methods**

    i. Identify the main types of epidemiological study designs and understand the advantages and disadvantages of each:

    1. Descriptive studies:

       1.1 Cross sectional

       1.2 Longitudinal/Prospective

    2. Analytic studies:

       2.1 Randomised Controlled Trials

       2.2 Cohort studies

       2.3 Case-Control studies

       2.4 Cross-sectional analytic studies

       2.5 Groups as unit of observation

    ii. Identify the major sources of bias in quantitative research

    iii. Describe methods of minimizing bias in research

    iv. Interpret basic measures of frequency and association

    v. Define prevalence, incidence, relative risk, risk difference and number needed to treat

    vi. Interpret confidence intervals

    vii. Interpret p-values in research and statistical reporting

    viii. Define and differentiate accuracy and precision

    ix. Use appropriate descriptive statistics to describe a dataset

    x. Apply tables, charts and graphs to communicate research findings

    xi. Understand how to use and optimise surveys and questionnaires for research

2. **Qualitative Research Methods**

    i. Describe the application of qualitative research in the health context

    ii. Discuss some of the core concepts in qualitative research

    iii. Describe how ontology, epistemology, methodology and methods combine with theoretical frameworks to inform all stages of a qualitative study

    iv. Describe procedural and theoretical rigour and their importance as central concepts of qualitative research

    v. Discuss the roles of reflexivity and bias in qualitative research

    vi. Evaluate the merits of qualitative methodologies, including phenomenology, feminist or Indigenist design, participatory action research, ethnography, grounded theory, or Delphi technique. Describe two types of theoretical frameworks used in qualitative research.

    vii. Demonstrate understanding of sampling frameworks used in qualitative research including purposive sampling, maximum variation sampling, extreme or deviant case sampling, homogenous sampling, typical case sampling and snowball sampling

    viii. Evaluate methods of data collection common in qualitative research including interviewing, focus groups, photo voice, observation, field notes and drawing, with a purpose of selecting an appropriate data collection method for use in a short research project

ix.   Practice preparing for, collecting and coding data

x.   Describe approaches to analysing qualitative data

xi.   Outline the purpose of memo writing in qualitative research

3. Mixed Methods

i.   Describe the use of mixed methods approaches to research and evaluation

ii.   Explain the context in which a mixed methods research design is appropriate

iii. Apply knowledge of the components of quantitative and qualitative research to mixed methods research methodology

Please note that evidence for Competency 10: Analysing and Interpreting Results is incorporated above in quantitative, qualitative and mixed methods sections.

Evidence to submit

Please submit the following as proof of having completed this competency:

1. Final report either as:
- A formal research report OR
- A brief report to the ethics committee AND a manuscript for submission to a journal

AND

2. Short answer responses

Short Answer Questions: Conducting Research

Instructions

Please answer the questions listed below.

Requirements for sufficient completion

For a 'sufficient' result in this task, all questions must be answered to a 'sufficient' standard. This means that:

- you answer using complete sentences, making direct reference to the question
- you specifically address all parts of the question
- you use your own words—when rephrasing or occasionally quoting directly from another source of information, reference that source.
- your answers are about **one to two pages** long—this is an average only; some questions will require longer answers, some shorter
- your answers include a mix of theory backed up with specific workplace examples (real or hypothetical) where appropriate.

Questions

Coordinator to complete shaded areas:

		RESULTS	
		S	NYS
I.	Identify an alternate approach to the one used in your study (e.g. different study design: if you undertook qualitative, consider quantitative or vice versa). Describe what using this different design would entail. How would this different design change what your study could achieve?	☐	☐
II.	Compare and contrast qualitative and quantitative research. Give examples of when you would select one type over another, based on your area of interest.	☐	☐
III.	Justify the sampling method used in your study. Compare this to another form of sampling and discuss what this new sampling method may have produced.	☐	☐
IV.	Describe the main differences between qualitative and quantitative approaches in regards to bias.	☐	☐
V.	Describe the benefits and challenges of mixed methods research. Relate these to your own project: if you have not used a mixed methods design what would this style of research add to your project?	☐	☐

Competency Standard 4 — Communicating Research

Evidence for this competency standard is contained in the research outputs via reports, publications and presentations.

1. **Writing and Presenting a Research Report**

   i. Write a cogent literature review

   ii. Analyse and interpret research findings

   iii. Develop an appreciation for research feasibility and the appropriateness of research or other methodologies to answer a question of interest

   iv. Submit summary reports to HREC and HETI in a timely manner

   v. Submit a final research report to HREC

   vi. Submit a final research report to HETI

2. **Publishing and Communicating Research**

   i. Select a suitable forum for the dissemination of research project findings

   ii. Communicate research findings to a colleagues and a group of peers

   iii. Communicate research findings to key representatives from LHDs

   iv. Communicate research findings in an academic setting through oral or poster presentations

   v. Communicate research findings in an academic setting through written submissions

   vi. Understand the steps required to submit an article to an academic journal

   vii. Prepare a manuscript for an academic journal in keeping with journal guidelines and academic conventions

Evidence to submit

Please submit the following as proof of having completed this competency:

1. Formal research report (please note this is also required for competency standard 3)

2. Manuscript that has been submitted or prepared for submission to a peer-reviewed journal (please note this may also be used as evidence for competency standard 3)

3. PowerPoint presentation, poster or video clip of presentation at a local, state, national or international forum