



AUSTRALIAN
COLLEGE OF
PHYSIOTHERAPISTS

Specialist Research Physiotherapist Portfolio Pathway Handbook

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Specialist Research Physiotherapist Portfolio Pathway Overview

The **Specialist Research Physiotherapist (SRP) Portfolio Pathway** is a premier credentialing pathway established by the **Australian College of Physiotherapists (ACP)**. It is specifically designed to provide a formal, rigorous career trajectory for physiotherapists whose professional impact is driven by high-level research and academic excellence.

The SRP Portfolio Pathway acknowledges that the advancement of the physiotherapy profession relies on those who generate new knowledge, lead strategic health initiatives and mentor the next generation of researchers.

Core Philosophy and Framework

The pathway is built upon the **Research Pathway Competence Framework** (Figure 1), a robust structure that ensures candidates operate at a specialist level across the full spectrum of academic and professional inquiry. By transitioning from clinical to research-focused roles, the College recognises specialist research physiotherapy is the domain of expert researchers who integrate high-calibre research outputs with the leadership of multidisciplinary teams and the impactful translation of evidence into global practice.

Recognition of Excellence

Achievement of this credential signifies that the physiotherapist is operating at the highest level of the 'expert' within the profession. It provides formal validation of an individual's expertise, parity with clinical specialists, and a clear benchmark for professional growth within both the healthcare and higher education sectors.

Upon successful completion of the assessment requirements, candidates are conferred the prestigious title:

Specialist Research Physiotherapist (as awarded by the Australian College of Physiotherapists in 20XX)

Upon award of the credential, the physiotherapist may use the Fellow of the Australian College of Physiotherapists (FACP) post nominal.

Research Physiotherapy Competence Framework and Roles

The APA Physiotherapy Competence Framework roles have been adapted to reflect aspects that require emphasis for physiotherapy researchers and research settings, with the focal role of Research Scholar (Figure 1).

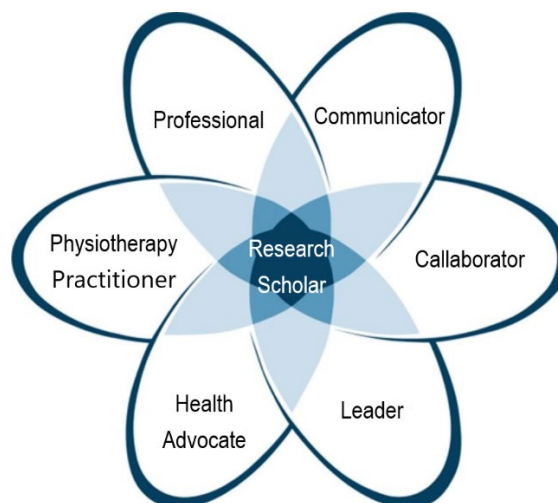


Figure 1. Research Physiotherapy Competence Framework

The seven roles of the Research Physiotherapy Competence Framework are listed below, with definitions outlined in [Appendix 1](#):

- 1) Research Scholar
- 2) Communicator
- 3) Collaborator
- 4) Leader
- 5) Health Advocate
- 6) Physiotherapy Practitioner
- 7) Professional

Research Physiotherapy Roles

The Specialist Research Physiotherapist (SRP) Portfolio Pathway utilises a unique mapping structure to streamline the assessment process. While the Physiotherapy Competence Framework defines the diverse roles and competencies a physiotherapist undertakes, these have been synthesised into four core Research Physiotherapy Roles for the purposes of assessment (see Table 1).

Assessment is predicated on the Recognition of Prior Learning (RPL). Rather than testing theoretical knowledge in isolation, the pathway evaluates a candidate's historical and current ability to conduct and lead high-impact research, their technical mastery and their professional standing within the global research community.

Table 1: Mapping of competence framework to research physiotherapy roles

Research Physiotherapy Roles	Physiotherapy Competence Framework Roles
Scholarship	Scholar, Collaborator, Communicator, Professional
Leadership	Leader, Health Advocate
Practice	Physiotherapy Practitioner
Education	Scholar (Education domains)

Table 2: Scope of research expertise

Research role	Scope of Specialist Research Physiotherapist expertise
Scholarship	Demonstrating mastery of advanced inquiry, including the successful acquisition of competitive grants, a robust record of peer-reviewed publications, and the synthesis of complex data to drive innovation.
Leadership	Acting as a strategic advocate for the profession. This includes managing significant research programs, influencing health policy at a jurisdictional or national level, and leading diverse teams toward shared scientific goals
Practice	The expert application of research methodology to solve professional or clinical challenges. Candidates demonstrate how their research directly improves patient outcomes, service delivery, or professional standards
Education	Commitment to the growth of the profession through knowledge translation and the development of research capacity in others, including the formal supervision of higher research degree students and peer mentoring

Assessment Philosophy

To achieve the SRP credential via the portfolio pathway, candidates must provide a curated portfolio that demonstrates comprehensive evidence across all four research roles, and thus the competence framework roles. This structure ensures that a Specialist Research Physiotherapist is recognised not merely as a technical researcher, but as a well-rounded leader, educator and advocate who elevates the entire profession.

Application and Portfolio Submission Process

Candidates must apply to be accepted onto the Specialist Research Portfolio Pathway.

Application pre-requisites and process

Applicants for the Specialist Research Physiotherapist portfolio pathway must hold:

- an APA Titled Research Physiotherapist credential¹
- a Research Higher Degree - Masters by Research (MPhil) or PhD
- current APHRA registration (without restrictions)
- current membership of the Australian Physiotherapy Association (APA)

Interested applicants should self-assess their ability to meet all requirements outlined in this handbook prior to submitting an application.

Applications are made via the online [Specialist Research Physiotherapist Application Form](#)

An application fee is payable at the time of application.

Candidates will be notified via email as to the outcome of their application

Research portfolio submission and assessment process

Once the application for the Specialist Research Physiotherapy Pathway has been approved, the candidate has **up to six (6) weeks to submit their research portfolio** (via the online submission platform).

The research portfolio submission and assessment process involves:

- Part A:** Evidence Portfolio submission
- Part B:** Evidence Portfolio assessment
- Part C:** Research Presentation

Part A: Evidence Portfolio submission

The evidence portfolio must include:

1. A **succinct 300-word summary statement** that introduces the candidate and the scope of their research
2. A **300 to 500-word statement for each research role (Scholarship, Leadership, Practice and Education)**. Statements should summarise how the candidate meets the requirements/criteria outlined in Table 3.

¹ Further information on how to apply for the *APA Titled Research Physiotherapist credential* via the Academic Pathway can be accessed via the [website](#)

- 3. An Academic CV:** Academic outputs that contribute to the field of Physiotherapy. A reference list of the candidate's academic publications, presentations and contributions. This may include all forms of academic works (e.g. peer-reviewed journal articles, invited articles, books, book chapters, theses, government reports, commissioned reports) as well as keynote and invited presentations, conference presentations, workshops, grant success, awards, editorial board membership, journal reviews, supervision of research by higher degree candidates etc.

To support assessment, the Academic CV should be clearly organised using subheadings that align with the research physiotherapy roles and required evidence outlined in Table 3.

- 4. 'Top Five' academic outputs: (maximum 150 words per output).** The candidate must provide a summary of five of their best self-selected publications. The summaries should include bibliographic details of the candidate's best original, peer-reviewed, published research works, accompanied by a succinct justification for the selection of each work, which provides an indication of the work's quality and impact, and the candidate's role or contribution.

Summaries should include:

- Publication in reputable, high-quality journals or relevant outputs (e.g. government documents)
 - Impact, e.g. high download numbers, high citations, policy or practice change
 - The works may also illustrate standing of the researcher and research team, including collaboration with experts at local, national and international levels as appropriate
- 5. Additional achievements mentioned in the candidate's summary and research role statements, but which have not been referenced in the academic CV, may also to be submitted to demonstrate competence. The evidence must be verifiable.**

Table 3. Specialist Research Physiotherapist Evidence Portfolio Requirements

Research Roles	Evidence Requirements
Scholarship	<p><u>Mandatory Requirements</u> (documented in Academic CV)</p> <ul style="list-style-type: none"> - 3 – 5 first author publications - Several senior author publications - National research presentations - National courses, symposia, workshops - Participation in multi-disciplinary research committees or projects - Conducts journal manuscript reviews - Higher Degree by Research student supervision - Non-academic communication: Local media releases (print, TV etc.) <p><u>Desirable Achievements</u> (non-mandatory - outline in Academic CV only)</p> <ul style="list-style-type: none"> - Competitive grant success - HREC member - Contribution to book chapters - Evidence of local research/clinical impact - National research advisory group participation for research projects

	<ul style="list-style-type: none"> - Leads multi-centre/national research team - Member of national/international membership organisations - Member national grant review panel - Editorial board member of a journal - Conference abstract submission reviews
Leadership	<p><u>Mandatory Requirements</u></p> <ul style="list-style-type: none"> - A strong record of publications in terms of quality and contribution to science (including publications in Q1 journals) - Significant contribution to the development of knowledge nationally - Evidence of meaningful consumer and end-user engagement across the research lifecycle (e.g. co-design, participation in governance, and contribution to translation) - Participation in implementation and knowledge translation research activities
Practice	<p><u>Mandatory Requirements</u></p> <ul style="list-style-type: none"> - Involvement of clinicians and/or patients in research projects or priorities <p><u>Desirable Requirements</u> (non-mandatory - outline in Academic CV only)</p> <ul style="list-style-type: none"> - Contribution to the development of clinical and research guidelines, policies, standards and/or practice
Education (of self and others)	<p><u>Mandatory Requirements</u></p> <ul style="list-style-type: none"> - Evidence of relevant research training (e.g. Good Clinical Practice) - Provision of seminars or mentorship to others beyond research group or nationally in research methods or processes

A full list of evidence in which a candidate may demonstrate achievement of the research physiotherapy competency roles for the Specialist Research Physiotherapist credential is outlined in [Appendix 2](#).

Portfolio Submission Platform

The evidence portfolio is submitted via an online platform. The candidate will be issued with a unique log in for the online platform upon acceptance of their application.

Candidates must refer to the *Specialist Research Physiotherapy Online Portfolio Submission Platform User Guide* for detailed instructions as to how to upload required information and documents. Assessors will also be provided with access to the online platform to undertake assessment of the portfolio submission.

For issues or assistance regarding the online platform, please contact the Academic Tilting Co-ordinator via acp@australian.physio

Part B: Evidence Portfolio Assessment

The portfolio submission described in Part A will be reviewed by two (2) independent assessors, who are Specialist Research Physiotherapists (as awarded by the Australian College of Physiotherapists) who do not have a high conflict of interest with the candidate. A high conflict of interest is defined as having authored papers with the applicant in the past 5 years, being a chief investigator on a current grant where the applicant is also a chief investigator, working in the same department or research centre as the applicant and/or being a close personal friend of the candidate.

Evidence requirements for assessment for the Specialist Research Physiotherapist credential are outlined in Table 3. Mandatory requirements are highlighted in **bold**. Should a candidate not meet all of the mandatory requirements but is able to demonstrate competency/achievement that the assessors consider to be equivalent, they may assess the requirement as being 'Met'.

The portfolio submission assessment takes between four – six weeks, however this timeframe is subject to change due to assessor availability. Candidates will be advised via email as to the outcome of their portfolio submission assessment.

Portfolio Assessment Rubric

The portfolio submission assessment rubric is provided in [Appendix 3](#).

Request for further information

If one or both assessors consider more information or clarification is required before deciding whether the competency framework role(s) has/have been met, the candidate may be requested to provide further evidence or substantiation via email or invited to an interview to clarify aspects of their portfolio submission.

If a candidate is invited to an interview, they will have an opportunity to present further evidence to support their submission. The candidate will also have an opportunity to respond to panel questions, expand on their submission and justify their statements.

The interview panel will comprise of the two assessors (FACPs) who are assessing the portfolio submission. A third assessor (FACP) may be called upon to join the panel or adjudicate after the panel meeting, should the first two assessors disagree about whether the candidate has met all requirements for the Specialist Research Physiotherapist credential.

Part C: Research Presentation

Once the evidence portfolio has been assessed as Met, the candidate will be required to present their body of work and answer questions from peers, early career researchers and clinicians. This presentation is encouraged to be completed within six months, where a suitable presentation opportunity is available. The timing and channel (online or face to face) of the presentation will be dependent on the availability of appropriate forums, such as the College Knowledge Exchange – Research series, Oral or Poster presentation at relevant Scientific Conferences etc. Suggested presentation time is 30 mins plus Q & A.

Whilst not formally assessed, the presentation is a requirement to fulfil the award of the Specialist Research Physiotherapist credential.

Governance and Oversight

The SRP Portfolio Pathway is governed by a robust, multi-tiered structure designed to ensure academic rigor, national consistency and alignment with the Australian College of Physiotherapists' (ACP) highest standards. This governance framework ensures that the credential remains a prestigious and reliable marker of specialist expertise.

The Research Pathway Advisory Panel (RPAP)

The Research Pathway Advisory Panel (RPAP) serves as the primary body of expert authority for the pathway. Comprising recognised leaders in physiotherapy research, the RPAP is responsible for:

Strategic Oversight: monitoring the pathway's alignment with the broader APA strategic pillars and the evolving landscape of global health research.

Quality Assurance: maintaining the integrity of the assessment rubric and ensuring that the "Specialist" standard is applied consistently across all candidate cohorts.

Expert Advice: providing high-level recommendations regarding evidence requirements, assessor training requirements and proposed updates to the research competence framework and assessment.

Reporting and Decision-Making Hierarchy

To ensure accountability, the SRP Portfolio Pathway follows a formal reporting line through the College's governance committees:

Fellowship Pathways Standing Committee (FPSC): The RPAP reports directly to the FPSC. The FPSC reviews recommendations regarding pathway refinements, assessment outcomes and policy changes. It acts as the functional gateway for all Fellowship-related pathway decisions.

College Council: As the senior governing body of the ACP, the College Council provides the final layer of oversight. All major decisions approved by the FPSC, including formal changes to the pathway structure, must be ratified by the Council.

Awarding of the Specialist Credential

The conferral of Fellowship of the Australian College of Physiotherapists (FACP) and the Specialist Research Physiotherapist credential is a formal act of the College. Following the successful completion of the assessment process and the mandatory presentation, a recommendation for the award is progressed through the following structured governance workflow to ensure quality and professional integrity:

Requirement Verification: The RPAP confirms that the candidate's portfolio has achieved a "Met" status across Scholarship, Leadership, Practice, and Education, and that the mandatory presentation has been completed.

Approval: The recommendation is forwarded to the **Fellowship Pathways Standing Committee (FPSC)** for formal approval.

Ratification: Following FPSC approval, the **College Council** ratifies the decision. This final step officially authorises the candidate to use the Specialist Research Physiotherapist credential and FACP post-nominal.

Fees

Please refer to the website for the fee details.

*Payable at the time of applying for the Specialist Research Physiotherapist Portfolio Pathway.

Complaints, Grievances and Appeals

Information and forms are available on the APA website under 'ACP Policies and Procedures' on the Governance webpage <https://australian.physio/aboutus/governance>

Appendix 1: Research Competence Framework Roles

Competence Framework Roles	Research Physiotherapist Pathway definitions
Role 1. Research Scholar	<p><i>Physiotherapy <u>Research Scholar</u></i></p> <p>In this role, the physiotherapy research scholar integrates all of the other roles, to develop and disseminate high quality science to inform the practice teaching and/or policy development of physiotherapy.</p> <p>The Physiotherapy research scholar will be locally (Milestone 3 – Titled), nationally (Milestone 4 - Specialist) or internationally (Milestone 4 – Honoured Specialist) recognised authorities in their field. Physiotherapy research scholars demonstrate a commitment to maintaining and enhancing their expert professional competence, achieved by engaging in critical reflection, continuous learning, teaching others and contributing to scholarship throughout their career</p>
Role 2. Communicator	<p>As Communicators, physiotherapy researchers effectively participate in research teams to develop new knowledge and facilitate the dissemination and implementation of evidence into clinical practice, teaching or policy development</p>
Role 3. Collaborator	<p>As Collaborators, physiotherapy researchers work effectively within and outside of their organisations and discipline/specialty to develop and maintain high quality research teams and generate high quality research outputs</p>
Role 4. Leader	<p>As Leaders, physiotherapy researchers will have achieved recognition through original, innovative and distinguished contributions to their field of research. They supervise and/or mentor other researchers to foster excellence in research, research policy and research training</p>
Role 5. Health Advocate	<p>As Health Advocates, physiotherapy researchers seek input and perform research that addresses identified consumer and/or community priorities, and advocate for improvements in health promotion and prevention to advance consumer and community priorities</p>
Role 6. Physiotherapy Practitioner	<p>As practitioners, the physiotherapy research scholar <i>informs the provision of</i> culturally responsive, high-quality and safe client-centred physiotherapy practice</p>
Role 7. Professional	<p>As professionals, physiotherapy researchers are committed to safety and quality in research through ethical practice and high standards of personal behaviour</p>

Appendix 2. Evidence Portfolio Requirement Examples

This table set out a full list of examples which can be provided in the evidence portfolio submission to demonstrate achievement of the requirements for the Research Specialist Physiotherapist credential. Refer to Table 3 for the list of mandatory requirements for each research physiotherapy role.

RESEARCH ROLES	RESEARCH PATHWAY COMPETENCIES	EXAMPLE EVIDENCE
SCHOLARSHIP	<p>Role 1. Research Scholar</p> <p>1.1 Novel contribution or innovation through research</p> <p>1.2 Academic outputs that contribute to the field of Physiotherapy</p> <p>1.3 Established high quality research track record</p> <p>1.4 Impact of research on clinical practice</p> <p>1.5 Recognition from peers</p> <p>1.6 Ongoing engagement to enhance and extend expert research and scholarly competence</p> <p>1.7 Reflect and benchmark self-research performance and achievements using relevant internal and external indicators</p>	<p>An academic CV which lists the candidate's academic publications and presentations, and should include all forms of academic works (e.g. peer-reviewed journal articles, invited articles, published abstracts, books, theses, government reports, commissioned reports, conference presentations, workshops etc); accompanied by a succinct 300 word summary statement that introduces the person and the scope of their work.</p> <p>Top 3-5 papers</p> <ul style="list-style-type: none"> Evidence of novel contribution or innovation, e.g. extends or expands current practice, techniques or tools, provides novel practice options, facilitates discontinuation of outdated practice elements <p>Track record (required) – evident in the top 5 outputs and other publications</p> <ul style="list-style-type: none"> Evidence of quality research design and conduct (e.g. use of appropriate and rigorous methodological design and reporting; strong quality scores from recognized rating scales such as PEDro) High quality research outputs (e.g. peer reviewed publications in leading journals in the field of research) Research translation Benchmarking activities relative to peers in similar contexts / scope of practice. This may include publication metrics, translation outputs, grant income Evidence of status relative to academic or other relevant criteria (e.g., academic appointments, clinical appointments, national / international invitations, academic promotion etc) <p>Impact (examples)</p> <ul style="list-style-type: none"> Strategies to evaluate benefits of novel practice elements, e.g. implementation trials, clinician and consumer evaluation

		<ul style="list-style-type: none"> • Strategies to encourage translation of evidence into practice, e.g. evidence informed education (teaching or professional development), national/international consensus statements, knowledge translation programs and research • Evidence of uptake of recommendations in practice, e.g., evidence of clinical practice change, new clinical pathways or protocols • Commercialisation of research innovations or outputs <p>Recognition (examples)</p> <ul style="list-style-type: none"> • Awards for research excellence and/or research contribution • Invitations to speak • Advisory roles e.g. Consensus committee membership, government committees, Board membership • Invitations to publish or edit
	<p>Role 2. Communicator</p> <p>2.1 Communicates with influence</p> <p>2.1.1. Represents the profession in public discussion</p> <p>2.1.2. Responds to issues raised in the media</p> <p>2.1.3. Communicates new research to the public</p> <p>2.1.4. Has developed a credible social media presence</p> <p>2.2 Demonstrates effective communication</p> <p>2.2.1. Demonstrates ability to communicate technical information in different ways i.e. research findings</p> <p>2.2.2. Demonstrates competence using the breadth of dissemination options</p> <p>2.2.3. Adheres to evidenced concepts</p>	<ul style="list-style-type: none"> • Evidence of high-quality oral/verbal communication that assists research development, participation, or knowledge translation, with content that is suitable for the target audience. <i>Examples might include:</i> keynote presentations, oral conference presentations, workshops, symposia, instructional sessions, student education, or professional development and training. • Evidence of high-quality written communication that assists research development, participation, or knowledge translation, with content that are for the target audience. <i>Examples might include:</i> ethics applications, grant applications, peer reviewed publications, books, abstracts, theses, consensus statements or guidelines, factsheets or posters. • Evidence of public media communication that assists research development, participation, or knowledge translation, with content that that is suitable for the target audience. <i>Examples might include:</i> television, radio, social media (e.g. Twitter, LinkedIn, Facebook), newsletters and other publications or presentations produced by consumer organisations, newspapers, billboards. • Evidence of consumer-focused communication that assists with research development, participation and/or knowledge translation, with content that is suitable for the target audience. <i>Examples might include:</i> consumer reference groups, participation

		recruitment and information sheets, lay summaries of research outcomes, feedback mechanisms to consumers and communities.
	<p>Role 3. Collaborator</p> <p>3.1 Value and respect diversity</p> <p>3.1.1 Values and encourages diversity in research teams</p> <p>3.1.2 Values and encourages diversity in consumer and community participation</p> <p>3.2 Engage others</p> <p>3.2.1 Work with others within own academic unit or team</p> <p>3.2.2 Work with others outside of academic unit or team</p> <p>3.2.3 Work with others outside of their institution</p> <p>3.3 Build and maintain effective teams to achieve research goals</p> <p>3.3.1 Build teams and work collaboratively, and effectively, with people who are both internal and external to the applicant's organization</p> <p>3.3.2 Provide opportunities for others to engage in decision making within high performing research teams</p>	<p>Values and respects diversity (examples)</p> <ul style="list-style-type: none"> • Includes and encourages diversity in researcher participation and recruitment • Includes and encourages diversity in consumer and community participation and recruitment • Leads and models diversity in the composition of panels, committees, organisations and pledges <p>Engages others (examples)</p> <ul style="list-style-type: none"> • Participates in research teams in a range of settings, including internal and external to applicant's organization, and within an inter-professional context • Supports staff and team members to participate in research teams in a range of settings, including internal and external to applicant's organization, and within an inter-professional context • Supervises HDR students within research teams in a range of settings, including internal and external to applicant's organization, and within an inter-professional context <p>Builds & maintains effective teams to achieve research goals (examples)</p> <ul style="list-style-type: none"> • Sustained history of efforts to build and maintain teams with involvement of members with diverse backgrounds (e.g. different institutions, settings, countries, cultural or indigenous representatives, colleagues at different career stages, and consumers and community members) • Evidence of successful or pending grant applications with involvement of team members with diverse backgrounds • Evidence of publications, conference presentations, workshops or courses with involvement of team members with diverse backgrounds • Evidence of participation and/or leadership on committees, working parties, or networks with involvement of team members with diverse background • Evidence of consumer involvement on reference and advisory groups, research team membership, or networks with involvement of team members with diverse background

	<p>Role 7. Professional</p> <p>7.1 Demonstrate professional and ethical conduct applicable to the conduct of all research activities</p> <p>7.1.1 Exhibit professional behaviour in all aspects of work, demonstrating honesty, integrity, humility, commitment, compassion, respect, altruism, respect for diversity, and maintenance of confidentiality</p> <p>7.1.2 Recognise and respond to ethical issues encountered in the research environment</p> <p>7.1.3 Recognise and manage conflicts of interest</p> <p>7.1.4 Exhibit professional behaviour in the use of technology-enabled communication</p> <p>7.2 Demonstrate a commitment to the community by recognising and responding to community expectations</p> <p>7.2.1 Demonstrate accountability to clients, the community, and the profession</p> <p>7.3 Demonstrate a commitment to the profession by adhering to regulations and standards</p> <p>7.3.1 Fulfil and adhere to the professional and ethical codes,</p>	<p>Memberships</p> <ul style="list-style-type: none"> Maintain active membership of relevant professional organisations <p>Evidence of ethical conduct (required)</p> <ul style="list-style-type: none"> Ensures ethical approvals for research at both host and research partner organizations Ensures relevant collaborative working agreements are in place between host and partner organizations in research Ensures relevant intellectual property and confidentiality agreements are in place for relevant staff and students in host and partner organisations Ensures appropriate documentation of actual, potential or perceived conflict of interest pertaining to funding or reporting of results Ensures data collection, storage and access meets ethical standards for host and partner organisations <p>Education (required)</p> <p>Complete training in ethical conduct in research (may also be called good clinical practice)</p> <ul style="list-style-type: none"> training or similar) Complete training in conflict of interest <p>Peer review activities (examples)</p> <ul style="list-style-type: none"> Chair/member of human research ethics committee Chair/member of grant review panel Chair/member of journal editorial board Chair/member of clinical or research practice guideline committee or review panel Chair/member of milestone review panels for Higher Degree by Research students Chair/member of written and/or oral thesis examination panels for higher Degree by Research students Participation in peer review of journal articles for journals Participation in peer review for grant applications <p>Commitment to the community</p> <ul style="list-style-type: none"> Conduct ethical research
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	standards of practice, and legal and industrial requirements governing practice	<ul style="list-style-type: none"> • Seek consumer input to research priorities and design • Provide feedback to consumers on research outcomes
RESEARCH ROLES	RESEARCH PATHWAY COMPETENCIES	EXAMPLE EVIDENCE
LEADERSHIP	<p>Role 4. Leader</p> <p>4.1 Research Leadership</p> <p>4.1.1 Demonstrate national / international recognition of leadership in a field of research</p> <p>4.1.2 Contribute to a research culture based on respect, trust and transparency</p> <p>4.1.3 Identify and facilitate leadership development opportunities for others</p> <p>4.2 Develop and manage a research program</p> <p>4.2.1 Articulate the mission, vision and strategy of the research program</p> <p>4.2.2 Set and achieve goals and timeframes to achieve the research strategy</p> <p>4.2.3 Demonstrate timely achievement of research outputs and outcomes</p> <p>4.3 Project management skills</p> <p>4.3.1 Manage human resource and occupational health & safety functions and processes</p>	<p>Research Leadership</p> <ul style="list-style-type: none"> • Evidence of leading the development, operation, publication and implementation of research • International academic ratings – SciVal, Scopus, Expertscape • Appointment at A/Prof or Prof level • Awards/prizes • Committees – national/international • Invited/keynote presentations • Advisory committees/groups • Leadership and Impact statements <p>Develop & Manage a research program</p> <ul style="list-style-type: none"> • Leadership of a research unit or team • Supervision of other researchers, e.g. post-doctoral fellows, HDR students, other clinicians, research administrative staff • Course, service or program development <p>Project management skills</p> <ul style="list-style-type: none"> • Ensure appropriate management of ethical principles, grant funding, research governance, risks, adverse events and complaints according to policy and procedure

	<p>4.3.2 Allocate and utilise financial resources for optimal research delivery</p> <p>4.4 Engages others in research</p> <p>4.4.1 Supporting and developing junior researchers</p> <p>4.4.2 Supports and encourages diversity</p> <p>4.4.3 Encourages and supports consumer engagement in research</p> <p>4.5 Identify, lead and facilitate the learning of others to improve individual and collaborative practice</p> <p>4.5.1 Develop and deliver pedagogically informed education activities that are innovative and evidence based and targeted to the relevant audience and context</p> <p>4.5.2 Provide contextually appropriate feedback to enhance learning and performance of senior staff, colleagues</p>	<p>Supports and develops junior researchers (examples)</p> <ul style="list-style-type: none"> • Completed research students at Honours, Masters, Research Higher Degree and support of others at postdoctoral levels • Junior clinical researchers in industry context • Mentorship, including Honours, Masters, PhD and Research Fellows <p>Diversity (examples)</p> <ul style="list-style-type: none"> • Includes and supports individuals with diverse backgrounds • Provides opportunities for others to participate in research relative to opportunity • Initiatives that advance equity and diversity within research teams, research participation, and consumer engagement <p>Consumer engagement (examples)</p> <ul style="list-style-type: none"> • Demonstrate consumers as advisors – e.g. formal advisors to research programs • Demonstrate consumers as investigators <p>Facilitate learning of others</p> <ul style="list-style-type: none"> • Formal mentorship or supervision of research trainees / staff / graduate research students • Peer review of other’s learning and knowledge creation (e.g., journal article reviews, thesis examinations, grant review, research centre review, advisory board role, ethics, conference abstract review, performance review of research staff) • Others: co-authorship, scientific review. editorial duties, graduate research student supervision <p>Provide effective feedback</p> <ul style="list-style-type: none"> • High quality peer review of other’s learning and knowledge creation (e.g., journal article reviews, thesis examinations, national and international grant reviews, research centre review, advisory board role, ethics, conference abstract review, performance review of research staff) • Formal mentoring / supervision of staff, peers, graduate research students, others
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	<p>Role 5. Health Advocate</p> <p>5.1 Respond to the needs of the stakeholders, communities or populations by advocating for organisational or system-level change to achieve improved outcomes</p> <p>5.1.1 Work with stakeholders to identify and address research priorities that can impact outcomes and their access to necessary information and services</p> <p>5.1.2 Incorporate illness and injury prevention, health promotion, and health surveillance activities into the research plan</p> <p>5.1.3 Incorporate proactive knowledge translation and impact measurement strategies into the research plan in order to promote and measure uptake of research findings in practice</p>	<ul style="list-style-type: none"> • Seeks input from consumers in identifying research areas of need and setting research priorities. <i>Examples may include:</i> member of research planning committees that involve consumers, obtain consumer or community input to strategic planning activities. • Performs research that addresses identified consumer and/or community priorities. <i>Examples may include:</i> health care priority statements from local, state, or federal government departments (e.g., department of health, department of disability services, AIHW), national funding schemes for health and community care (e.g. NDIS), peak bodies (e.g. Heart Foundation, Arthritis Foundation), national research funding bodies (e.g. MRFF or NHMRC) • Advocates for improvements in health promotion and prevention that produce a positive impact for consumer and community priorities. <i>Examples may include:</i> media activity, knowledge translation activities within health and community services, consumer and community education programs, feedback to consumers who participate in research.
RESEARCH ROLES	RESEARCH PATHWAY COMPETENCIES	EXAMPLE EVIDENCE
<p>PRACTICE</p> <p>*Relevance of research to physiotherapy practice</p>	<p>Role 6. Practitioner*</p> <p>6.1 Conduct physiotherapy research within and beyond their area of expertise, to inform physiotherapy practice</p> <p>6.2 Plan, implement and disseminate client-centred research to reduce disease burden and improve quality of life</p>	<ul style="list-style-type: none"> • Identify research questions pertinent to areas of practice • Demonstrable links with clinicians working in area of clinical expertise • Collaborative planning of research projects with clinicians and consumers to provide evidence of relevance and importance of research • Utilise academic and methodological knowledge in key clinical area to generate research that enhances outcomes for patients and clarifies clinical questions.

	<p>6.3 Recognise practice uncertainty and knowledge gaps and generate focused questions that address them</p> <p>6.4 Critically evaluate the integrity, reliability, and applicability of practice related research and literature</p>	<ul style="list-style-type: none"> • Development of contemporary research questions relevant to current practice. Evidence could include peer reviewed journal articles, editorials, perspectives, keynotes, ethics applications
RESEARCH ROLES	RESEARCH PATHWAY COMPETENCIES	EXAMPLE EVIDENCE
<p>EDUCATOR</p> <p>Educator of self (linked with Scholar role)</p>	Refer to scholar role	<p>Education (required), examples include</p> <ul style="list-style-type: none"> • Complete training in research methodology • Complete training in consumer engagement in research • Complete training in cultural capability, equity and diversity • Complete training in data analysis • Complete training in data management and storage • Complete training in cost effectiveness analysis in health
	Refer to scholar role	<p>Professional Development, examples include</p> <ul style="list-style-type: none"> • Evidence of engagement in ongoing self-learning at specialist level (individual and collaborative) • Engagement / attendance in formal and informal learning individual or collaborative activities that provide evidence of extending scholarly expertise. Examples may include: • Relevant formal education at an advanced level (short courses, conferences, seminars etc) • Development of new educational materials, clinical practice guidelines, advisory statements, • Development of new local policy or practice • Evidence of development or uptake of contemporary research methods (e.g, progression of methodical expertise) • Evidence of breadth of research skill set (e.g. trial types, quantitative skills, qualitative skills, trial evaluation, etc)

<p>Educator of others (linked with Leader role)</p>		<p>Develop and deliver education, examples include</p> <ul style="list-style-type: none"> • Development and delivery of educational activities at a national / international level; including seminars, workshops, keynotes etc, • Evidence that activities are innovative, evidence based and targeted to audience and context; e.g. infographics, consumer education, interprofessional team, training • Evidence of curriculum design, development and implementation to meet learning needs of others • Evidence of evaluation of educational activities • Feedback from formal teaching activities (student evaluations)
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Appendix 3. Specialist Research Physiotherapist Evidence Portfolio Assessment Rubric

Research Roles	Mapped to Research Pathway Competence Framework	Assessment Outcome for Each Research Role MET / NOT YET MET/ NOT MET
Scholarship	Scholar, Collaborator, Communicator, Professional	
Leadership	Leader, Health Advocate	
Practice	Physiotherapy Practitioner	
Education	Scholar (Education competencies)	
	Overall Assessment Outcome	

Overall Assessment Rubric

Met: Candidate has met all requirements for the award of the Specialist Research Physiotherapist credential

Not Yet Met – Further information required: Assessors may request further information or seek clarification from the candidate, either via email or an online interview, to determine if the requirements have been met

Not Yet Met - Reassessment: Assessment outcome differs substantially between the two assessors – portfolio submission referred to a third assessor. Third assessor’s review has deciding role as to whether the candidate has met, not yet met or not met requirements. Candidate notified of outcome after third assessor review

Not Yet Met - Resubmission: Candidate is required to resubmit evidence within 12 months. If resubmission is greater than 12 months, the overall outcome will be considered not met and the candidate must resubmit a new evidence portfolio and pay the portfolio resubmission fee

Not Met: Candidate has not met requirements for the award of the Specialist Research Physiotherapist credential

Version	Date of Version	Pages revised / Brief Explanation of Revision	Reviewed by
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