GENETIC EPIDEMIOLOGY RESEARCH ALLIANCE:

**PHD SCHOLARSHIPS FUNDING ASSESSMENT FORM**

**ROUND 1, 2025**

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| **Title of Project:** |  |
| **Name of applicant** |  |
| **Name of assessor** |  |

This assessment form is modelled from NHMRC postgraduate scholarships score descriptors.

**Assessment Process**

1. All funding applications will be independently assessed and scored by at least two reviewers.
   * Reviewers will include Chief Investigators. Associate Investigators and External Reviewers will be invited as necessary. Investigators who are named on an application will not be invited to review applications in that category. Reviewers are also required to declare if they believe they are in a conflict of interest. The Executive Committee will decide if to exclude them from review.
2. Scores will be calculated and provided to the Executive Committee.
3. Applications will be discussed by the Executive Committee. CIA will make the final decision if no consensus.

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| **Alignment with CRE (15%)**  How closely does the proposed project align with the vision and aims of GERA?  Boast score for collaborations between GERA investigators. For example, if a project “Highly aligns” and includes multiple investigators, you may choose to score 5 or 6 out of 7 instead of 4 out of 7.  **Vision:**  Our vision is to embed the field of genetic epidemiology into population health research, leading to more tailored approaches to improve health for all Australians  **Aims**   1. *To develop, teach and apply advanced analytic methods to big and complex datasets to generate new knowledge on disease causes and risk predictions.* 2. *To transfer research insights and outcomes into practice and decision-making via working with stakeholders such as researchers, clinicians, governments, policymakers.* 3. *To build a new generation of up-skilled early- and mid-career research leaders with opportunities for training, mentorship, career development, leadership, and international collaborations.* | | | | | | | |
| **7 Exceptional** | **6 Outstanding** | **5 Excellent alignment** | **4 Very Good alignment** | | **3 Good alignment** | **2 Satisfactory alignment** | **1 Poor alignment** |
| The project extremely aligns with CRE focus  Shows strong collaboration between GERA investigators | Strongly aligns  Boost score if shows collaborations between GERA investigators\* | Highly aligns  Boost score if shows collaborations between GERA investigators\* | Aligns well  Boost score if shows collaborations between GERA investigators\* | | Aligns  Boost score if shows collaborations between GERA investigators\* | Marginally aligns  Boost score if shows collaborations between GERA investigators\* | Weakly aligns (application to be rejected) |
| **Project Quality (25%)**  This includes clarity of aims and objectives, strengths and weaknesses of the study design or project.  Refer to questions 3 & 4. | | | | | | | |
| **7 Exceptional** | **6 Outstanding** | **5 Excellent** | **4 Very Good** | | **3 Good** | **2 Satisfactory** | **1 Week** |
| *supported by extremely well-defined and justified aims and objectives*  *flawless in design*  *highly feasible in the timeframe* | *has very well-defined and justified aims and objectives*  *very strong in design*  *highly feasible in the timeframe* | *has well-defined and justified aims and objectives*  *strong in design*  *feasible in the timeframe* | *has well-defined and justified aims and objectives*  *very good in design, may have some minor weaknesses*  *feasible in the timeframe* | | *has sound aims and objectives*  *logical and generally clear in design with some minor weaknesses*  *feasible in the timeframe* | *has satisfactory aims and/or objectives*  satisfactory in the design, but may lack clarity in some aspects and may contain some major weaknesses  *may be feasible in the timeframe* | has weak aims and objectives  have significant flaws in design and may contain several major weaknesses |
| **Academic record and research achievement, relative to opportunity (45%)**  Academic Merit for Field/Discipline, signified by (for example):  • academic record  • medals, prizes and awards  • publications outputs  • presentations, including posters and seminars  • postgraduate /research training and/or research/ professional experience  • broader community engagement.  Refer to question 6. | | | | | | | |
| **7 Exceptional** | **6 Outstanding** | **5 Excellent** | **4 Very Good** | | **3 Good** | **2 Satisfactory** | **1 Poor** |
| ExceptionalAcademic Merit for Field/Discipline, signified by several examples listed | OutstandingAcademic Merit for Field/Discipline, signified by multiple examples listed | ExcellentAcademic Merit for Field/Discipline, signified by one or more of examples listed | Very goodAcademic Merit for Field/Discipline, signified by one or more of the examples listed | | GoodAcademic Merit for Field/Discipline, signified by one or more of the examples listed | Satisfactory Academic Merit for Field/Discipline, signified by at least one of the examples listed | Weak evidence of Academic Merit |
| **Research environment, support and career development opportunities (15%)**  The Research Environment and Supervisor:  Refer to question 8. | | | | | | | |
| **7 Exceptional** | **6 Outstanding** | **5 Excellent** | **4 Very Good** | | **3 Good** | **2 Satisfactory** | **1 Poor** |
| *are extremely well matched to the applicant’s proposed project*  *provide exemplary mentoring and training arrangements*  *offer exceptional collaborative opportunities for the applicant*  *offer exemplary opportunities to extend the applicant’s knowledge and skills.* | *are very well matched to the applicant’s proposed project*  *provide outstanding mentoring and training arrangements*  *offer outstanding collaborative opportunities for the applicant*  *offer outstanding opportunities to extend the applicant’s knowledge and skills.* | *are very well matched to the applicant’s proposed project*  *provide excellent mentoring and training arrangements*  *offer excellent collaborative opportunities for the applicant*  *offer excellent opportunities to extend the applicant’s knowledge and skills.* | *are well matched to the applicant’s proposed project*  *provide mentoring and training arrangements*  *offer collaborative opportunities for the applicant*  *offer opportunities to extend the applicant’s knowledge and skills.* | | *are suitable to the applicant’s proposed project*  *may provide some mentoring and training arrangements*  *may offer some collaborative opportunities for the applicant*  *may offer some opportunities to extend the applicant’s knowledge and skills.* | *are suitable to the applicant’s proposed project*  *provides little mentoring and training arrangements*  *offer little collaborative opportunities for the applicant*  *offer little opportunities to extend the applicant’s knowledge and skills.* | *are not suitable to the applicant’s proposed project*  *offers little to no collaborative or knowledge extension opportunities for the applicant.* |
| **Additional comments:** | | | | | | | |
| **To be shared with the applicant:** | | | | **For the GERA team ONLY:** | | | |
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