

Cochr**A**ne qualitative **M**Ethodological **L**imitati**O**ns Assessment **T**ool (CAMELOT)

13 August 2024

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On behalf of the GRADE-CERQual Methodological Limitations subgroup



Agenda

- Welcome & introduction
- Overview of qualitative research & importance of critical appraisal
- Introduction to GRADE-CERQual
- Introduction to CAMELOT
- Group activity: Exploring CAMELOT
- Group activity: Applying CAMELOT (1)
- PAUSE
- Group activity: Applying CAMELOT (2)
- Group presentations and discussion
- iSoQ
- Wrap-up and Q&A
- Feedback and closing



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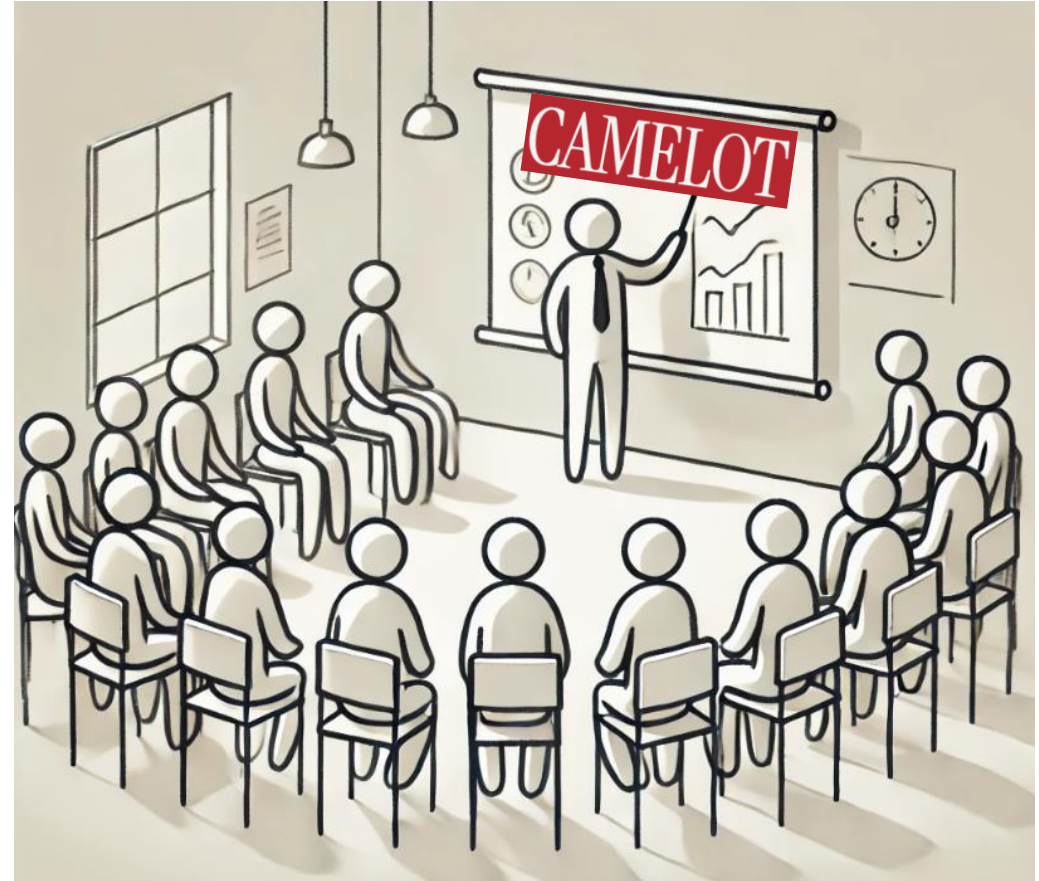
Working together today



- Question and comments welcome throughout
- Everyone's contributions are welcome and important – please give all participants a chance to give their input and be respectful of other people's views
- Coffee break: at around 1345 for 10 minutes
- After the workshop, I will provide link to an evaluation form – we would be grateful for your feedback, and you are welcome to also share your views with us directly on how this workshop could be improved

Objectives

- Understand importance of critical appraisal
- Become familiar with CAMELOT
- Gain experience applying CAMELOT





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Overview of qualitative research & importance of critical appraisal

Why qualitative research?

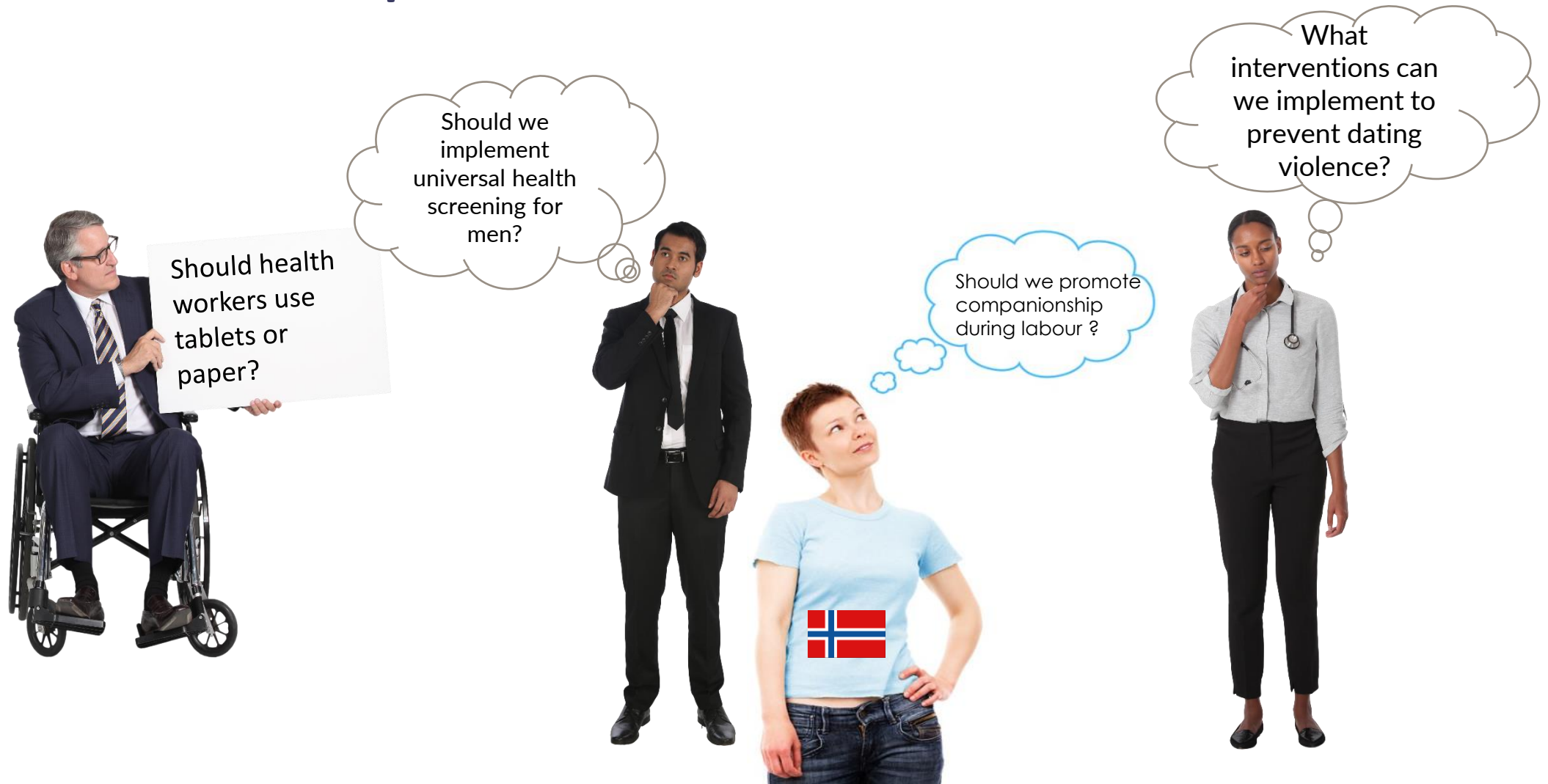
- To *describe* the social world
- To *understand* people's views, experiences and motivations
- In many cases, to *explain* the social world by developing hypotheses, theories or models

Common methods

- Focus groups
- Individual, semi-structured interviews
- (Participant) observation
- Document analysis

Systematic reviews of qualitative research (or “qualitative evidence syntheses”) identify and synthesize these types of studies. These syntheses are becoming increasingly popular. Especially because...

Decision makers need evidence about intervention options...



And qualitative evidence is necessary to address many important questions



What *questions and interventions* matter to people?

Is the intervention *effective* and does it have *side-effects*?

How much does the intervention *cost*?

What intervention *outcomes* matter to people?

Is this intervention *acceptable* to people?

Is this intervention *feasible* to implement?

How could the intervention influence *equity*?

How should we *implement* this intervention?

For example...



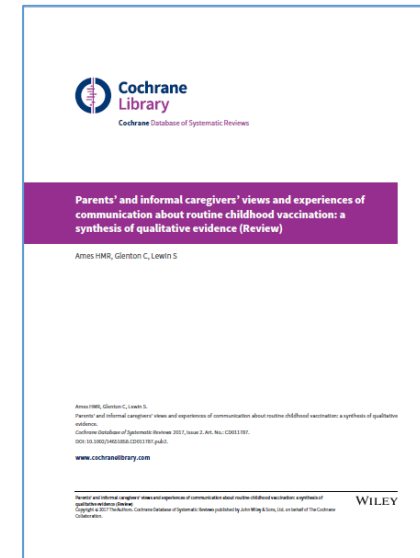
Health workers' perceptions and experiences of using mHealth technologies to deliver primary healthcare services: a qualitative evidence synthesis (Review)

Odendaal WA, Anstey Watkins J, Leon N, Goudge J, Griffiths F, Tomlinson M, Daniels K

How do qualitative evidence syntheses differ from reviews of effectiveness?



The main structure is broadly similar



We carry out
systematic searches
for relevant
qualitative studies



We assess the quality
of and extract data
from the studies that
are included



We synthesise this
data

But follows principles appropriate for qualitative research

Stages of a qualitative evidence synthesis

- Stage 1: Formulating the question
- Stage 2: Developing inclusion criteria
- Stage 3: Searching for studies
- Stage 4: Including and sampling studies
- **Stage 5: Critically appraising the studies**
- Stage 6: Extracting and synthesising the study data
- Stage 7: Assessing confidence in the findings



Why critical appraisal?

Qualitative research

- Credibility and trustworthiness
- Rigour and appropriateness of methods
- Understanding research context
- Identifying researcher influence (biases and reflexivity)
- Contribution to knowledge
- Ethical issues
- Equity, diversity and inclusion issues



Discuss

- Challenges with critical appraisal

A qualitative approach to critical appraisal



Considers:

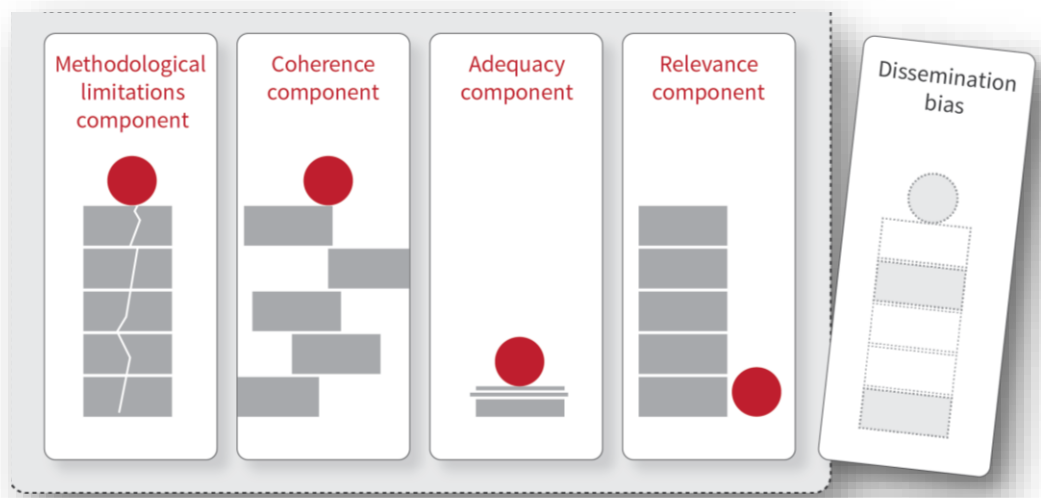
- Meaning and understanding
- Complexity and richness of data
- Methodological rigour
- Flexibility to deal with multitude of methodologies
- Context
- Subjectivity and reflexivity



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GRADE-CERQual approach



CERQual: Confidence in the Evidence from Reviews of Qualitative Research

- GRADE-CERQual aims to transparently assess and describe how much confidence to place in findings from qualitative evidence syntheses
- CERQual is part of the range of approaches for assessing confidence in evidence developed by the GRADE Working Group
- A key tool for facilitating the use of qualitative evidence in decision making processes

What do we mean by 'confidence in the evidence'?

The extent to which a review finding is a reasonable representation of the phenomenon of interest

- i.e. the phenomenon of interest is unlikely to be substantially different from the research finding

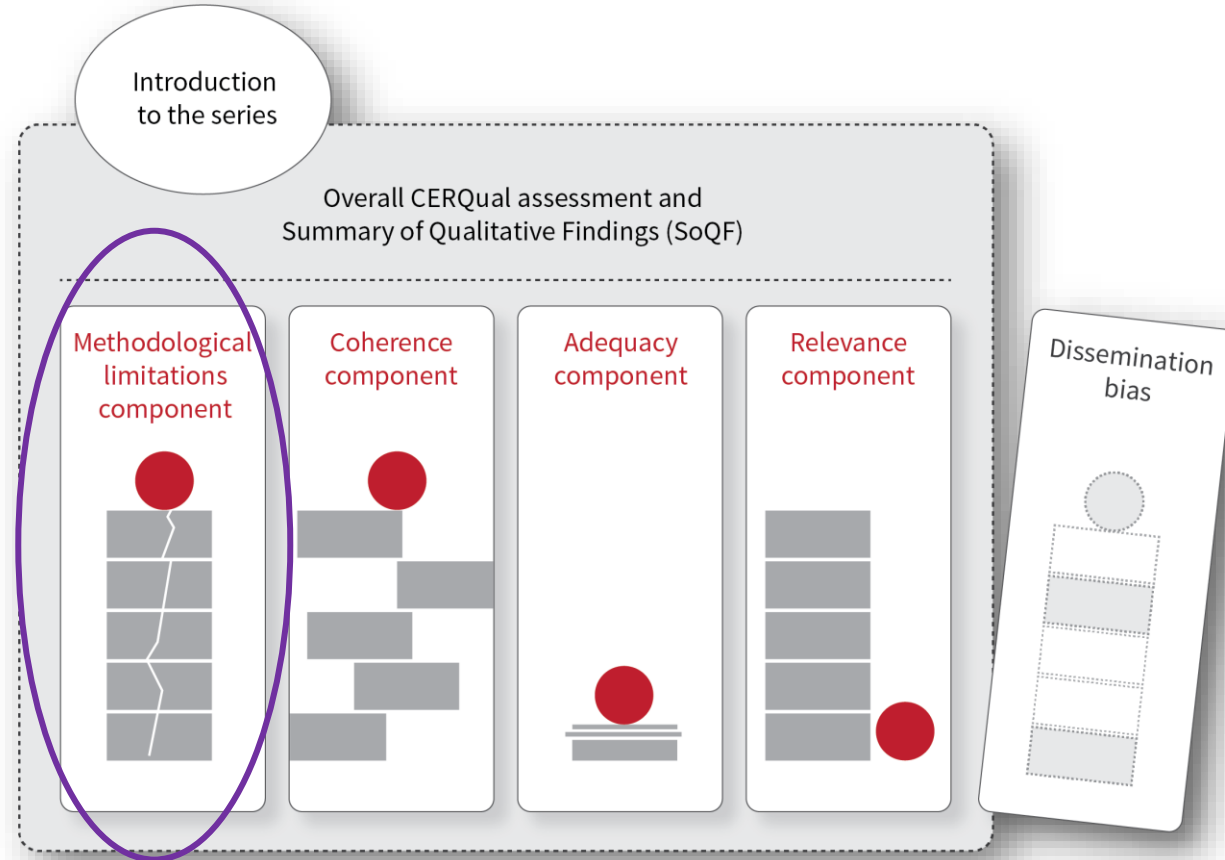
GRADE-CERQual is applied to *individual* synthesis findings

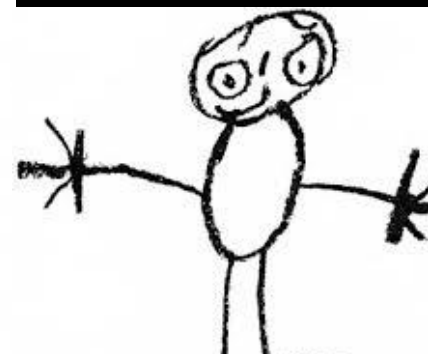
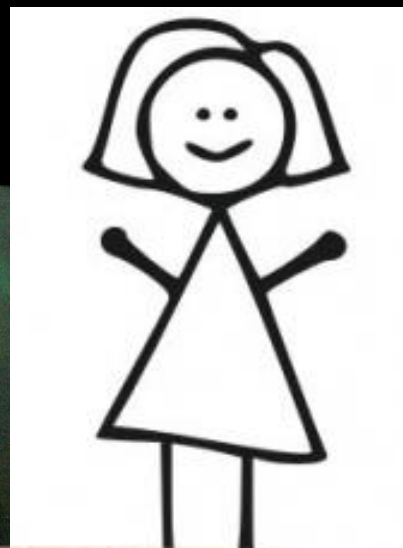
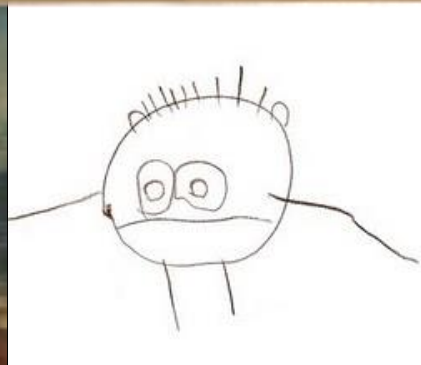
- In the context of a qualitative evidence synthesis, a finding is...:

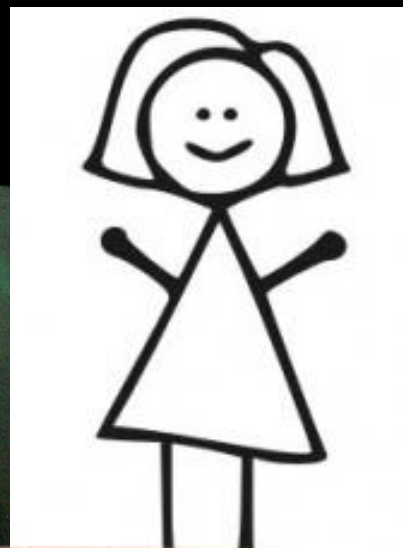
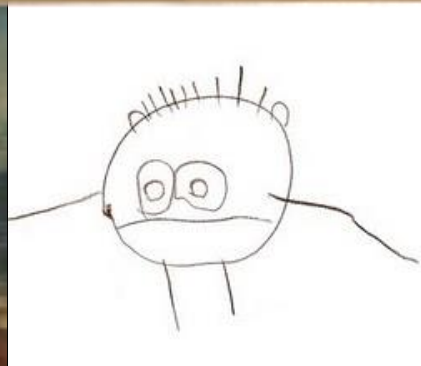
...an analytic output that describes a phenomenon or an aspect of a phenomenon

- Findings from qualitative evidence syntheses typically presented as:
 - Themes, categories or theories
 - As both descriptive or more interpretive findings

The GRADE-CERQual approach



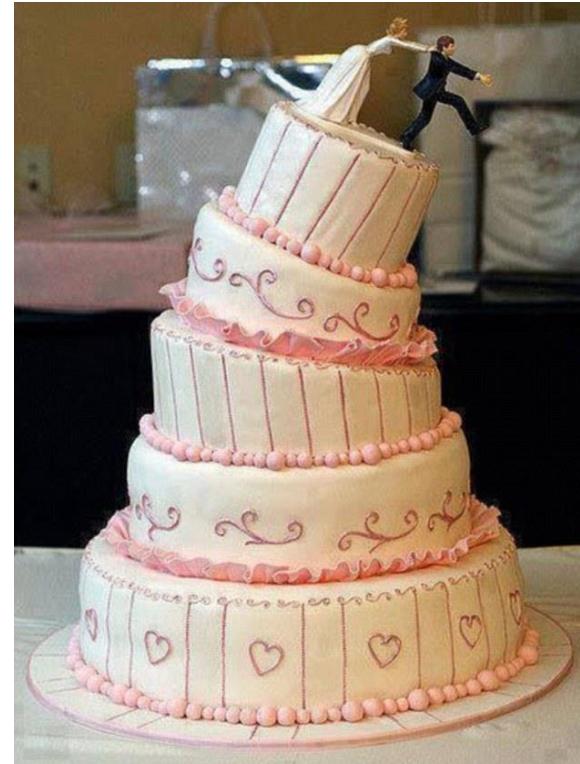




Remember that.....



....we are not looking for perfection.



We are looking for problems that are serious enough to warn people about



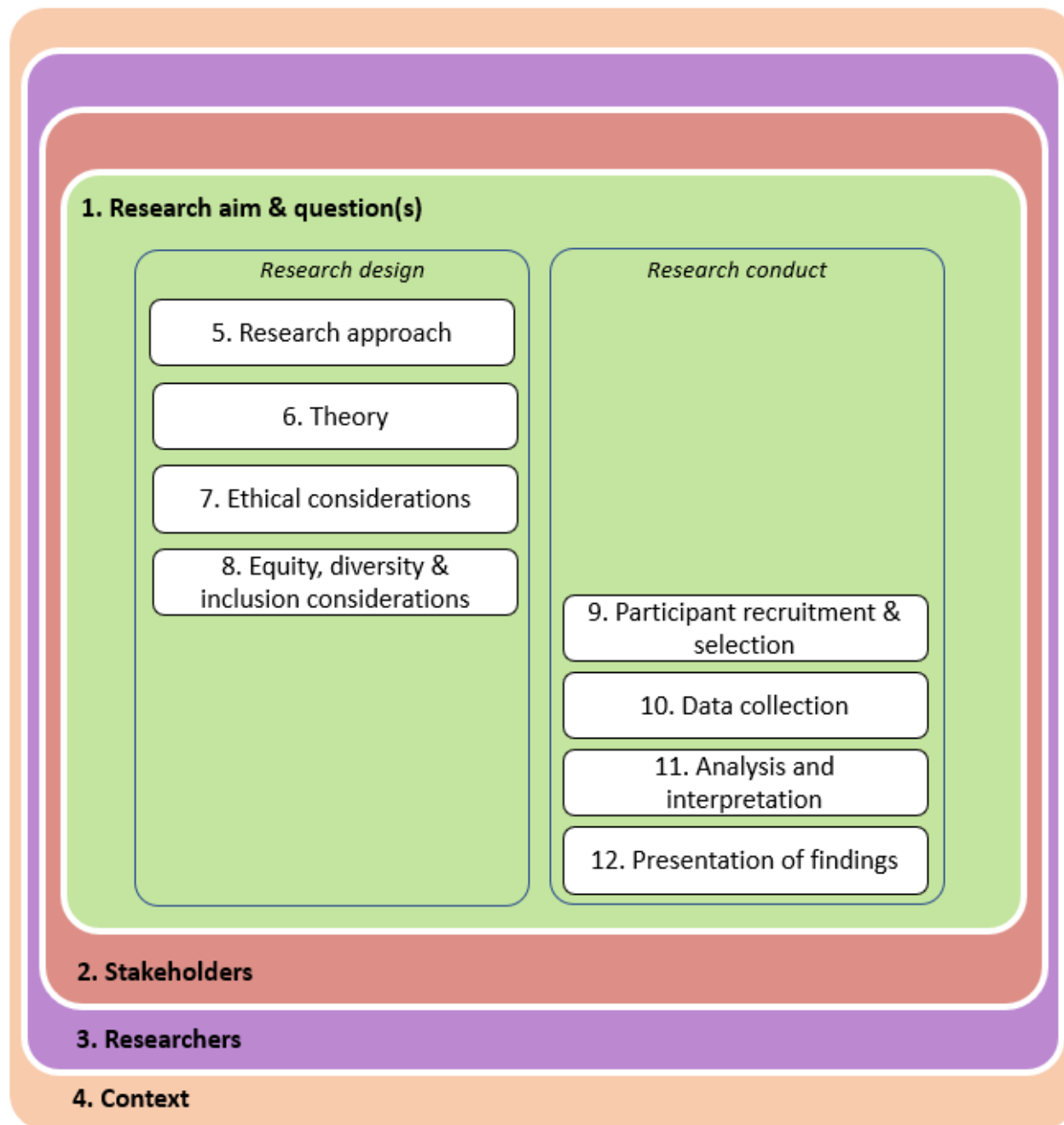
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CAMELOT approach

Development of a qualitative approach to critically appraise primary qualitative research



Step 1

Step 1. Extract/code data

Extract or code data from the primary study related to the following domains (some of these domains will not be relevant for some studies):

Meta domains

- ★ 1. Research aim & question(s)
- 2. Stakeholders
- 3. Researchers
- ★ 4. Context

Method domains

Research design

- ★ 5. Research strategy
- ★ 6. Theory
- 7. Ethical considerations
- 8. Equity, diversity & inclusion consideration

Research conduct

- ★ 5. Participant recruitment & selection
- ★ 6. Data collection
- ★ 7. Analysis and interpretation
- ★ 8. Presentation of findings

Step 2

Step 2. Note any comments regarding each domain. This may include problems or missing information. This step is optional but will act as an audit trail and help to inform the subsequent steps.

Step 3

Step 3. Describe concerns regarding, and make assessment of, fit between domains

- Describe concerns regarding appropriateness of fit between (1) the Research design and conduct domains and each of the Meta domains, and (2) between the research design and research conduct domains.
- Make an assessment using the following categories to describe the fit: Excellent, Good, Fair, Poor, Unclear

Meta domains

1 Research aim & question(s)

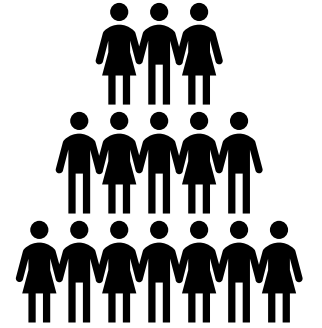


Definition: The purpose of the study and/or what questions the researchers intend to explore.

What to do: Consider the research aim & question(s) and describe (when possible):

- The research aim, the rationale for the research aim and how the aim relates to existing research.
- The research question, the clarity of the research question, and how the research question(s) was/were formed.

2 Stakeholders

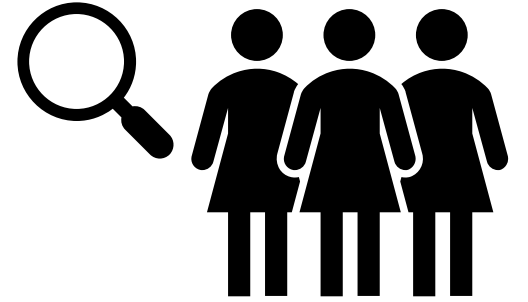


Definition: Anyone with an interest (financial or otherwise) in the findings of the research study. Stakeholders are not the same as participants in this context. Stakeholders include patient and public participants.

What to do: Extract relevant data for the review question from the primary study related to any, some or all of (but not limited to) the following:

- Whether and how stakeholders were involved in the design, planning, conduct, analysis or interpretation of the study findings
- The type of stakeholders or stakeholder groups (including funders), how they were recruited/selected, who they represent, their relationship to the research question and whether their conflicts of interest have been considered (if relevant).
- How the study was funded and the role of the funding

3 Researchers



Definition: The investigators who have designed, planned and conducted the study and their relationship to the study question, context and/or participants.

What to do: Extract relevant data for the review question from the primary study related to any, some, or all of (but not limited to) the following:

- The researchers' role, their reflexivity including their relationship to (a) the research question, (b) research context and process, (c) any other decisions they make regarding methodology;
- The researchers' relationship to participants
- The researchers' background and/or epistemological stance, training, experience, affiliation;
- A discussion of how any of the above may influence the design and/or conduct of the study or the interpretation of the findings;
- A discussion of researcher actual or potential conflicts of interest (financial or otherwise).

4 Context



Definition: The local, national or global context that the study was conducted in.

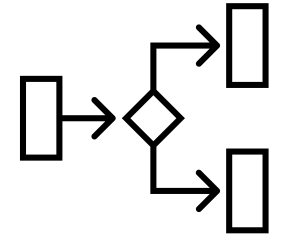
What to do: Extract relevant data for the review question from the primary study related to any, some or all of (but not limited to) the following:

- The context in which the study was conducted, such as geography, climate, culture, when the study was conducted, and/or the legal, political, social, economic, healthcare or welfare systems.

Method domains

- Research design

5 Research strategy



Definition: The overall intended plan, proposal or strategy for the study.

This domain refers to the overarching roadmap for carrying out the research project (also referred to as research approach, study design, or type of study). This domain does not include issues related to participant recruitment and selection, data collection and analysis and interpretation. These are separate domains.

What to do: Extract relevant data for the review question from the primary study related to some, any or all of (but not limited to) the following:

- The research strategy, including how the study was planned, designed and conducted.
- Availability or description of a research plan or protocol is available, any changes made to the original plan or protocol and rationale for changes
- The overarching methodologies (e.g., ethnography, phenomenology, etc.)
- Appropriate referencing to the methods used

6 Ethical considerations

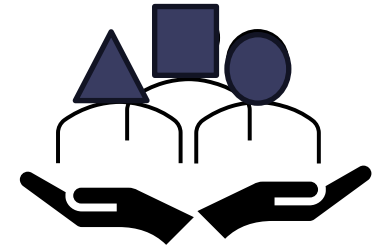


Definition: How the researchers considered and incorporated ethical principles and standards into decisions related to the design, planning and conduct of the study.

What to do: Extract relevant data for the review question from the primary study related to any, some or all of (but not limited to) the following:

- Appropriate ethical approval
- Ethical issues in the design, planning, conduct, analysis, interpretation or dissemination of the study, selection, recruitment and informed consent of participants
- Discussion of how the study impacted the community, and how researchers considered issues related to maintaining respect and dignity of participants, and
- How the researchers addressed any issues related to ethics
- Data management and protection measures (e.g., data security and storage, etc.)

7 Equity, diversity & inclusion considerations



Definition: Whether and how the researchers considered:

- (1) equity – including distribution of power within the research context, whether there was equitable representation and participation in the research process, particularly for underrepresented groups, the possible differential experiences or perspectives of a phenomenon of interest for different populations and whether there was and whether unnecessary or discriminating differences in how people participate in a study
- (2) diversity – including seeking out diverse experiences, perspectives and backgrounds, inclusion of participants with diverse backgrounds and considering how diversity can influence research findings
- (3) inclusion – including the degree to which the research environment was such that all participants felt welcome and valued, whether culturally sensitive and inclusive research methods and communication strategies were employed and whether research materials, locations and processes were accessible for all participants.

What to do: Extract relevant data for the review question from the primary study related to any, some or all (but not limited to) of the following:

- Equity, diversity and inclusion considerations, which could include, but is not limited to Place of Residence, Race/Ethnicity, Visa/Residency status, Occupation, Gender, Religion, Education, Socioeconomic Status, and Social Capital, and Plus represents additional categories such as Age, Disability, and Sexual Orientation (PROGRESS-Plus)¹
- 2. Review authors may consider using an existing framework or checklist to assess equity (e.g., CONSORT Equity extension³ PRISMA equity extension⁴)
- How the researchers addressed any issues related to equity, diversity and inclusion

8 Theory



Definition: Organization of concepts, ideas, literature or principles into systems or frameworks that attempt to describe, explore, explain, understand or predict a phenomenon.

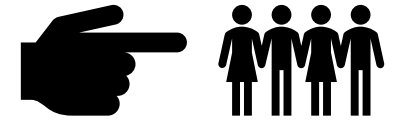
What to do: Extract relevant data for the review question from the primary study related to any, some or all of (but not limited to) the following:

- Whether and how theory or a concept was used (appropriately and consistently) to inform the planning, design, and/or conduct of the study.
- Whether and how theory or a concept was used (appropriately and consistently) to analyze explore and/or contextualize the findings from the study.
- Whether and how a theoretical or conceptual framework was used. Theoretical or conceptual frameworks can be presented as logic models, theories of change, or conceptual model. Theory refers to a collection of concepts or ideas that are organized in a reasonable way to explain a phenomenon in the real world.
- If a theoretical or conceptual framework has not been used, is an appropriate rationale provided?

Method domains

- Research conduct

9 Participant recruitment & selection

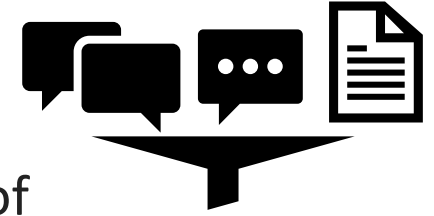


Definition: How participants were identified, recruited and selected for the research study.

What to do: Extract relevant data for the review question from the primary study related to any, some or all of (but not limited to) the following:

- • How and why participants were recruited and selected, and who was not recruited and selected
- • Description of participants and non-participants
- • Numbers and reasons for any participant refusal, dropout, who was not included or represented
- • Any incentives provided for participation

10 Data collection



Definition: The process of gathering qualitative information (data) in the form of perspectives, experiences or opinions from participants, and/or observations, prolonged engagement in the field by researchers in order to explore or answer the research questions and address the research aim.

What to do: Extract relevant data for the review question from the primary study related to any, some or all of (but not limited to) the following:

- Rationale for data collection methods
- Development of data collection materials (e.g., interview guide development and testing)
- What type of data were collected (e.g., recorded interviews, structured observations, field notes, pictures, videos, photos, etc.)
- Data collection methods, including language used when engaging with participants, how long researchers were engaged with participants
- When data were collected, who was present during and physical setting of data collection, the medium through which data were collected (e.g., online or in-person or ethnographic fieldwork, etc.)

11 Analysis & interpretation



Definition: The process of systematically examining, exploring and interrogating data gathered during the study in order to identify themes, patterns, lines of argument and if appropriate theories and gain a greater understanding of the phenomenon of interest.

What to do: Extract data from the primary study related to all, some or any of (but not limited to) the following:

- Rationale for choice of analysis
- Analysis and interpretation methods, including plans for data analysis, deviations from the protocol, how analysis, interpretation and if appropriate theory development was conducted, who was involved in data analysis,
- Strategies to improve trustworthiness (e.g., methods of triangulation, participant feedback, multiple observations etc)
- Disconfirming findings and whether researchers challenged their findings
- Data saturation*
- Use of analysis software (including artificial intelligence software)

12 Presentation of findings



Definition: How the findings from the study are organized and communicated and how well they represent the underpinning data.

What to do: Consider the study findings and describe (when possible):

- How closely the study findings represent the data (e.g., how categories and themes , lines of inquiry and theories and author interpretations are derived from the data)
- How clearly findings are articulated
- The adequate reflection of participants' voices and participants' meanings of experiences, perceptions (etc) and, where relevant, inclusion of other forms of supporting evidence (e.g. quotations from an interview, field note entries, etc.)

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META domains	Data extracted from primary study				Optional comments (notes to self, including any problems or missing information)				
Research aim & question(s)									
Stakeholders									
Researchers									
Context									
METHOD domains									
Research design domains									
	Data extracted from primary study				Optional comments (notes to self, including any problems or missing information)				
Research strategy									
Ethical considerations									
Equity, diversity & inclusion considerations									
Theory									
Research conduct domains									
	Data extracted from primary study				Optional comments (notes to self, including any problems or missing information)				
Participant recruitment & selection									
Data collection									
Analysis and interpretation									
Presentation of findings									
Describe if you have any concerns about the fit between the following domains (and indicate degree of fit using Excellent, Good, Fair, Poor or Unclear):	Fit between Research design domains and Research aim & question(s)	Fit between Research design domains and Stakeholders	Fit between Research design domains and Researchers	Fit between Research design domains and Context	Fit between Research conduct domains and Research aim & question(s)	Fit between Research conduct domains and Researchers	Fit between Research conduct domains and Researchers	Fit between Research conduct domains and Context	Fit between Research design domains and Research conduct domains
OVERALL ASSESSMENT OF LIMITATIONS: (No or minimal, minor, moderate, serious)									
Explanation for overall assessment									



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Step 1 & 2

- Code/extract data for each domain
- Note any comments or concerns

Received: 31 May 2022 | Revised: 16 July 2022 | Accepted: 3 August 2022
DOI: 10.1111/jan.15419

ORIGINAL RESEARCH: EMPIRICAL
RESEARCH - QUALITATIVE

JAN
Journal of Advanced Nursing
WILEY

'Doing the best we can': Registered Nurses' experiences and perceptions of patient safety in intensive care during COVID-19

Louise Caroline Stayt¹ | Clair Merriman² | Suzanne Bench³ | Ann M. Price⁴ | Sarah Vollam^{5,6} | Helen Walthall⁷ | Nicki Credland⁸ | Karin Gerber⁹ | Vid Calovski²

¹Oxford Brookes University/Oxford University NHS Trust, Oxford, UK

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³Guys and St Thomas NHS Foundation Trust, London, UK

⁴Canterbury Christ Church University, Canterbury, UK

⁵Nuffield Department of Clinical Neurosciences, University of Oxford, Oxford, UK

⁶NIHR Oxford Biomedical Research Centre, Oxford, UK

⁷Oxford University Hospitals NHS Foundation Trust and Oxford Biomedical Research Centre, Oxford, UK

⁸University of Hull MMedSci, Hull, UK

⁹Royal Berkshire Hospital, Reading, UK

Correspondence

Louise Caroline Stayt, Oxford Brookes University/Oxford University NHS Trust, Oxford, UK.
Email: lstayt@brookes.ac.uk

Twitter Handle: @lstayt

Abstract

Aims: To explore registered nurses' experiences of patient safety in intensive care during COVID-19.

Design: A qualitative interview study informed by constructivism.

Method: Semi-structured interviews were conducted and audio-recorded with 19 registered nurses who worked in intensive care during COVID-19 between May and July 2021. Interviews were transcribed verbatim and thematically analysed utilizing framework.

Results: Two key themes were identified. '*On a war footing*'—an unprecedented situation which describes the situation nurses faced, and the actions are taken to prepare for the safe delivery of care. '*Doing the best we can*'—Safe Delivery of Care which describes the ramifications of the actions taken on short- and long-term patient safety including organization of care, missed and suboptimal care and communication. Both themes were embedded in the landscape of *Staff Well-being and Peer Support*.

Conclusion: Nurses reported an increase in patient safety risks which they attributed to the dilution of skill mix and fragmentation of care. Nurses demonstrated an understanding of the holistic and long-term impacts on patient safety and recovery from critical illness.

Impact: This study explored the perceived impact of COVID-19 on patient safety in intensive care from a nursing perspective. Dilution of skill mix, where specialist critical care registered nurses were diluted with registered nurses with no critical care experience, and the fragmentation of care was perceived to lead to reduced quality of care



Group work





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Step 3

- Assess fit between domains
 - Excellent
 - Good
 - Fair
 - Poor
 - Unclear
- Provide explanation
- Describe level of concerns regarding methodological limitations
 - No or minimal
 - Minor
 - Moderate
 - Serious

<https://onlinelibrary.wiley.com/doi/epdf/10.1111/jan.15419>




Received: 31 May 2022 | Revised: 16 July 2022 | Accepted: 3 August 2022
DOI: 10.1111/jan.15419

 Check for updates

ORIGINAL RESEARCH: EMPIRICAL
RESEARCH - QUALITATIVE

JAN  WILEY
Journal of Advanced Nursing Research

'Doing the best we can': Registered Nurses' experiences and perceptions of patient safety in intensive care during COVID-19

Louise Caroline Stayt¹  | Clair Merriman² | Suzanne Bench³ | Ann M. Price⁴  | Sarah Vollam^{5,6} | Helen Walthall⁷ | Nicki Credland⁸  | Karin Gerber⁹ | Vid Calovski²

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OVERALL ASSESSMENT OF LIMITATIONS:										
(No or minimal, minor, moderate, serious)										
Explanation for overall assessment										



Examples of fit

Concerns regarding fit	Research aim and/or question	Stakeholders
Research strategy	The research aims to explore adolescent pregnancy and education obtainment. The ethnographic approach failed to consider that the phenomenon of interest happened long before the study took place.	Community-based participatory research, but teenagers (main target group) not included in stakeholder group.
Ethical considerations	The aim of the research was to explore conflict between different community groups. Unclear whether the study authors considered the impact of the research on the local community.	Informed consent was not obtained from all stakeholders.



Group work



Concerns about methodological limitations

- No or minimal
- Minor
- Moderate
- Serious

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Stakeholders									
Researchers									
Context									
METHOD domains									
Research design domains									
	Data extracted from primary study				Optional comments (notes to self, including any problems or missing information)				
Research strategy									
Ethical considerations									
Equity, diversity & inclusion considerations									
Theory									
Research conduct domains									
	Data extracted from primary study				Optional comments (notes to self, including any problems or missing information)				
Participant recruitment & selection									
Data collection									
Analysis and interpretation									
Presentation of findings									
Describe if you have any concerns about how research conduct domains fit with (and indicate degree of fit between domains using Excellent, Good, Fair, Poor or Unclear):	Fit between Research design domains and Research aim & question(s)	Fit between Research design domains and Stakeholders	Fit between Research design domains and Researchers	Fit between Research design domains and Context	Fit between Research conduct domains and Research aim & question(s)	Fit between Research conduct domains and Researchers	Fit between Research conduct domains and Researchers	Fit between Research conduct domains and Context	Fit between Research design domains and Research conduct domains
OVERALL ASSESSMENT OF LIMITATIONS: (no or minimal, minor, moderate, serious)									
Explanation for overall assessment									



Group work

Step 4

Step 4. Describe level of concern regarding methodological limitations

Combine these assessments to make an overall assessment of methodological limitations by indicating level of concern using the following categories and provide an explanation for your assessment:

- *No or minimal concerns, minor concerns, moderate concerns, serious concerns*

Step 5

Step 5. Combine assessments across studies

Combine assessments across studies contributing to a meta-analysis and indicate level of concern regarding methodological limitations using the following categories:

- *No or minimal concerns, minor concerns, moderate concerns, serious concerns*

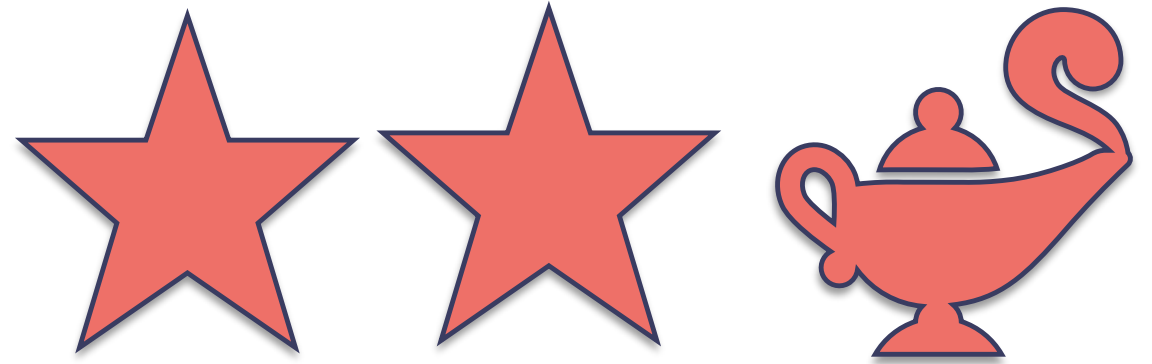


Agenda

- Welcome & introduction
- Overview of qualitative research & importance of critical appraisal
- Introduction to GRADE-CERQual
- Introduction to CAMELOT
- Group activity: Exploring CAMELOT
- Group activity: Applying CAMELOT (1)
- PAUSE
- Group activity: Applying CAMELOT (2)
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- iSoQ
- Wrap-up and Q&A
- Feedback and closing

Group presentations (3 minutes)

- Things you liked
- Things you didn't like
- Ideas for improvement





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← return to My Workspace

Exploring the Experiences of Trauma of People Working in Homelessness: Mixed Methods Systematic Review

- PROJECT PROPERTIES
- MY DATA
- ISOQ
- GUIDANCE ON APPLYING GRADE-CERQUAL

Add data needed to make GRADE-CERQual assessments

To optimise the functionality of iSoQ, and save you time, please add the following information organised into 4 steps.

STEP 1: REFERENCES

STEP 2: INCLUSION & EXCLUSION CRITERIA

STEP 3: CHARACTERISTICS OF STUDIES TABLE

STEP 4: METHODOLOGICAL ASSESSMENTS TABLE

STEP 3: Create or import your **characteristics of studies table** (recommended)

Descriptive information extracted from the included studies (e.g. setting, country, perspectives, methods, etc.)

Add or Edit column headings

OR

Import table

Export to XLS file

Author, year	Meta domain 1 - Research aims and questions		Meta domain 2 - Stakeholders	
Forger 2024	Add research aims and questions +	Add concerns +	Data This is the extracted data lorem ipsum dolor sit amet, consectetur adipiscing elit. Curabitur accumsan, velit id scelerisque dapibus, diam libero fringilla leo, eleifend ultrices nulla lacus id dui. Suspendisse quis sagittis lig... See more	Concerns This are the concerns lorem ipsum dolor sit amet, consectetur adipiscing elit. Curabitur accumsan, velit id scelerisque dapibus, diam libero fringilla leo, eleifen... See more
Wilson 2020	Add extracted data +	Add concerns +	Donec quis neque turpis. Suspendisse est sapien, auct...	Proin eleifend cursus efficitur. Donec quis neque turpis
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all the following domains + respective concerns:
Method domains (research design) 4 - 8
Method domains (research conduct) 9 - 12

*interface will be broader

Exploring the Experiences of Trauma of People Working in Homelessness: Mixed Methods Systematic Review

GUIDANCE ON APPLYING GRADE-CERQUAL

To optimise the functionality of iSoQ, and save you time, please add the following information organised into 4 steps.

STEP 4:
METHODOLOGICAL
ASSESSMENTS TABLE

Descriptive information extracted from the included studies (e.g. setting, country, perspectives, methods, etc.)

[Export to XLS file](#)

Actions


 

Overall assessment

Theory

Concerns

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Extracted data 

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Extracted data

Presentation of findings

Concerns

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OVERALL ASSESSMENT OF CONCERNS

☐

No or minimal concerns

☐

Minor concerns

☐

Moderate concerns

☐

Serious concerns

Explanation for overall assessment

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Research Design domains - META domains - Fit assessment		
Research question & aim domain	Good	[Data from fit assessment: Concerns, explanation, etc] Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commod...
Stakeholders domain	Poor	[Data from fit assessment: Concerns, explanation, etc] Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commod...
Researchers domain	Unclear	[Data from fit assessment: Concerns, explanation, etc] Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commod...
Context domain	Excellent	[Data from fit assessment: Concerns, explanation, etc] Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commod...
Research conduct domains	Good	[Data from fit assessment: Concerns, explanation, etc] Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commod...

Research Conduct domains - META domains - Fit assessment		
Research question & aim domain	Good	[Data from fit assessment: Concerns, explanation, etc] Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commod...
Stakeholders domain	Poor	[Data from fit assessment: Concerns, explanation, etc] Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commod...
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Context domain	Excellent	[Data from fit assessment: Concerns, explanation, etc] Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commod...



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THANK YOU

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Thank you to Claire Glenton, Simon Lewin, Epistemonikos, members of the GRADE-CERQual coordinating team, and members of the CAMELOT working group for their contributions to this presentation