This Guidance was first published on 22 October 2018 and has been updated on 4 December 2018. We strongly advise nominated applicants to check that they are using the most recent version of the Guidance before submitting their application to our studentship competition.
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Introduction

Welcome to the Scottish Graduate School for Arts & Humanities Doctoral Training Partnership (SGSAH DTP) Collaborative Doctoral Awards (CDA) competition for 2019. This document summarises the SGSAH DTP programme and provides guidance for applicants being nominated for a CDA and for nominating higher education institutions (HEIs).

The Collaborative Doctoral Awards (CDA) scheme funds projects that are developed in collaboration with external organisations across creative, heritage, third and business sectors. Guidance on the SGSAH DTP open studentship competition is available in a separate document.

We encourage CDA applicants and supervisors to read the Guidance carefully in advance before completing the CDA application form.

If you require any further information or clarification, then please contact us at admin@sgsah.ac.uk.
SGSAH Doctoral Training Partnership

The SGSAH DTP is the programme in Scotland that delivers the Arts and Humanities Research Council’s (AHRC) Doctoral Training Partnership. There are 10 AHRC DTP’s across the UK. DTP’s support postgraduate studentships across the breadth of the AHRC’s subject remit and provide innovative training environments for doctoral-level research. They include opportunities for PhD students to undertake broader training or development, such as language learning, overseas research visits, or placements with non-academic partners.

The SGSAH DTP supports all disciplines in the arts and humanities. If you are awarded a SGSAH DTP CDA studentship, you will be joining a cohort of approximately 60 other doctoral researchers.

The ten Higher Education members of the SGSAH DTP are:

- Glasgow School of Art
- Royal Conservatoire of Scotland
- University of Aberdeen
- University of Dundee
- University of Edinburgh
- University of Glasgow
- University of St Andrews
- University of Stirling
- University of Strathclyde
- University of the Highlands & Islands

Alongside our 10 HEI members, we have more than 160 organisations already engaged in partnership working with SGSAH, helping us to plan and deliver training, internships, residencies, placement and workshops.
Why SGSAH DTP?
Our aim is to work together to nurture and inspire a future generation of enlightened leaders committed to generating and mobilising new insights across scholarly, professional and public communities. Our doctoral graduates will be capable, caring, ethical & reflective professionals. They will be alert to their influence and impact as knowledge makers, co-creators and connectors and guided in their actions by what we stand for: Respect, Integrity, Creativity, and Collaboration. They will be champions for arts and humanities research, demonstrating through their work the value of arts and humanities to society, industry and other disciplines.

Our DTP2-funded PhD projects will be markers of excellence and originality, enabled by environments where excellent research is supported and conducted.

Our prestigious 3½ year CDA studentships offer:

- Fully-funded PhD studentships with a stipend of around £15,500 per annum plus fees (fees only for EU students)
- Partnership with a non-academic organisation and cross-institutional supervisory team where beneficial including a minimum of six months working within the non-academic organisation
- Access to additional funding to cover travel between partner organisations
- A core training programme to develop your skills as a future research leader
- Access to advanced inter/disciplinary training through our innovative Discipline+ Catalysts
- Connection and collaboration with organisations across the creative, cultural and heritage sectors through our Knowledge Exchange Hubs
- Extra funds to extend your studies to gain additional skills through training and internships
- Opportunities to travel abroad to carry out research and fieldwork
- Opportunities to be a Visiting Doctoral Researcher at another Higher Education Institute
- Access to the richness of Scotland’s research expertise and collections
- The chance to join an engaged and committed cohort of doctoral researchers working across the full range of arts & humanities disciplines
- Opportunities to lead the development of networks and funded training events across Scotland
- Membership of the SGSAH – a partnership of 16 HEIs in Scotland supporting 1,750 doctoral researchers in the Arts & Humanities

I’ve been given opportunities to run events, learn languages, think about my future career and meet a great support network of friends. It makes you feel part of a larger community.

(Doctoral Researcher, DTP)
Our SGSAH DTP Training & Development Framework offers an inclusive and flexible blend of core and bespoke opportunities cutting across and connecting disciplinary, methodological, academic and external contexts. Its design recognises the increased diversification of doctoral approaches in the arts and humanities and acknowledges the multiple and diverse skills required to be a successful researcher.

We have four pillars which run throughout our doctoral training programme. These are: Foundation, Core, Specialist and Partnership.

**Foundation: Professional Researcher** consists of courses foundational to the development of the professional researcher. Normally delivered via the home-HEI, completion is mandatory. Likely content includes Planning and managing research; Research ethics, integrity, values and behaviour; Intellectual property and copyright; Data management; and Communications.

**Core: Leadership Programme** is a developmental course that will equip our DTP doctoral researchers to become ethical leaders and influencers in whatever career path they choose. Topics covered include Equality & Diversity, Wellbeing, Communication, Fellowships, Grant Writing, Career Pathways, and Publishing. Running through the Leadership Programme is our Annual Summer School, which offers more than 40 workshops delivered by our members over three days. As the core offer of our doctoral partnership and the mechanism through which we facilitate a peer community, participation is a requirement.

**Specialist: Discipline+ Catalysts** support the pursuit of knowledge and advancement of disciplines through regular methodological and thematic training at the leading edges of arts and humanities. Our Catalysts also drive cross- and interdisciplinary collaborations with the sciences and social sciences and support...
student-led events funded through Cohort Development Funding. Doctoral researchers must participate in at least one Catalyst event annually.

**Partnership: Knowledge Exchange (KE) Hubs** SGSAH is launching three KE Hubs in 2019: Citizenship, Culture and Ethics Hub, Creative Economies Hub and Heritage Hub. Supported by key partners including the BBC, the V&A, the British Council, and the Scottish Parliament, these will deliver industry-focused events, internships and work-based learning within a UK and international context. Doctoral researchers must participate in one Hub event annually.

In addition to the four key training pillars summarised above, we offer opportunities for individual and collective training.

**Individual: Skills Development** allows you to apply for funding to support individual training and development needs. Key funding streams include:

- **Doctoral Internship/Artist in Residence** including international placements (three months’ additional stipend for fully-funded students, travel and accommodation as required);
- **Visiting Doctoral Researcher** – normally international (travel, accommodation and bench fee for up to six months);
- **Specialist training** (course costs/fees, travel and accommodation and additional stipend where appropriate);
- **Second-language learning** (additional stipend to cover time, and funding to cover course costs). This may be undertaken in combination with an international internship or a Visiting Doctoral Researcher position, utilising existing international links of our partnership;
- **Knowledge Exchange & Impact**: available to support collaborative research approaches and dissemination of findings;
- **Conference attendance**: to facilitate presentation research at national and international conferences.

**Collective: Cohort Development Funding (CDF)** is available for doctoral researchers to collaborate on designing and managing the delivery of inter/disciplinary, generic, careers-focused events. Recent workshops and events supported via CDF include: The Art & Science of Research; Research Blogging in the Arts & Humanities; Introduction to QGIS for Arts & Humanities students; Writing for an Interdisciplinary Audience.

It’s a great opportunity to explore career options outside of academia and experience something different from PhD research.
Collaborative Doctoral Awards Scheme Guidance

Collaborative Doctoral Awards (CDAs) are intended to encourage and develop collaboration between Higher Education Institutions (HEIs) and non-HEI organisations and businesses.

Collaborative research studentships provide opportunities for doctoral students to gain first hand professional experience outside the university environment. The support provided by both an HEI and non-HEI supervisor enhances the employment-related skills and training a research student gains during the course of their award.

It is important that the collaboration brings more to the student than enhanced access to an archive or collection, and that they are afforded real opportunities to develop career enhancing skills in addition to an academic qualification.

The studentships also encourage and establish longer-term links between the partners that can have benefits for both, providing access to resources and materials, knowledge and expertise that may not otherwise have been available and also provide social, cultural and economic benefits to wider society.

Partners should consider that one of the main aims of the Collaborative Doctoral Award scheme is to offer students enhanced benefits to their research, experience, training and skills development. As mentioned above there will be different skills to be offered, and varying contributions to be made, by the HEI and non-HEI organisations and supervisors. There are also potentially greater demands placed upon students in that they will be involved with two sets of supervisors, colleagues and working environments. Having clear lines of communication and an understanding of requirements and responsibilities by all parties should help to minimise any conflict or tension that could potentially arise.

A good collaborative partnership and project will be one that sets up the framework so a doctoral student can undertake the research with all the necessary support and resources readily available and procedures in place to monitor and manage the project.
SGSAH DTP CDA Studentship Competition 2019

Information for Students

This Guidance is intended for projects that have already been reviewed and shortlisted by the SGSAH DTP CDA Review Panel. All CDA nominations will have a named student attached at the point of nomination. Students should have been involved fully in preparing the application form. Nominated students are responsible for completing and submitting the nomination form with all required supporting documents.

Eligibility
If you are being nominated for a CDA, your nominating HEI should already have reviewed and confirmed your eligibility. AHRC studentships have residency requirements set by UK Research Innovation (UKRI), which are set out below. If at this point in the process you have concerns about your eligibility, please contact the postgraduate office in your nominating HEI.

Residency criteria
The following is taken from the UKRI Training Grant Guide document, p17.

“For purposes of residence requirements, the UK includes the United Kingdom and Islands (i.e. the Channel Islands and the Isle of Man).

44. To be eligible for a full award a student must have a relevant connection with the United Kingdom. A relevant connection may be established if:

• The candidate has been ordinarily resident in the UK, meaning they have no restrictions on how long they can stay

And

• Been ‘ordinarily resident’ in the UK for 3 years prior to the start of the studentship. This means they must have been normally residing in the UK (apart from temporary or occasional absences)

And

• Not been residing in the UK wholly or mainly for the purpose of full-time education. (This does not apply to UK or EU nationals).

45. To be eligible for a fees only award:
• Students from EU countries other than the UK are generally eligible for a fees-only award. To be eligible for a fees-only award, a student must be ordinarily resident in a member state of the EU; in the same way as UK students must be ordinarily resident in the UK.

• Note: These eligibility criteria are based on the Education (Fees and Awards) (England) Regulations 2007 and subsequent amendments.

As things currently stand, EU students are eligible to apply for support for an award beginning in October 2019.¹

**Acceptance onto PhD Programme**

To be eligible you will also need to have been accepted onto the PhD programme of your chosen lead-HEI who must nominate you to the Competition.

**Application process**

If you are making a CDA application, you should already have in place your lead-HEI and your non-academic partner organisation(s). Your lead-HEI will be supporting your nomination to the CDA competition.

SGSAH operates an electronic application system which will be open **1-13 February 2019** via our website. This guidance document includes a template for the information you will be required to complete online.

The online process involves:

- Inputting information to our electronic form. See the guidance section below for details.
- Uploading one single PDF of your academic transcripts.
- Uploading the PDF Institutional Statement that will be provided by your nominating, lead-HEI.
- Uploading confirmation of your offer of a place from your lead-HEI.

It is the student applicant’s responsibility to ensure that they have all the necessary documents ready to upload to the portal including the Institutional Statement.

**Application deadline**

The online application portal will close at **12 noon GMT on 13 February 2019**. Late applications will only be considered where there is evidenced breakdown in

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¹ The UK Government confirmed on 2 July 2018 that UKRI studentships (including AHRC studentships awarded through the Scottish Graduate School for Arts & Humanities) remain open to EU students starting courses in academic year 2019 to 2020, and that the funding support will cover the duration of their course, even if the UK leaves the EU in that period.
SGSAH’s operational systems and where such systemic failures have made submission by the deadline impossible. Please note that we will not accept late applications where there has been systemic failure at the applicant’s end (e.g. failure of internet connection). For this reason, we strongly advise applicants to complete the application process at least 48 hours in advance of the deadline.

Frequently asked questions

Can I apply through both the CDA route and the Open Competition Route?
You can only submit one application to the SSAH DTP studentship competition portal, irrespective of the route.

If I am unsuccessful this year, can I apply again in future years?
Yes.

How will my proposal be assessed?
Your application will be reviewed by a CDA Review Panel. SGSAH DTP’s Executive Committee will moderate across all of our Review Panels. Our marking scheme and indicative criteria are contained in this guidance at page 35.

When will I find out if I have been successful?
We aim to make initial offers for awards starting in October 2019 in early-mid April 2019.

Can I delay the start of my study?
A key element of the success of the Doctoral Training Partnership is the development of a strong and connected cohort of doctoral researchers and so we expect that all studentships will begin in October each year. Exceptionally we may permit deferment within the academic year once awards have been made.

If you have a query that isn’t answered here or on the FAQ section of our website, please email enquiries@sgsah.ac.uk.
Guidance on completing the 2019 application form

General notes on the application
You should read this guidance thoroughly before you begin your application. Your lead-HEI will also have guidance on how to write a good research proposal, and your supervisory team will be able to give you advice.

General note on the online form
Be aware that the online application form will automatically cut off entries over the stated word limits.

Personal details
This section asks you to provide contact information. We will normally contact you by email so please ensure you use an address you check regularly and which will be available to you at least until May 2019.

PhD Programme of Study
This section asks you to provide information about your nominating HEI, any other HEIs involved in supervision and your partner organisation.

Eligibility
This section asks you to confirm whether you are eligible for a full studentship or for a fees-only award.

To be eligible for a full AHRC DTP Scotland studentship including stipend you must:

- be nominated by one of the SGSAH AHRC DTP consortium HEIs; and
- hold a conditional or unconditional offer of a place in a relevant discipline on a PhD programme at that HEI.

You must also meet the residency criteria set out in the UKRI Conditions of Research Training Grants (see p7 of this guidance). These state that, in general, fully funded studentships are available to applicants who are settled in the UK and have been ordinarily resident for a period of at least three years before the start of postgraduate studies.

EU nationals resident in the EEA are normally only eligible for fees-only.

Overseas applicants are normally not eligible for awards unless they meet the residency criteria noted above. Further information for international students can be found on the UK Council for International Student Affairs website.

If you have any queries about your eligibility, in particular your residency status, please contact the relevant postgraduate office in your nominating HEI for advice and guidance at an early stage in the process.
Reasonable distance
AHRC studentships are awarded on condition that the student lives a ‘reasonable
distance’ from their lead-HEI. SGSAH’s definition of reasonable distance is that a
student ought to be able to travel to their lead University every day to work core
hours (10am to 4pm).

Qualifications
The AHRC expects applicants to have completed or to be studying towards a
relevant Masters qualification. This section requires you to complete the year, and if
appropriate, grade, of your qualifications. Please provide full transcripts – copies of
degree certificates alone do not provide sufficient evidence. Transcripts should be in
English, and where necessary a certified translation should be provided.

We recognise that some applicants will have completed degrees which are non-
standard or unclassified (i.e. Pass/Fail only). Where this is the case, applicants
should still complete the Qualifications section with further information to be provided
by the lead HEI in their Institutional Statement.

Relevant professional experience (300 words maximum)
This section is intended to provide a level playing field for applicants with unrelated
or no Masters qualifications but who have demonstrably relevant professional
experience. The Relevant Professional Experience section should therefore only be
completed by candidates who

- do not have and are not studying towards a Masters degree or equivalent
- or are returning to Masters study after a considerable break in higher
  education
- or gained a Masters degree more than five years previously
- or their Masters degree is not in a relevant subject
- AND they have significant professional experience, which is relevant to their
  research proposal.

Whilst we do not wish to discriminate against applicants who might not previously
have had the opportunity to study at postgraduate level, you should be aware that a
doctoral degree is a rigorous training at the highest academic level. If you are
completing this section of the application, you should provide evidence that the
training and development you have received is equivalent to that obtained through a
Masters course and therefore prepares you to continue to doctoral study.

Panel(s) and Subject Areas of PhD Project
SGSAH DTP studentship applications are assessed by eight panels. You should
select Panel H from the drop down menu in the Panel(s) and Subject Area(s)
sections.
**Research Summary (100 words maximum)**
Please provide a summary of your proposed research project that will be comprehensible to non-specialists.

**Research Proposal (1000 words maximum)**
This section must describe your proposal and should include; Title, Research Question(s)/ problem, Research context, methods and sources, originality/innovation and contribution to knowledge and Knowledge Exchange, Public Engagement & Impact.

We are seeking original, innovative, cogent and coherent proposals which are well-written in their entirety. Completion of the project should be feasible within 3½ years. The methodology should be demonstrably appropriate and the whole proposal well-grounded in current research literature and/or practice. The academic impact should be clearly stated: demonstrable contribution that excellent research makes to academic advances, across and within disciplines, including significant advances in understanding, methods, theory and application.

The proposal should demonstrate plans that will be implemented to ensure the benefits of the project can be transferred, exploited or exchanged beyond the immediate partnership. We hope that our post-doctoral graduates are committed to generating and mobilising knowledge across a range of professional and public communities. The SGSAH DTP aims to support you in developing KE, PE and Impact skills. You will be able to apply for funding to support activities that realise impact through the Student Development Fund; your partner organisation(s) may also help you with this activity through provision of resources and expertise.

We use the UKRI definition of impact, which also includes public engagement. When we ask you to describe the impact your research might have, we are not asking you to answer your research question(s) or to anticipate the results of your research. Instead we are asking you to consider more broadly who, both within and beyond academia, may be interested in and/or benefit by your research and its findings; and to describe what methods you might use to engage with these people or groups during and after your research.

You might find these questions helpful in thinking about impact:

- What is happening now – or not happening – that you think your research findings could help to change?
- Who might be interested or involved in delivering or experiencing the change that may happen as a result of your findings?
• Why would these communities be interested? How might they benefit?

• How will you engage/communicate/network with these communities? How can working with these communities help your research? Would your project benefit from planned knowledge exchange activities?

• How would you demonstrate/evidence any changes and the link back to your research findings, bearing in mind that you will be able to apply for funding to develop impact?

UKRI offers further useful descriptions of impact on its website.

Preparedness for proposed doctoral project (300 words maximum)
Please demonstrate how your previous study (UG/ MA) and/or professional experience have prepared you for this particular doctoral project. This might include reference to your UG and Masters programme of study and your dissertation topics, specific and appropriate methodological training and/ or expertise (e.g. proficiency in a relevant language, particular IT skills etc.), work-based learning or employment in a relevant occupation, etc.

Training needs and SGSAH DTP (300 words maximum)
We ask you to provide this information to show awareness of training required to allow for successful and timely completion of your PhD. However well prepared applicants may be to undertake the research they propose, it is expected that new skills will be required to ensure completion of the PhD. What skills will you need to develop to successfully complete your research project?

In addition, SGASH is keen to support you career aspirations. What skills will you seek to develop for professional development purposes? For example, would you like to undertake an internship with another industry partner?

In this section, we are also looking for evidence on how the SGSAH DTP fits with your training needs and career aspirations and how you plan to take best advantage of the particular opportunities we offer (outlined on p4-5). SGSAH requires all AHRC funded students to

- complete foundational training as required by the lead-HEI
- complete our DTP Core Leadership Programme consisting of an induction, one residential event for each full time year of study, a symposium in year two and our annual Summer Schools
- be a member of and participate in at least one Discipline+ Catalyst event and one KE Hub event per annum.
SGSAH Requirements

As noted above, as an SGSAH AHRC DTP-funded doctoral researcher, you are required to join and participate in at least one Discipline+ Catalyst and KE Hub event annually. You may elect to be a member of more than one Catalyst and Hub though this is not a requirement. Please indicate which Catalyst(s) and Hub(s) you will join.

Nominating Member of Staff and Email
Please provide a name and contact for your nominating institution. This will be the person who signs the nominating form. You should check with your proposed supervisor or the Graduate School Administrator in your lead HEI who the nominator is. It might be your Dean of Graduate Studies, or Head of School, or even your lead supervisor.

Further queries
If you have any further queries please refer to our FAQs or contact the SGSAH office via enquiries@sgsah.ac.uk or 0141 330 3408. We will host an online Q&A forum where you can talk to SGSAH staff about any aspect of your application. The forum can be accessed on the following times and dates through our website here.

- Thursday 1 November 2018, 3pm – 4pm
- Wednesday 14 November 2018, 2pm – 3pm
- Tuesday 4 December 2018, 11am – 12noon
- Tuesday 8 January 2019, 11am – 12noon
Advice from successful applicants
This advice is from doctoral researchers funded through our SGSAH DTP Open Competition route but some of it remains relevant to our CDA applicants so we have elected to include it in this Guidance document too.

Start early

Begin your application as early as possible. Even if you are sitting on the draft for a few weeks or months before the deadline, having time to think over your proposal, and allowing time for many edits is beyond valuable, even necessary.
Daniel

Share your draft widely...

I also found enlisting the support of multiple proof-readers (dedicated family and friends!) who are not necessarily specialists in your area really helpful, as they can help you simplify your language and make the content of your proposal more accessible and clear.
Clare

Just having someone else give a second opinion on what works and what doesn’t was so incredibly useful to me when I was completing my application. They can help make sure that you are getting your point across as clearly and precisely as possible, which to me was absolutely critical.
Adam

…and make use of feedback

Keep it clear

Reading my proposal to friends and family who knew little about my subject forced me to better clarify my argument and resulted in a much stronger application.
Juliet

Have a parent, friend, or sibling read it. If they don't understand something (especially if it's specific to your field) make sure you clarify so that anyone judging from different disciplines can understand. However, find a way to not clarify too much that it weakens the proposed idea's academic integrity.
Daniel
**Think about all elements of the application**

Immersing yourself in SGSAH, their ethos and what they stand for will help you to get into the right mind set for writing an application, which is tailored to the SGSAH and the concept of developing a networking framework/community for researchers.

*Grant*

Think boldly and creatively when it comes to impact and knowledge exchange, and come up with concrete proposal offering tangible output. It can feel daunting to make claims about how your work can benefit others, but by its very nature original research produces practical advances.

*Murray*

For me, it was necessary to really think about the essence of my research, my main ideas and aims, in order to submit a really polished application.

*Stefana*

**Draft, redraft and then redraft again**

A good application requires numerous drafts and lots of time – it’s not a side-project to be completed on weekends.

*Mads*

Be prepared for how many times you have to redraft your proposal. The application process and word limits can feel frustrating and restrictive, but it’s good practice for future proposals and will ensure that you are very clear about your objectives.

*Kirsty*

Go easy on yourself. It can be easy to let the application dominate your headspace in the months leading to submission. There’s a fine line between redrafting and unhealthy fixation.

*Andrew*

**And finally…**

I want to encourage students who are discouraged by similar experiences or find the process/competition daunting that sometimes it does take some people a bit longer than others, and that if you are committed, have a really excellent project, and listen to the advice of your supervisors, you can be successful with the SGSAH.

*Katy*

*Thanks to the SGSAH 2016 & 2017 Cohorts who shared their experiences with us.*
SGSAH AHRC DTP Collaborative Doctoral Award Nomination Application Form Template 2019/20

This template is available to download so you can prepare in advance of the online portal opening on 1 February. As a nominated CDA applicant, you will need to complete the online application form. The online portal will close at noon on 13 February. Late applications will not be accepted.

The application form should be read alongside the latest version of the SGSAH Doctoral Training Partnership Collaborative Doctoral Award Competition 2019 Guidance.

**Personal Details**

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<th>Email</th>
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<td>We will normally contact you by email so please ensure you use an address you check regularly and which will be available to you <strong>at least until May 2019</strong>.</td>
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Eligibility

Please indicate whether you are eligible for a full studentship or fees-only (please see p.7 of Guidance for more information)

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**PhD Programme of Study**

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<th>Cross-institutional supervision (if applicable)</th>
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<th>CDA Partner Organisation(s)</th>
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**Summary of Partner Organisation(s) core activity/business (150 words maximum)**

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**Qualifications**  
The AHRC expects applicants to have completed or to be studying towards a Postgraduate Masters qualification in a relevant subject. If you are not in this position you must use the ‘Relevant professional experience’ section to provide evidence that the training and development you have received is equivalent to that obtained through a Masters course in a relevant subject and, therefore, prepares you to continue to doctoral study.

<table>
<thead>
<tr>
<th>University or College</th>
<th>Dates of award</th>
<th>Degree/Diploma</th>
<th>Main subjects</th>
<th>Grade, Class or GPA</th>
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### Qualifications pending

<table>
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<tr>
<th>University or College</th>
<th>Anticipated date of award</th>
<th>Degree/Diploma</th>
<th>Main subjects</th>
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### Relevant professional experience (300 words maximum)

**ONLY TO BE COMPLETED WHERE**

- You do not have and are not studying towards a Masters degree or equivalent
- or are returning to Masters study after a considerable break in higher education
- or gained a Masters degree more than five years previously
- or if your Masters degree is not in a relevant subject
- AND you have significant professional experience, which is relevant to your research proposal.

You should use this section to provide evidence that the training and development you have received is equivalent to that obtained through a relevant Masters course and, therefore, prepares you to continue to doctoral study.

### Research Summary (100 words)

*Please provide a summary of your proposed research project that will be comprehensible to non-specialists.*
Research Proposal (1000 words)

This section must describe your proposal. We are seeking original, innovative, cogent and coherent proposals, which are well-written in their entirety. Completion of the project should be feasible within 3½ years. The methodology should be demonstrably appropriate and the whole proposal well-grounded in current research literature and/or practice. The proposal should demonstrate plans that will be implemented to ensure the benefits of the project can be transferred, exploited or exchanged beyond the immediate partnership?

Title:

Research question(s)/problem:

Research context, methods and sources, originality/innovation and contribution to knowledge:

Knowledge Exchange, Public Engagement & Impact:
Preparedness for proposed doctoral project (300 words maximum)

Please demonstrate how your previous study (UG / MA) and / or professional experience have prepared you for this particular doctoral project. This might include reference to your UG and Masters programmes of study and your dissertation topics, specific and appropriate methodological training and/or expertise (e.g. proficiency in a relevant language, particular IT skills etc.), work-based learning or employment in a relevant occupation, etc.

Training needs and SGSAH DTP (300 words maximum)

However well prepared applicants may be to undertake the research they propose, it is expected that they will need to develop new skills during their programme of study.

- Please identify your training needs – what skills will you need to develop to ensure that you are able to complete your research project successfully? (Your project is likely to build on and extend existing skills).
- What skills do you seek to develop for professional development purposes?
- Why have you chosen to put forward an application to SGSAH DTP? How will you participate in its wider training and development opportunities, beyond the core requirements?

SGSAH Requirements

All SGSAH DTP funded doctoral researchers are required to participate in core training elements provided by SGSAH. Key mechanisms for delivery of this training include Knowledge Exchange (KE) Hubs and Disciplinary+ Catalysts. Information about these can be found in the Guidance.
You must be a member of at least one KE Hub. Please indicate which KE Hub(s) you will join:

- Citizenship, Culture and Ethics
- Creative Economies
- Heritage

You must be a member of at least one Disciplinary+ Catalyst. Please indicate which Catalyst(s) you will join:

- Archaeology and Classics
- Creative Arts and Design
- Cultural and Museum Studies
- History
- Law
- Linguistics
- Media, Comms, Film & TV
- Modern Languages
- Celtic Studies
- Philosophy
- Literature
- Theology, Divinity & Religion

Nominating Member of Staff

*Please provide a name and contact for your nominating HE institution. This should normally be the person who signs the nominating form. It will not necessarily be your proposed supervisor; this will depend on your chosen HEI's nomination process.*
Data storage: Anonymised, limited special characteristic data (such as disability, ethnicity, other health data) will be collected and retained by SGSAH in order to fulfil our contractual obligations to our funder, the Arts and Humanities Research Council. This application may also be read by up to eighteen reviewers.

Applications from nominees not in receipt of funding will be destroyed by 1st October 2019. Applications from nominees in receipt of funding will be retained for the duration of the studentship.
Guidance for nominating institutions on completing the SGSAH DTP CDA Institutional Statement for studentships beginning in October 2019

Students nominated by a SGSAH AHRC DTP HEI will need to complete the online application form and upload the Institutional Statement (IS). The online portal will open on 1 February 2019 and close at noon on 13 February 2019. We will not accept late applications. It is the lead HEI’s responsibility to ensure that its nominated candidate is able to upload its Institutional Statement before the portal closes. We advise nominated students to submit their applications at least 48 hours before the portal closes to allow for technical issues etc.

The Institutional Statement for a CDA nomination is designed to allow institutions to demonstrate that they offer an excellent fit for the nominated student and their specific PhD research project. To this end, we invite nominators to demonstrate:

- the relevance and fit of the proposal with the proposed supervisory team;
- the relevance and fit of the research environment offered across the partnership;
- the nature of training and level of support to be provided to the student by the supervising institutions, including the partner organisation;
- the benefit to the partnership organisation(s).

Name of nominating member of staff
We do not specify who within a nominating institution should complete the Institutional Statement but the student will be required to supply a name and email address on their application so please do make sure that your nominated applicant knows who the nominator is. We will crosscheck nominations supplied by HEIs against applications received.

Non-standard and/or unclassified qualifications
If your nominated candidate holds a non-standard and/or unclassified qualification, we would ask you to provide further information about their qualification which will allow us to evaluate it fairly against the scoring criteria. For example, where the applicant holds an Ordinary Degree rather than an Honours Degree, contextual sectoral information may be provided. Where a degree is unclassified, we ask you to confirm the quality of the work by making reference to the examiner’s report.

Supervisory Team
In this section, we ask you to provide details of the supervisory team and indicate the weighting given to each supervisor. Where the supervisory team comes from across two HEIs, one of the HEIs will be designated the lead-HEI. This is the HEI at which the doctoral researcher will be registered for study and from which they will graduate. The lead-HEI will be the nominating HEI.
The Lead Supervisor must be employed by the nominating HEI. Lead Supervisor allocation must be more than or equal to the allocation of the other supervisor in the team. The supervisory allocations available for CDAs are:

75%/25%
50%/50%

Exceptionally, a case may be made where a team of three academic supervisors is appropriate. In this instance, allocation available is:

60%/20%/20%

This section of the IS also invites all supervisors to list up to six relevant outputs. This is indicative and is not intended to discourage early career researchers from acting as Lead, co- or secondary supervisors. SGSAH welcomes and supports the development of ECRs through its DTP programme. ‘Outputs’ refers to publications, practice-based research including performances, exhibitions, compositions, etc.

Supervisors should not normally supervise more than six PhDs (FTE) at any one time.

This section also asks for details and experience of the supervisor located in the partner organisation. It is expected that there is one key, named supervisor within the partner organisation.

**Supervisory expertise and research training environment** (800 words)
This section allows you to make a case for the supervisory fit in its entirety, including supervisors, HEI(s) and partner organisations.

- Why is this the right supervisory team for this project and this applicant? What expertise does this particular team bring to the project?
- What role will supervisors – including the supervisor from the partner organisation - play in ensuring the doctoral researcher and their project are supported?
- How will the supervisory arrangements, including communications, be managed? (SGSAH actively supports the development of Early Career Researchers. Where an ECR is a member of the supervisory team, please provide details on how the ECR will be mentored/supported in their role.)
- How does the research environment and partnership support the doctoral researcher and the project? What resources are available to the doctoral researcher across the HEI and partner organisation e.g. collections/research culture, placement experience, equipment etc. and how are these essential to the successful completion of the project? Why is the partner organisation essential to the success of the project, i.e. why could this not be undertaken without their input?
• What will the student/project/partnership add to the HEI’s research environment?

We recognise that there may be occasions where an applicant has extenuating circumstances that influence their choice of lead-HEI, which should be within commutable distance. Reviewers will still seek evidence that an overall excellent research environment is provided.

**Benefit to Partner** (300 words)
The project should deliver tangible benefit for the partner organisation(s) and completion of the project should only be possible through the specific partnership(s). We need to see that the project is based on meaningful collaboration.

**Training and Skills Development Plan**
We expect the applicant’s section on required training to align with the more detailed training plan requested here. Students are normally funded for 3½ years. Stipends can be extended to allow additional time for the completion of e.g. internships and essential language learning. Note that our AHRC-funded doctoral researchers are still required to submit within four years (or p/t equivalent).

SGSAH requires all AHRC funded students to

- complete foundational training as required by the lead-HEI
- complete its Core Leadership Programme consisting of an induction, one residential event for each full time year of study, a symposium in year two and annual Summer Schools
- be a member of and participate in at least one Discipline+ Catalyst event and one KE Hub event per annum.

Further opportunities for training and skills development are outlined on p.4-5 of this Guidance. We would recommend that the doctoral researcher and supervisory team review these as part of their discussion of a bespoke PhD Programme training plan. This plan should support the successful and timely completion of an excellent PhD project as well as develop the student’s professional skills. Training plans should be specific.

We recognise that plans are likely to change over the course of the PhD project. We seek evidence that the needs of the student, their project, and their future ambitions have been considered carefully at the outset. (Currently, more than 50% of Arts & Humanities doctoral graduates pursue careers outside of the academy.)

• What training and skills development does this applicant require in order to successfully complete this PhD project and how will the resources of the partnership, alongside SGSAH’s shared resources, enable this applicant to complete this thesis? Please avoid generic statements of provision.
• How will the partnership resources and SGSAH’s shared resources support this applicant in preparing for their future career aspirations? What skills will the student develop as a result of this partnership?

**Ethical Information and IPR**
All parties, and in particular the student, should be aware of and understand the responsibilities and requirements that partners will sign up to in setting up and entering into the partnership. Details of the agreement should be summarised in this section and might include, but are not limited to:

- provision of resources, including time/space at the partner organisation
- outcomes of studentship
- issues of ethics and/or confidentiality
- ownership of research results and intellectual property
- conflict resolution mechanisms

If the partnership is successful in obtaining funding, a formal partnership agreement to guide the management of the collaborative project should be in place at the point of project commencement. SGSAH will require to see a copy of this agreement within one month of the doctoral project beginning.

**Confirmation of supervisory requirements**
SGSAH DTP is committed to the continuing professional development of our PhD supervisors, which we see as essential to the provision of an excellent training environment for our students. Measures agreed by our HEI members are:

- One member of the proposed supervisory team must have previously supervised at least one doctoral candidate to successful completion at the point of the nomination being submitted.
- All supervisors must have completed supervisory training for new supervisors at the point of the nomination being submitted.
- All non-ECR supervisors will have completed an Updating Workshop offered by their HEI in the past four years.
- Supervisors of SGSAH DTP funded students must attend a Supervisors’ Induction workshop led by SGSAH. Supervisors are asked to reserve a place prior to the nomination being submitted. Exceptionally, for example where a supervisor is on fieldwork outside of the UK during the entire period of Supervisors Induction workshops, we may provide a distance learning option. Where an application is unsuccessful, reserved places will be cancelled. We
anticipate multiple workshops being held between 17 and 27 September 2019. Booking will be available on our website from 14 January 2019.

**Signing off**
Institutional Statements for CDA nominations must be signed by the designated nominator in the lead HEI and by someone within the partner organisation.

**Nominating an EU national for fees-only support**
AHRC studentships only provide fees for EU students from countries beyond the UK. The UK Government confirmed on 2 July 2018 that UKRI studentships (including AHRC studentships awarded through the Scottish Graduate School for Arts & Humanities) remain open to EU students starting courses in academic year 2019 to 2020, and that the funding support will cover the duration of their course, even if the UK leaves the EU in that period.
Institutional Statement for Nominated CDA Applicants 2019

Title of CDA research proposal:

Name of Nominating Member of Staff:
Institution:
Email Address:
(This must be an “.ac.uk” email address. Nominators will receive an automatic email reply confirming the application has been submitted by the student.)

Partner organisation(s):
Address:

Supervisory teams may come from a single HEI or from two HEIs within the SGSAH DTP.

The requirement that all members of the academic supervisory team list up to 6 relevant outputs is indicative and not intended to discourage early career researchers from acting as Lead, co- or secondary supervisors. SGSAH welcomes and supports the development of ECRs through its DTP programme. ‘Outputs’ refers to publications, practice-based research including performances, exhibitions, compositions, etc.

Lead Supervisor (must come from nominating, lead HEI)
Name:
Institution:
Email:
Discipline:

ECR (within six years of their first academic appointment): Yes/No

Supervision allocation (please indicate)

75% □

60% □

50% □

Total number of doctoral researchers supervising currently (as FTE):

Up to six most relevant research outputs:

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<thead>
<tr>
<th>Supervisor 2</th>
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<tbody>
<tr>
<td>Name:</td>
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<tr>
<td>Institution:</td>
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<tr>
<td>Email:</td>
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<tr>
<td>Discipline:</td>
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ECR (within six years of their first academic appointment): Yes/No

Supervision role (i.e. co-supervisor or second supervisor):

Supervision allocation (please indicate)

20% □

25% □

50% □

Total Number of students supervising currently (as FTE):

Up to six most relevant research outputs:
Supervisor 3 (where applicable)

Name:
Institution:
Email:
Discipline:
ECR (within six years of their first academic appointment): Yes/No
Supervision role (i.e. co-supervisor or second supervisor):
Supervision allocation (please indicate)
20% □
Total Number of students supervising currently (as FTE):
Up to six most relevant research outputs:

Partner Supervisor

Name:
Organisation:
Position:
Relevant experience:

Supervisory expertise and research training environment (800 words)

- Why is this the right supervisory team for this project and this applicant? What expertise does this particular team bring to the project?
- What role will supervisors – including the supervisor from the partner organisation - play in ensuring the doctoral researcher and their project are supported?
- How will the supervisory arrangements be managed? (SGSAH actively supports the development of Early Career Researchers. Where an ECR is a member of the supervisory team, please provide details on how the ECR will be mentored/supported in their role.)
- How does the research environment and partnership support the doctoral researcher and the project? What resources available to the doctoral
researcher across the HEI and partner organisation e.g. collections/research culture, placement experience, equipment etc. and how are these essential to the successful completion of the project? Why is the partner organisation essential to the success of the project, i.e. why could this not be undertaken without their input?

- What will the student/project/partnership add to the HEI’s research environment?

**Benefit to Partner:** How will the research project contribute to the delivery of the partner organisation’s strategic goals? How will the project benefit the partner? (300 words max)

**Training and Skills Development Plan**

- What training and skills development does this applicant require in order to successfully complete this PhD project and how will specific HE institutional, partnership and SGSAH’s shared resources enable this applicant to complete this thesis? Please avoid generic statements of provision.

- How will specific institutional and partnership resources and SGSAH’s shared resources support this applicant in preparing for their future career aspirations?

The plan should refer to training essential to the successful completion of their project, provided by the HEI and partner(s), as well as other optional training opportunities provided by SGSAH that will be of benefit to this doctoral researcher and their career aspirations (e.g. Internship; Visiting Doctoral Researcher; methodological training, second language learning). For further information on core training provided by SGSAH please refer to the Guidance document. Training plans should be specific.
Ethical Information and IPR

Please identify any ethical or safety issues attached to this research project and how these will be addressed, including arrangements agreed to maintain confidentiality of information and IPR between all partners. Please confirm that a formal partnership agreement between partners is in place and summarise the key agreements of this.

Confirmation of supervisory requirements

One member of the proposed supervisory team has previously supervised at least one doctoral candidate to successful completion. □

All academic supervisors have completed supervisory training for new supervisors. □

All non-ECR academic supervisors have completed an Updating Workshop in the past four years. □

SGSAH AHRC DTP Supervisors’ Induction

All academic supervisors of SGSAH AHRC DTP-funded doctoral researchers must attend a SGSAH Supervisors’ Induction. These must be reserved at www.sgsah.ac.uk in advance of the application being submitted.

Please indicate which Induction workshops have been reserved by the academic supervisors:

Lead Supervisor:

Supervisor 2:
Supervisor 3 (where applicable):

Exceptionally, we may consider a distance learning option. Where there are exceptional reasons why a supervisor is unable to attend a workshop across the period offered, information should be provided here:

**Data storage:** Anonymised, limited special characteristic data (such as disability, ethnicity, other health data) will be collected and retained by SGSAH in order to fulfil our contractual obligations to our funder, the Arts and Humanities Research Council.

Applications from nominees not in receipt of funding will be destroyed by 1st October 2019. Applications from nominees in receipt of funding will be retained for the duration of the studentship.

**Signed on behalf of lead HEI:**

Name:

Position:

Date:

**Signed on behalf of partner organisation:**

Name:

Position:

Date:
Marking criteria for 2019

Nominations submitted to the SGSAH DTP competition are of a very high standard. The majority are fundable and the competition is fierce. We have developed a set of criteria to help us to make difficult decisions in a transparent way.

In essence, the questions we ask are:

- Why this student?
- Why this research project?
- Why this partnership?
- Why this DTP?

Marks are organised into broad bands A-D. Reviewers are asked to allocate precise marks within each band (SGSAH staff will assess qualifications). Total marks available for award are 50.

Qualifications OR Relevant Professional Experience

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<tr>
<th>Band</th>
<th>Mark</th>
<th>Qualifications description*</th>
<th>Relevant Professional Experience description</th>
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</table>
| A    | 6    | A first class degree with evidence of high marks maintained across the programme or exit velocity as demonstrated by increasing marks in undergraduate transcripts and dissertation or equivalent awarded a first class mark  
**OR** a Masters level distinction with a dissertation mark of 70% first class/A grade or equivalent  
**OR** clear evidence in the Institutional Statement of excellence in the dissertation/independent research element of an unclassified postgraduate research degree (e.g. MPhil), e.g. comment from external examiner or dissertation of publishable quality | A compelling case that relevant professional experience is at least equal to the completion of a Masters degree with distinction, including strong evidence of independent research thinking and excellent quality output |
| B    | 5    | A first class degree  
**OR** a Masters level distinction | A good case is made including evidence of independent research thinking and high quality output |
OR clear evidence in the Institutional Statement of a high standard of achievement in the dissertation/independent research element of an unclassified postgraduate research degree (e.g. MPhil), e.g. dissertation of near-publishable quality.

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<th>Description</th>
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<td>C</td>
<td>4</td>
<td>Masters with merit</td>
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<td>A strong case is made that relevant professional experience is at least equal to the completion of a Masters degree, but is not compelling. For instance: evidence is available of research thinking but the level of independence is unclear; evidence is available for output but the quality is not excellent.</td>
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<tr>
<td>D</td>
<td>1</td>
<td>Masters at pass (overall mark 50-59% or equivalent)</td>
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<td>OR Undergraduate degree at 2:1</td>
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<td>A case is made that relevant professional experience is at least equal to the completion of a Masters degree, but is not strong. This might include a lack of evidence of independent research thinking and poor quality output, for example.</td>
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* Where the qualification is non-standard or unclassified, your Institutional Statement will provide further information for review purposes.

**Preparedness for research & training needs** (note that the skills required will be specific to each project)

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<th>Description</th>
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<tr>
<td>A</td>
<td>10</td>
<td>Evidence that the applicant is exceptionally well-prepared for their proposed research and for PhD level of study through either: Previous highly relevant study (e.g.: the relevance of undergraduate and Masters’ programme and dissertation topics; specific advanced methodological or skills training; proficiency in required language or technical skills; relevant employment-related or work-based learning experience etc.);</td>
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<td>or</td>
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<td>or</td>
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Previous highly relevant professional experience (e.g. significant employment in a highly relevant field with equivalence to Masters' study; specific methodological training and/or experience etc.); and

The training requirements identified demonstrate convincingly that the candidate has an excellent sense of what is required to enable them to complete the project successfully and has identified training available, making excellent – most - use of their membership of the SGSAH AHRC DTP.

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<tr>
<th>Evidence that the applicant is well-prepared for their proposed research and for PhD level of study through either:</th>
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<tr>
<td>Previous related study (e.g.: the relevance of a UG programme and Masters’ dissertation topic; specific methodological or skills training); or Relevant professional experience (e.g. employment in a relevant field with equivalence to Masters’ study; specific methodological training and/or experience); and The training requirements identified indicate that the candidate has a reasonable idea of what is required to enable them to complete the project successfully and has identified some training available, making good use of their membership of the SGSAH AHRC DTP cohort.</td>
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<tr>
<th>Evidence that the applicant is prepared for their proposed research and for PhD level of study through either:</th>
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<tr>
<td>Previous related study but somewhat limited in scope (e.g.: the relevance of an undergraduate or Masters dissertation; some competency in appropriate methodological or skills training and/or experience). or Some relevant professional experience but limited in scope or duration (e.g. employment in a relevant field with equivalence to Masters’ study.) and The training requirements identified indicate that the candidate has partially considered the training required to enable them complete the project successfully, and has given some indication of familiarisation with the resources and opportunities provided by being a member of the SGSAH AHRC DTP cohort.</td>
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D  
No evidence that the applicant is prepared for their proposed research and for PhD level of study (e.g. there is no relevance of UG/Masters programmes to the proposed project) or No relevant professional experience and
Little indication of familiarisation with the resources and opportunities provided by being a member of the SGSAH AHRC DTP cohort.
## Quality of Research Proposal

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<th>Description</th>
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<tr>
<td>A</td>
<td>12</td>
<td>An exceptional proposal in all of its components. Research questions are clear/cogent and the proposal demonstrates a comprehensive awareness of the research context and the contribution that the project will make to the field and partner organisation. A clear gap in existing knowledge has been identified and a compelling case made for the significance of addressing this gap. The proposal is original and innovative, the methods are appropriate, and the project is feasible within the timescale of 3½ years. An entirely persuasive case has been made for the potential for knowledge exchange, public engagement and/or impact with realistic plans for delivery. Any ethical/safety issues have been identified and appropriately addressed. The proposal is compelling.</td>
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<td>11</td>
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<tr>
<td></td>
<td>10</td>
<td></td>
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<tr>
<td>B</td>
<td>9</td>
<td>A strong proposal with clear and cogent research questions and a sense of the contribution that the research will make, combined with appropriate methods. The research is likely to be feasible within the timescale of 3½ years. There is a good case for the potential for knowledge exchange, public engagement and/or impact together with a delivery plan. Any ethical/safety issues have been identified and appropriately addressed. A good case is made for the proposal.</td>
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<td>8</td>
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<td>7</td>
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<tr>
<td>C</td>
<td>6</td>
<td>A solid proposal with researchable questions, appropriately identified sources and an appropriate methodology. There is some awareness of its intellectual importance. The research may be feasible within the period of supervised study. There will be indications of awareness of the potential for knowledge exchange, public engagement and/or impact activity but the proposal may lack realistic plans for implementation. Any ethical/safety issues have been identified and appropriately addressed.</td>
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<tr>
<td></td>
<td>4</td>
<td></td>
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<tr>
<td>D</td>
<td>3</td>
<td>A proposal with serious shortcomings in one or more of its aspects.</td>
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### Supervisory Expertise, Research Environment & Partnership

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<tr>
<th>Band</th>
<th>Mark</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>12</td>
<td>Supervision arrangements represent an excellent fit with the nominated student and their proposed research. The supervisory team, in its totality, provides this student with the best possible support available – that is, world-leading. The supervisory team is likely to offer complementary areas of expertise, at the level of knowledge/discipline, methodologies, and other appropriate skills (e.g. impact and KE experience), demonstrating the ability to develop the doctoral researchers’ skills and professional competence. All members of the supervisory team are active researchers, demonstrating significant and ongoing expertise in the required field(s), as appropriate to their career stage. The research environment offered to the applicant is demonstrably excellent in all of its components. Resources available across the HEI(s) and partner organisation(s) are essential to the successful completion of the PhD – e.g. collections, spaces or equipment – and the nominated applicant will be able to access the resources. The research fits well with the expertise and/or priorities of the supervising HEI(s) and partner organisation(s). There is demonstrable ‘added value’ for the student being co-supervised by this particular partnership, and vice versa, and the involvement of the partner organisation(s) is essential. The benefits to the partner organisation are extremely convincing. The summarised partnership agreement seems robust and appropriate.</td>
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<tr>
<td>B</td>
<td>9</td>
<td>Supervision arrangements represent a strong fit with the proposed research. There is a strong research environment, with the supervisory team able to offer good support, and the environment across the HEI(s) and partner organisation(s) providing access to necessary resources. There is evidence of existing or emerging capacity in the proposed research area and the student is likely to benefit from the partnership arrangement. The involvement of the partner organisation(s) is useful but not essential. The benefits to the partner organisation are strong. The summarised partnership agreement seems robust and appropriate.</td>
</tr>
<tr>
<td>C</td>
<td>6</td>
<td>Supervision arrangements are adequate, with supervisors having some experience in the subject area but there are some questions about the fit between the full supervisory team and proposed research. There is adequate fit between the resource needs of the project and the research environment, including the partnership organisation(s). The benefits to the partner</td>
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organisation are adequate. The summarised partnership agreement seems robust and appropriate.

<table>
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<tr>
<th>D</th>
<th>3</th>
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</table>

There are some strengths but there are also clear weaknesses in terms of supervisory fit and research environment. The supervisory team does not fulfil the supervisory training requirements in all of its components. There are no clear benefits to the partner organisation. Details relating to the partnership agreement cause concern.

### Training plans and provision

<table>
<thead>
<tr>
<th>Band</th>
<th>Mark</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>10</td>
<td>Compelling evidence that the specific needs of the nominated applicant have been considered carefully, that the training needs identified are appropriate and relevant and that the student will be exceptionally well supported through the partnership arrangements. The full-time student will spend between 3 and 18 months at the partner organisation(s). It is highly likely that the project will be successfully completed within the funded period. There is clear evidence that the future career aspirations of the applicant have been considered, and that appropriate opportunities/resources have been identified, making excellent use of the resources available across the supervisory HEI(s), the partner organisation(s) and the wider SGSAH. The overall plan is clear and realistic and offers an outstanding PhD Programme for the applicant.</td>
</tr>
<tr>
<td>B</td>
<td>7</td>
<td>There is strong evidence that the specific needs of the nominated applicant have been considered and that the training needs identified are appropriate and relevant. It is likely that the project will be successfully completed within the funded period. There is good evidence that the future career aspirations of the applicant have been considered, and that appropriate opportunities/resources have been identified, making good use of the resources available across the supervisory HEI(s), the partner organisation(s) and the wider SGSAH.</td>
</tr>
<tr>
<td>C</td>
<td>4</td>
<td>There is some sense that the specific needs of the nominated applicant have been considered though the development opportunities are limited.</td>
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<tr>
<td>D</td>
<td>2</td>
<td>The training plan is entirely generic. Insufficient attention has been paid to specific training and skills development needs and how these will be met.</td>
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</table>