# SGSAH AHRC DTP Nomination Application Form Template 2021/22

This template is available to download so you can prepare in advance of the online portal opening on 1 February 2021. If you are nominated by a SGSAH AHRC DTP HEI, you will need to complete the online application form. The online portal will close at 12 noon GMT on 12 February 2021. Late applications will not be accepted.

**The application form should be read alongside the latest version of the SGSAH Doctoral Training Partnership & Funded Studentship Open Competition 2021 Guidance.**

**Personal Details**

Applications are reviewed anonymously. Personal Details will not be shared with reviewers.

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| Name |
| Email  *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 September 2021*** |
| Permanent Address |
| Correspondence Address if different |
| Eligibility  *Please indicate whether you are classified by your HEI as a home or international student.* |

**PhD Programme of Study**

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| Institution at which you are or will be registered (the lead institution) |  |
| Have you already commenced your PhD programme of study? | Yes/No |

**Cross-institutional supervision where applicable** (up to two additional HEIs)

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| Institution |  |
| Institution |  |

**Subject panel(s) and subject areas of PhD Project**

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| *Please refer to the Guidance for information about the subject panels and subject areas.*  **Subject Panel(s) (e.g. Panel A)** *Where your supervisory team is drawn from disciplines covered by different panels* ***and*** *your supervisors are equally weighted (50%/50%), you may choose to select two Panels. Both panels will review your application.*  **Subject area(s) (e.g. Classics)** *At least one and up to two subject areas may be selected.*  **Interdisciplinary projects beyond the Arts and Humanities**  *We will fund interdisciplinary projects where at least 50% of the project falls within the AHRC’s disciplinary domains.*  *Where your project is interdisciplinary, with supervision drawn from Science, Technology, Engineering and/or Medicine, the Review Panel and Executive will exceptionally consider requests for 4 years of funding. If you require 4 years of funding, please provide a clear rationale for this request* (200 words max). |

**Strategic Themes and Priority Areas**

**Please indicate if your application falls within one or more of our strategic themes or priority areas as identified above**

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| * Modern Languages * Celtic Languages and Studies * Creative Industries/Economies * Cultural and Heritage Studies * Environmental Humanities * Equalities, Diversity, Inclusion and Social Justice within arts and humanities contexts |

**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****.*** *Details of place of study will not be shared with reviewers.*

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| **University or College** | **Dates of award** | **Degree/Diploma** | **Main subjects** | **Grade, Class or GPA** |
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**Qualifications pending**

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| **University or College** | **Anticipated date of award** | **Degree/Diploma** | **Main subjects** |
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| **Relevant professional experience (300 words maximum)**  **If you complete this section, it will be reviewed in place of qualifications.**  You should only complete it if:   * 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.* |

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| **Research proposal title** |

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| **Research Summary (100 words)**  *Summary of the proposed research project that will be comprehensible to non-specialists and suitable for PR and communication channels.* |

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| **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 the funded period, normally 3½ years. The methodology should be demonstrably appropriate and the whole proposal well-grounded in current research literature and/or practice. Full bibliographic referencing is not required.*  Research question(s)/problem:  Research context, methods and sources, originality/innovation and contribution to knowledge (academic impact):  Knowledge Exchange, Public Engagement & Impact: *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?**Be realistic in your proposed plans and ensure that your plans are ethical.* |

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| **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.* |

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| **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 and will be project specific.)* * *What skills do you seek to develop for professional development purposes? For example, do you intend to undertake an Internship?* * *How will you meet the needs and develop the skills noted above? What resources and/or opportunities will you access across the SGSAH DTP Programme beyond the core requirement, and from your HEIs and/or other HEIs or organisations?* |

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| **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 □ |

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| **Nominating Member of Staff**  *Please provide a name and contact for your nominating institution. This will be the person who signs the nominating form. This will depend on your chosen HEI’s nomination process.* |  |
| **Nominator Email** |  |

**Data storage:** Anonymised, limited special characteristic data (such as disability, ethnicity, and 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 2021. Applications from nominees in receipt of funding will be retained for the duration of the studentship. This application may be read by up to eighteen reviewers.

# Guidance for nominating institutions on completing the SGSAH DTP Institutional Statement for studentships beginning in October 2021

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 2021** and close **at 12 noon GMT on 12 February 2021**. **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 doctoral researchers to submit their applications at least 48 hours before the portal closes to allow for any technical issues.

**All applications will be anonymised. Reviewers will not have access to transcripts, offer of place, or any identifying factors such as name or qualifications. All parts of the applications should be free from pronouns or other words which would identify the applicant’s gender or ethnicity. In order to comply with these guidelines, we ask that you use ‘the applicant’, or refer to all applicants as ‘their/they’.**

The Institutional Statement is designed to allow institutions to demonstrate that they offer an excellent fit for the nominated candidate 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 in its entirety;
* the relevance and fit of the research environment; and
* the nature of training and level of support to be provided to the student by the supervising institution(s).

## Name of nominating member of staff

We do not specify who within a nominating institution should complete the Institutional Statement, but the candidate 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.

**Review Panels**

Applications which cross two of our Competition Review Panels will be reviewed by both panels. We seek confirmation that the proposed research crosses Panel disciplines. Please note that two panels should only be selected if the supervisory team has an equal weighting across two panels e.g. 50% Music and 50% Film & TV. (See p. 10 for details of Panel Disciplines.)

**Supervisory Team**

We seek evidence that the applicant and their project will be supported by the very best team of supervisors and research environment available across our doctoral training partnership.

Making best use of the excellence that exists across the SGSAH DTP consortium, in terms of world-leading academic expertise and unique resources, the very best supervisory team and research environment may be provided by working across our DTP HEIs. To support this, we have in place a cross-HEI co-supervision agreement.

Where the supervisory team comes from across 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.

We recognise that the very best supervisory team and research environment may come from a single HEI.

In all cases, a compelling rationale for the supervisory arrangement will need to be provided in the ‘Supervisory expertise and research training environment’ section.

In this section, we ask you to provide details of the supervisory team and indicate the weighting given to each supervisor. Lead Supervisor allocation must be more than or equal to the allocation of other supervisor(s) in the team. The supervisory allocations available are:

75%/25%

50%/50%

60%/20%/20%

The DTP will not formally recognise supervisory input of less than 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.

**Supervisory expertise and research training environment (800 words maximum)**

We seek here demonstrable and persuasive evidence that the supervisory arrangements offer the PhD researcher the best training environment possible within the consortium partnership.

* 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 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 support the doctoral researcher and the project? How are the collections/research culture, context and resources of the HEIs to which the applicant has applied essential to the successful completion of the project?
* What will the doctoral researcher/project add to the 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.

**Training and Skills Development Plan** (500 words maximum)

The applicant’s section on required training must align with the more detailed training plan requested here, and the two sections should be constructed collectively. Students are normally funded for 3½ years and the AHRC expects its funded doctoral students to submit within the funded period. Stipends can be extended to allow additional funded 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) irrespective of additional funded time.

SGSAH requires all AHRC funded students to:

* complete foundational training as required by the lead-HEI
* complete the SGSAH DTP 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 School
* 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. 4-6 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 to the individual applicant. Broad or boilerplate statements about departments, resources, etc. are unlikely to make a strong enough case for the applicant.

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.)

The student and their project may benefit from collaboration with a non-academic organisation. Such collaboration(s) and their likely benefits should be referenced in this section.

* What training and skills development does this applicant require in order to successfully complete this PhD project and how will specific institutional resources and SGSAH’s shared resources enable this applicant to complete this thesis? Please avoid generic statements of provision.
* Is there an opportunity to collaborate with a non-university partner to the benefit of this applicant and their project?
* How will specific institutional resources and SGSAH’s shared resources support this applicant in preparing for their future career aspirations?

**Ethics**

Any project funded by SGSAH DTP must be ethical. In this section you should identify any ethical or safety issues attached to this research project or to the associated impact plans and how these will be addressed. Please do consider this carefully as any project, including its impact plans, which is considered not to have addressed ethical issues will be deemed to be not fundable.

**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 completionat the point of the nomination being submitted. This need not be the Lead Supervisor.
* All supervisors must have completed supervisory training for new supervisors at the point of the nomination being submitted. All non-ECR supervisors must have completed an Updating Workshop offered by their HEI in the past four years.
* Supervisors of SGSAH DTP funded doctoral researchers must attend or have already attended a SGSAH Supervisors’ Induction Workshop. Where supervisors have not yet attended this, they are asked to reserve a place prior to the nomination being submitted and to hold this in their diaries. Where an application is unsuccessful, supervisors should cancel their reserved place and release the hold from their diaries. We anticipate multiple workshops being held in September 2021. Booking will be available on our website from 11 January 2021.

**As supervisory training is a requirement, staff who are already supervising SGSAH AHRC DTP2 funded doctoral researchers (that is, doctoral candidates whose funding commenced in 2019/20 or 2020/21) but who did not attend the mandatory training are not eligible to be a nominated supervisor in the 2021 studentship competition and should contact their SGSAH Executive member.**

**Signing off**

Institutional Statements must be signed by the designated nominator in the lead-HEI.

# SGSAH AHRC DTP Institutional Statement for Nominated Applicants 2021/22

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| **Title of research proposal:** |

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| **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.)* |

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| **Non-standard and/or unclassified qualifications**  *If your nominated candidate holds a non-standard and/or unclassified qualification, please provide further information about their qualification. 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, confirm the quality of the work by making reference to the examiner’s report (e.g. excellent and publishable; strong and of near-publishable standard).* |

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| **Confirmation of interdisciplinary**  *Where supervisors are weighted 50%/50% and cover more than one review panel, they may be submitted for review to more than one panel. Please indicate if this is the case.*  Yes □  No □ |

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| *We seek evidence that the applicant and their project will be supported* ***by the very best team of supervisors and research environment available across our doctoral training partnership****. Each environment and team will be specific to each applicant and their project. First and second/co-supervisors may be located in different HEIs. Supervisory teams should be clear about the supervision allocation across the team. Lead Supervisor allocation must be more than or equal to the allocation of other supervisor(s) in the team. The DTP will not formally recognise supervisory input of less than 20%.*  *The requirement that all members of the 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):  Total number of doctoral researchers supervising at 1st October 2021 (as FTE):  Up to six most relevant research outputs: |
| **Supervisor 2**  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)  25% □  20% □  50% □    Total Number of students supervising currently (as FTE):  Total number of doctoral researchers supervising at 1st October 2021 (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 third supervisor):  Supervision allocation (please indicate)  20% □  Total Number of students supervising currently (as FTE):  Total number of doctoral researchers supervising at 1st October 2021 (as FTE):  Up to six most relevant research outputs: |

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| **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 each supervisor 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.)* * *Why is this the right research environment for the project? How are the collections/research culture, context and resources of the SGSAH DTP consortium essential to the successful completion of the project and how will these be accessed?* * *What will the student/project add to the research environment?* |

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| **Training and Skills Development Plan (500 words max)**  ***Please avoid generic statements of provision.***   * ***What training and skills development does this applicant require in order to successfully complete this PhD project?*** * ***What resources are required to enable this applicant to complete this thesis and how will these be accessed? The specific resources required may be drawn from across the SGSAH DTP consortium, beyond the supervisory HEI(s).*** * ***Is there an opportunity to collaborate with a non-university partner to the benefit of this applicant and their project?*** * ***How will 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 as well as other optional training opportunities provided by SGSAH, the co-supervising HEIs and/or other HEIs within and beyond the SGSAH DTP consortium, 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.*** |

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| **Ethics**  *Please identify any ethical or safety issues attached to this research project and/or its impact plans and how these will be addressed.*  *Where there are none, please state this.* |

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| **Confirmation of supervisory requirements**  One member of the proposed supervisory team has previously supervised at least one doctoral candidate to successful completion*.* □  All supervisors have completed supervisory training for new supervisors. □  All non-ECR supervisors have completed an Updating Workshop in the past four years.□  **SGSAH AHRC DTP Supervisors’ Induction**  *All supervisors of SGSAH AHRC DTP-funded doctoral researchers must attend a SGSAH Supervisors’ Induction. These must be reserved at* [*www.sgsah.ac.uk*](http://www.sgsah.ac.uk) *in advance of the application being submitted.*  If you are already supervising an SGSAH AHRC DTP2 doctoral student, you should have already attended the SGSAH Supervisors’ Induction Workshop.  I have already attended the SGSAH Supervisors’ Induction Workshop.  If you have not previously attended a SGSAH Supervisors’ Workshop you are required to do so before you begin to supervise an AHRC-funded doctoral candidate. Please indicate which Induction workshops have been reserved:  Lead Supervisor:  Supervisor 2:  Supervisor 3:    If you are already supervising an SGSAH AHRC DTP2 doctoral student but have not attended the SGSAH Supervisors’ Induction Workshop **you are not eligible to be a nominated supervisor in this year’s competition**. |

**Data storage:** Anonymised, limited special characteristic data (such as disability, ethnicity, and 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 2021. Applications from nominees in receipt of funding will be retained for the duration of the studentship.

**Signed by Nominator:**

**Name:**

**Position:**

**Date:**

# Marking criteria for 2021

Nominations submitted to the SGSAH DTP competition are of a very high standard. The majority are of fundable quality 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 applicant?
* Why this research project?
* Why this supervisory team and HEI(s)?
* 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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| **Band** | **Mark** | **Qualifications description\*** | **Relevant Professional Experience description** |
| **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  **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. | A strong case is made including evidence of independent research thinking and high-quality output |
| **C** | 4 | Masters with merit | A good 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. |
| **D** | 1 | Masters at pass (overall mark 50-59% or equivalent)  **OR**  Undergraduate degree at 2:1 | 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. |
| **\* Where the qualification is non-standard or unclassified, your Institutional Statement will provide further information for review purposes.** | | | |

**Quality of Research Proposal**

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| **Band** | **Mark** | **Description** |
| **A** | 14  13  12 | 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. 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 3 ½ 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. |
| **B** | 11  10  9 | 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 3 ½ 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. |
| **C** | 8  7  6 | 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. |
| **D** | 5  4  3 | A proposal with serious shortcomings in one or more of its aspects. |

**Preparedness for research**

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| **Band** | **Mark** | **Description** |
| **A** | 10  9  8 | 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.);  **or**  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 use of their membership of the SGSAH AHRC DTP. |
| **B** | 7  6 | Evidence that the applicant is **well-prepared** for **their proposed research** and **for PhD level of study** through either:  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. |
| **C** | 5  4  3 | Evidence that the applicant is prepared for **their proposed research** and **for PhD level of study** through either:  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 to 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. |
| **D** | 2  1 | 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. |

**Supervisory Expertise and Research Environment**

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| **Band** | **Mark** | **Description** |
| **A** | 10  9  8 | Supervision arrangements represent an optimal fit with the nominated student and their proposed research. The supervisory team, in its totality, provides this student with the best possible support available, and is internationally excellent. 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) are essential to the successful completion of the PhD and will add value to the overall doctoral experience – e.g. specialist libraries, 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 and/or research clusters of the supervising HEI(s). There is demonstrable ‘added value’ for the student being co-supervised by this supervisory team and particular HEI(s) and vice versa. |
| **B** | 7  6  5 | 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 providing access to necessary research resources. There is evidence of existing or emerging capacity in the proposed research area. |
| **C** | 4  3 | 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. |
| **D** | 2  1 | 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. |

**Students Training Needs and Institution’s proposed Plans and Provision**

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| **Band** | **Mark** | **Description** |
| **A** | 10  9  8 | 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.  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, that appropriate opportunities/resources have been identified, making excellent use of the resources available across the supervisory HEI(s) and the wider SGSAH.  The overall plan is clear and realistic and offers an outstanding PhD Programme for the applicant. |
| **B** | 7  6 | 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 HEIs and the wider SGSAH. |
| **C** | 5  4  3 | There is some sense that the specific needs of the nominated applicant have been considered though the development opportunities are limited. |
| **D** | 2  1 | The training plan is entirely generic. Insufficient attention has been paid to specific training and skills development needs and how these will be met. |