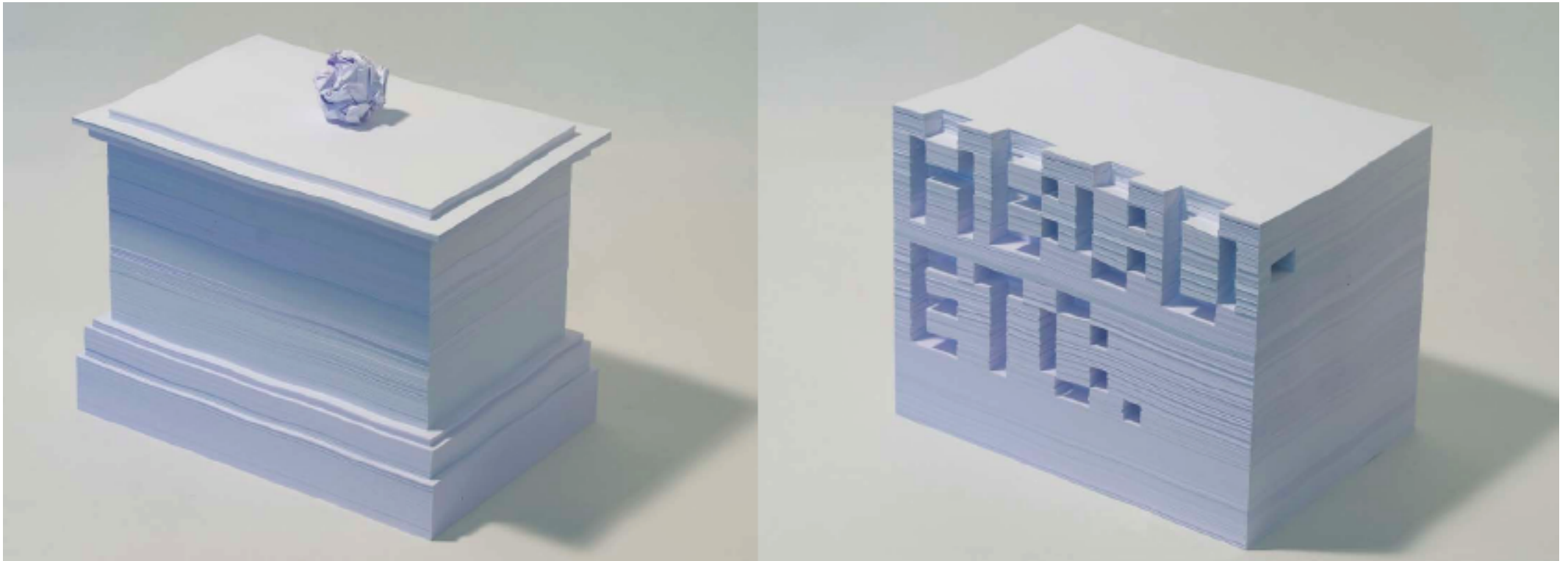


Arts & Humanities Research Council PhD Studentships DTP2 Scotland 2019




SCOTTISH
GRADUATE
SCHOOL FOR
ARTS &
HUMANITIES



Scottish Graduate School for the Arts & Humanities AHRC Studentships

- Approximately 60FTE awards in 2019 across Scotland
- University of Edinburgh can nominate no more than **60 candidates**
- Schools with the College of Arts, Humanities & Social Sciences + The School of Geosciences determine which candidates we nominate.
- Fees for 3.5 years full-time and up to 6 years part-time, (NB: f/t submission must be within 4 years)
- 3.5/6 year **stipend** to cover living costs
- Additional training, residential and professional opportunities are offered through Scottish Graduate School for the Arts & Humanities **Cohort Development Fund** and **Student Development Fund**.

SGSAH Residency Requirements

- Scottish Graduate School for the Arts & Humanities Studentships available to applicants settled in the UK  and have been ordinarily resident for a period of **at least three years** before the start of PhD
- **Fees only awards** are generally available to EU  nationals who are resident in the EEA
- Non-EU  applicants are **not** eligible
- **Continuing doctoral candidates are eligible** to apply, although must have at least 50% of their 3 year full-time or 6 year part-time PhD programme remaining as at 30 September 2019

SGSAH AHRC Awards: Eligibility

- You **must** have an **unconditional** or **conditional** offer of a PhD from UoE.

(i.e. apply **now...**)

What are the SGSAH looking for?

“SGSAH is concerned to fund the very best students. 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 supervisory team and group of Universities?”*
- *Why this DTP (SGSAH)?*

SGSAH Application Scoring Criteria

SGSAH DTP2 GRADING CRITERIA: Total marks available: 50

READ and follow the grading criteria.

To approach this, you need to get the highest **SCORES** in each category.

Draft and **redraft** your proposal to fit the following categories:

1. **Qualifications or Relevant Professional Experience** - 6 marks
2. **Preparedness for Research & Training Needs** - 10 marks
3. **Quality of Research Proposal** - 12 marks
4. **Supervisory Expertise and Research Environment** - 12 marks
5. **Training Plans and Provision** - 10 marks

(1) Qualifications or Relevant Professional Experience

= 6 marks:

- **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** the award of a Masters by Research Degree (MScR)
- **6** = A compelling case that relevant professional experience is **at least equal to** the completion of a Masters degree, including strong evidence of independent research thinking and excellent quality output

(1) Qualifications or Relevant Professional Experience

Evidence:

- You will greatly benefit from having a **distinction** in your masters; this will lead you to score highly here.
- Note that, for SGSAH, a **distinction** relates only to the final 30 ECTS credits of your PG programme, **it** must be at distinction level. SGSAH do not recognise a distinction *on aggregate*. Be clear about this.
- You must contextualise your **distinction** (= rank/expected rank in a cohort of #students). This is especially important with programmes such as UoE's MScR, MRes programmes and MPhils.
- Ensure that you explain how many ECTS credits apply to the **research component** of a masters (i.e. ECTS credits). If you passed at **distinction** level (70%+) in the research component - be clear about this. A **published thesis** from a masters (or comparable exposition / public dissemination) is highly prized.
- If you are currently a masters student, then take your interim Semester 1 results as an indication of how you expect to rank among your current cohort. You should upload a transcript to prove where you are at in the PGCert stage if this applies (Exam Boards will meet in Jan 2019). This also applies to candidates who have started their PhD already.
- A compelling case that **relevant professional experience** is at least equal to the completion of a Masters' degree, including **strong evidence of independent research thinking** and excellent **quality output**.

(2) Preparedness for Research & Training Needs

Evidence: + Preparedness for proposed doctoral project

= 10 marks

“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 an 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 – most - use of their membership of the SGSAH AHRC DTP2.

(2) Preparedness for Research & Training Needs

- Explain the value of your previous study *specifically in relation to your PhD proposal*.
- **Experience** must be contextualised. Remember that only one of the eight panellists ranking applications will be a specialist in your field - so you need to be clear in how you contextualise your experience. Avoid jargon.
- Mention if you have completed research training as part of a masters (e.g. MScR, MLA, MFA) or in a professional context (PDP).

(3) Quality of the Research Proposal

= 12 marks

*“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.”*

SGSAH, Criteria for awarding 12 marks

(3) Quality of the Research Proposal

Evidence = Student Application: 2 sections:

1. **Research Summary** (100 words)
2. **Research Proposal** (1,000 words)

“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.”

3.1 Research Summary (100 words) : Title & Research question(s)/problem

3.2 Research Proposal (1,000 words); x3 components to address:

- 3.2.1 Research context, methods and sources
- 3.2.2 Originality/innovation and contribution to knowledge (academic impact)
- 3.2.3 Knowledge Exchange, Public Engagement & Impact:”

(3.1) Research Summary

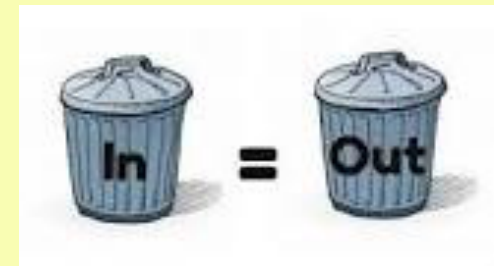
[100 words, written by student]

DO:

- Ask a good question
- Ensure that your question engages with one (or more) panel of the Scottish Graduate School for the Arts & Humanities
- Be concise and clear

DON'T:

- Don't provide all the answers (implies that there is no need to conduct research)
- Do not write a short thesis, this is a **proposal**, not a dissertation
- Do not bloviate (less is more)



(3.2.1) Research Proposal: Context, Methods and Sources

[Part of 1,000 words max, written by student]

CONTEXT:

- Show excellent knowledge of the **field** (do not miss out something crucially important here)
- Identify a **gap** and **address** this gap very clearly

METHODS:

- The **methodology** must be **appropriate** and clearly **demonstrated** - it should also be **challenging**.

SOURCES

- **Identify** your key research sources; how will you **access** them? (Does Edinburgh offer *unique* access?) How can Edinburgh + the Scottish Graduate School for the Arts & Humanities support access to the sources you will need?

(3.2.2) Research Proposal: Originality/innovation and contribution to knowledge (academic impact)
[Part of 1,000 words max, written by student]

With the help of your proposed Supervisor, you should polish this many times. It has to:

- **So what?** - Identify the **contribution** you will make to your field(s) and persuade the reviewer that they should care.
 - Key question: Why is it important to address the gap in knowledge you have identified?
- Be **original** and **innovative**:
 - methodologically
 - in relation both to your discipline(s) and to the arts and humanities in general
 - in relation to your training plan/contribution

(3.2.2) Research Proposal: Originality/innovation and contribution to knowledge (academic impact) [Part of 1,000 words max, written by student]

Academic Impact

- Both the applicant and supervisor have to find a way to engage with the AHRC's definition of impact. <http://www.ahrc.ac.uk/What-We-Do/Build-the-evidence-base/Impact-examples/Pages/Impact-examples.aspx>
- Look at the aims of the **SGSAH consortia** here as well as **Panel themes** (especially what's being asked for the Cohort Development Funding applications)
- Engage with what constitutes an **advance across** SGSAH's disciplines.
- What can you, as a student, get out of the potential and possibilities of the SGSAH as a whole (not just the panel of subject area)?

**(3.2.3) Research Proposal: KE, Public Engagement and/or Impact
[..... part of total of 1,000 words max, written by student]**

*“.....An entirely persuasive case has been made for the potential for **knowledge exchange, public engagement and/or impact** with **realistic plans** for delivery.”* - SGSAAH, Criteria for awarding 12 marks

- IMPACT of research must be explicit. This **must** be addressed by all applicants.
- Applications that address impact are far more likely to be successful than those that do not.

(3.2.3) Research Proposal: KE, Public Engagement and/or Impact [..... part of total of 1,000 words max, written by student]

Impact Questions to ask yourself:

- What is happening – or not happening – now 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 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?

(3.2.3) Research Proposal: KE, Public Engagement and/or Impact [..... part of total of 1,000 words max, written by student]

Economic and Social Impact

- Is there any formal or informal Knowledge Exchange involved in the PhD?
- Knowledge Exchange Partners can be UoE approved **or** one of SGSAH's 'Supporters'. www.sgsah.ac.uk/supporters
- You can recruit new University of Edinburgh Partners and SGSAH Supporters as part of your application!

(3.2.3) Research Proposal: KE, Public Engagement and/or Impact [..... part of total of 1,000 words max, written by student]

Finally..... Remember to qualify all of the above in relation to your:

- **Timescale:** complete in 3.5 years (*including* training)

Make sure what you're proposing is feasible within 3.5 years; don't overestimate and propose more than can be completed, it will not count in your favour.

(4) Supervisory Expertise and Research Environment

Evidence:

Student Application:

SGSAH Requirements **All SGSAH DTP funded doctoral researchers are required to participate in core training elements provided by SGSAH.**

(NB: If your supervisors do not sign up for this training, your application will be disqualified!!!!)

ISS:

Supervisor section (Up to six most *relevant* research outputs)

Supervisory expertise and research training environment (800 words)

(4) Supervisory Expertise and Research Environment

= 12 marks

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 – 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 HEIs are essential to the successful completion of the PhD – 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 these particular HEIs and this supervisory team and vice versa.

While extenuating circumstances may be taken into account when reviewing the fit of the Lead HEI, there must nevertheless be an excellent fit overall.

(4) Supervisory Expertise and Research Environment

= 12 marks

Optimal fit *with the nominated student*

&

Supervisory team = the **best possible support** available [at least in Scotland]

Provide the following evidence:



Team offer **complementary areas of expertise** e.g in:

- **discipline** (Supervisor 1, University of Edinburgh)
- **methodologies** (Supervisor 2, e.g. UHI)
- **impact and KE experience** (Supervisor 3, e.g. RCS)



Supervisory team are **active researchers** =

- **Significant and ongoing expertise** in the required field(s), as **appropriate** to their career stage.

(4) Supervisory Expertise and Research Environment

= 12 marks

The **research environment** offered to the applicant is **demonstrably excellent** in all of its components.

Provide evidence:

4.1 (Unique?) **Resources available across the HEIs** are essential to the successful completion of the PhD.

4.2 List the **research clusters of the supervising HEI(s)** that relate to the research proposal.

4.3 Present a case for the **demonstrable 'added value' for the student** being co-supervised by these particular HEIs and this supervisory team and vice versa

(4) Supervisory Expertise and Research Environment

4.1 (Unique?) **Resources available across the HEIs** are essential to the successful completion of the PhD.


- **What unique and helpful resources do we have?** Libraries, workshops, IT, collections, non-HEI partners, etc. e.g Edinburgh is one of only four cities in the UK that has a copyright library (National Library); this is a USP for us (as are our memoranda of agreement with National Galleries and National Museums, etc.)
- **Human Resources:**
 - How UoE and the proposed supervisory team offer **the perfect fit** with the proposal. [University of Edinburgh PhD students must have two supervisors; three ideally. The Principal Supervisor has to be in University of Edinburgh; another 1 or 2 can be in any of the x9 *DTP2* HEI members of the Scottish Graduate School for the Arts & Humanities.]
 - Arrange now to **work with another HEI in the SGSAH consortium** to generate a world leading team.
 - *Argue convincingly* that the supervisory team are **world-leading** (don't assume anyone will know who anyone is).

(4) Supervisory Expertise and Research Environment

4.2 List the **research clusters of the supervising HEI(s)** that relate to the research proposal.

- The proposal fits with a pre-existing **research cluster** or a **strategic research priority**. What is your subject-area's research narrative? The PhD being proposed must align with this. If it does not, then Schools should update it now to ensure it aligns with the PhDs submitted to the SGSAH for support.
- Ensure that your PhD will augment **your subject-area's strategic research priorities** - PhD students are members of staff who will develop a subject area. Does their subject area teach their research? **Can their research contribute directly to teaching?** [See Senate L&T Report on Research-led Teaching; June 2018]

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Our research interests are organised around five clusters.

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Sport, Physical Education and Health Science

Research students and supervisors

 [Details about our research students](#)

 [Details about research students' supervisors](#)

(4) Supervisory Expertise and Research Environment

4.3 Present a case for the **demonstrable 'added value' for the student** being co-supervised by these particular HEIs and this supervisory team and vice versa

*Address the **optimal fit** with the nominated student by showing how having a team of supervisors working across HEIs can create a supportive research environment for the student i.e.*

- Remember to explain what the SGSAH+ the Team of HEIs supervising uniquely has to offer the student in terms of training and opportunities.
 - Scotland DTP2, ETN and ITN Training opportunities
 - Research Group work in and beyond Scotland
- Explain why is SGSAH and UoE+HEI Team is the best fit.
- Look at what SGSAH is doing, look at its aims, look at its **Three Hubs** and the Catalyst+ (**Panel's**) **strategic themes** on SGSAH's Website. How will the student+the supervisory team add value here?
- Present a case for the student+the supervisory team as leading in your field.
- Explain the virtues of your supervisory team, lead HEIs (you can have three) and their relationships with the SGSAH and the Arts & Humanities more widely.

(5) Training Plans and Provision

10 Marks:

“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 HEIs and the wider SGSAH**.

The overall **plan is clear and realistic** and offers an **outstanding PhD Programme** for the applicant.”

(5) Training Plans and Provision

10 Marks:

Supported:

- **specific needs** considered carefully
- **appropriate and relevant**
- student is exceptionally **well supported**

The PhD is a *programme* of study = “offers an **outstanding PhD Programme** for the applicant.”

Timescale of the study programme:

- **project will be successfully completed within the funded period**
- The overall **plan is clear and realistic**

Professional Training / PDP is as important as Academic Training:

- future **career aspirations considered**
- opportunities/resources identified
- Training **resources available across the supervisory HEIs and the wider SGSAH**

(5) Training Plans and Provision

Evidence

5.1 Student App:

- Training needs and SGSAH DTP (300 words maximum)

5.2 ISS:

- Supervisory expertise and research training environment (800 words)
- Training and Skills Development Plan
- Ethics

(5) Training Plans and Provision

Evidence

5.1 Student App:

- Training needs and SGSAH DTP (300 words maximum)
- i.e. a 'TNA' - See the **Vitae Researcher Framework**

Consider what you might need and how we can support this, working from the inside out>>>>>>:

- Your Subject Area / School
- College of Arts, Humanities & Social Sciences / University of Edinburgh
- with non-HEI partners (SMEs, Public Bodies, Private Enterprise, etc.)
- SGSAH Student Development Funding and Cohort Development Funding
- with SGSAH 'supporters' www.sgsah.ac.uk/supporters

(5) Training Plans and Provision

Evidence

5.1 Student App:

Ensure that your *individual training needs* are mentioned and that they can be met (e.g. you may have to engage with a range of training programmes, not just a PhD Methods course. What courses can you audit in University of Edinburgh? Search path.is.ed.ac.uk)

Read the Student Development Funding guidance to see how the SGSAH can assist with specific individual training needs.

Remember the DTP2 PhD studentship is now 6 months longer specifically to enable students to engage with a range of activities.

Consider how having you as a PhD student helps to increase research training capacity in SGSAH (not just UoE/Your chosen School/Subject Area)

(5) Training Plans and Provision

Evidence

5.2 ISS:

- Supervisory expertise and research training environment (800 words)
- Training and Skills Development Plan
- Ethics

Ensure that the TNA in the ISS matches and compliments what the student writes.

Summary

Please make sure that your Scholarship Application is:

- Clear (written for non-experts)
- Concise
- Evidenced
- Contextualised

- Well-situated within the:
 - Field of study
 - Supporting institutions

