

## AHRC Doctoral Training – Developing the Next Phase

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### Introduction

#### *Summary*

This document outlines the proposed call for the next phase of AHRC Doctoral Training Partnerships, which will recruit students from October 2019. We are publishing these proposals for discussion well ahead of the proposed date launching the funding call (October 2016 – see Annex 1 for the full timetable), in order to enable the arts and humanities community to reflect and comment on these plans.

Alongside these proposals, we are also announcing that [AHRC Collaborative Doctoral Awards](#) (CDAs) will be included within existing Doctoral Training Partnerships and Centres for Doctoral Training from October 2017.

The proposed call text below has a number of embedded questions where we are particularly keen to receive feedback. Feedback and views are welcome from all interested parties, and we will hold discussion meetings specifically with current AHRC PhD students in order to gain their views.

**The decision over the funding available to this call (i.e. from 2019 onwards) will be made by AHRC Council nearer the time, and will be dependent on a future Spending Review.**

Please provide your feedback on these proposals via the [Survey](#).

The Survey has eleven questions – these have been included in the text below.

**Survey Question 1: The first question of the survey asks you to provide some information about yourself and the capacity in which you are responding.**

**The deadline for responses is 30 November 2015.**

## ***Background***

Postgraduate funding remains a core element of the AHRC's overall portfolio. It currently accounts for around 40% of the AHRC's expenditure per year. This c.£40m p.a. comprises c.£35m for block grant funding:

- Continuing Block Grant Partnerships (BGP1) and BGP: Capacity Building (BGP:CB) awards
- Doctoral Training Partnerships (DTPs)
- Centres for Doctoral Training (CDTs)

with the remainder allocated to Collaborative Doctoral Awards (CDAs) and the Collaborative Doctoral Partnerships (CDPs) scheme. The principles behind the changes outlined in this document are developmental and seek to build upon the strengths, flexibility and permeability of current arrangements in order to simplify and consolidate the AHRC's approach to doctoral funding.

## ***Summary of Key Changes***

The proposals for the next stage of commissioning will consolidate AHRC's doctoral funding for DTPs and CDTs into a single scheme, the DTPs.

The next phase of commissioning will be different from the call that resulted in the awards of DTPs and CDTs, which recruited their first cohorts in October 2014. The key changes are:

- there will be no Expressions of Interest stage;
- there will be no Centres for Doctoral Training strand to the call;
- we will include Collaborative Doctoral Award-type activity within DTPs;
- we will continue to develop the Collaborative Doctoral Partnership (CDP) model alongside future investment in the DTPs;
- there will be no predetermined maximum for the studentships to be awarded to a single DTP;
- there will be a requirement of a minimum level of co-investment alongside AHRC funding;
- all AHRC studentships will be fully funded based on an indicative 4 years FTE duration;
- there will be an expectation that all applications will be collaborative between HEI partners in order for any DTP to effectively cover the full range of AHRC's subject remit.

The timetable for the DTP commissioning is provided as **Annex 1**. We are beginning a conversation early to engage as widely as possible with those involved in, or interested in, doctoral training in the arts and humanities.

Alongside these proposals for DTP awards starting in October 2019, AHRC has also announced the inclusion of Collaborative Doctoral Awards (CDAs) within existing DTPs with effect from October 2017. This means that the current round of the CDA scheme (for studentships starting October 2016) will be the last one. Further information about this change is available on the [CDA webpage](#).

## **Draft Call Text**

### ***AHRC's Vision for Postgraduate Research Training***

The next phase of DTPs is about evolution. We recognise that Research Organisations have developed new arrangements for AHRC studentships over a relatively short time period, from the first round of BGPs through to the current DTPs and CDTs. We will expect proposals for the next round to demonstrate a strategy and vision for continued improvement and innovation in the delivery of high quality supervision, training and skills enhancement in the arts and humanities. Our DTPs have to be responsive to opportunities, and innovative in shaping the research and skills landscape of the future. Equally, it is important for AHRC's funding to take account of the benefits of cross-institutional working, of greater harmonisation between Research Councils, and reflect the importance of interdisciplinary working.

AHRC, along with its Research Council partners in RCUK, is committed to excellence in research supervision and training. We recognise the value of doctoral study for the individual, for the research environment of HEIs, for the strength of disciplines, and for the many areas of the UK economy that derive benefits from the talent developed through advanced training and qualifications in the arts and humanities. In our strategy, *The Human World: The Arts and Humanities in Our Times*, which covers the period 2013-18, we stated that:

As the UK's largest funder of postgraduate study in the arts and humanities, the AHRC will continue to fund the development of the next generation of arts and humanities researchers. This will be provided mainly, but not exclusively, through the next phase of the Block Grant Partnership (BGP), which will fund five new cohorts of students from 2014 to 2018. Focusing on collaboration and critical mass, these partnerships will ensure that the next generation of researchers develop the skills and experience necessary to succeed in doctoral research and have a wide range of opportunities to develop their skills within and outside the academy. BGP2's collaborative pooling of training will provide a strong foundation for developing capacity, quality and creativity in doctoral support and stimulate connections across organisations.

[\*The Human World: The Arts and Humanities in Our Times\*](#)

Just as research evolves, so too must the training of the next generation of researchers. Researchers in this context refers not only to those doctoral students who will go on to follow an academic

career, but to the increasing numbers who will pursue careers outside academia where their research expertise, their training and their high skilled capabilities will be an asset to them and their employers. Increasingly individuals with doctoral level research experience play a key role in fostering and enabling partnership between HEIs and the wider cultural, civic and commercial worlds in which they work.

Successful applicants to the next round of DTPs will therefore need to share our vision for high quality, innovative research training tailored to the needs of arts and humanities subject areas and the needs and experience of individual students, in addition to the highest quality doctoral supervision. They will need to enhance the outward-facing possibilities of doctoral study, and improve their engagement with sectors beyond academia, in order to deliver the best possibilities for the skills that researchers have developed to be realised in their future careers. As a flagship programme at the intersection between academic research and a new generation of skilled individuals, the DTPs will need to interact more directly with the multiple stakeholders who might benefit from arts and humanities capabilities through employment of trained doctoral researchers. The awards will reflect the DTPs' strategic direction for supporting research training, building on and enhancing the existing training in the member Research Organisations.

### ***AHRC's Role and Partnership with DTPs***

AHRC's funding supports only a small number of the total UK doctoral cohort in the arts and humanities at any one time. The current DTPs and CDTs allocate funding equivalent to 495 full-time equivalent (FTE) studentships per year. The actual number of AHRC "badged" studentships is higher due to co-funding arrangements in many of the DTPs and CDTs, as well as provision for fees-only and part-time studentships. The Collaborative Doctoral Award (CDA) and Collaborative Doctoral Partnership (CDP) schemes have an allocation of 100 studentships per year in total across both routes, although the number of high quality applications to the open route CDAs has declined over the last two years. At a solely AHRC-funded level, this represents 595 FTE studentships p.a. new starters or approximately 18% of the total UK/EU FTE cohort.

This means that AHRC funding has to do multiple things. It must support the highest quality proposals as determined by academic review and judgement, alongside acting as a more powerful influence on the general cohort and the improvement of training, skills development and career enhancement for the arts and humanities doctoral community as a whole. The number of students it supports, therefore, is only one element of the AHRC's rationale for investment in this area.

Successive iterations of the block grant funding model by the AHRC, and the move away from the open studentships competition, have sought to enhance the strategic engagement of ROs in the

value, purpose and provision of doctoral training in the arts and humanities. This DTP call takes that a step further in several ways. It places a greater devolved responsibility on to the DTPs concerning the flexibility of the AHRC's funding and its uses; it depends upon a partnership not only *between* the members of the DTP, including their non-academic partners, but also their engagement with the AHRC as the funder; and it increases the collaboration between individual RO strategies for the arts and humanities within the DTP and across the sector as a whole.

The AHRC's studentship funding remains based on the following principles:

- to promote and support a strategy for producing world-class postgraduates
- to sustain and promote high-quality research and training
- to maintain the national capability and health of arts and humanities disciplines
- to extend and enhance opportunities for interdisciplinary research and training
- to provide enhanced opportunities for knowledge exchange and for students to gain experience outside Higher Education and outside the UK
- to support cohorts of students who benefit from closer interaction with their peers
- to provide support to both vulnerable and emergent subjects
- to enhance and encourage interaction with the creative and cultural sectors
- to ensure resource-effective distribution of funding.

In addition, the next commissioning of DTPs will seek to build on the work of predecessor schemes in:

- facilitating collective strategic planning for the long-term strength of arts and humanities disciplines, and the research training environments which support them
- facilitating collaboration and optimise resources in research training and supervision
- providing enhanced flexibility for ROs to allocate student awards and other support in the most effective way to deliver their agreed strategy
- enabling the AHRC to work most closely in partnership with DTPs
- developing and delivering a clear pathway for the use and contribution of arts and humanities knowledge, skills and training beyond academia.

In order to achieve these aims through the DTP scheme, the AHRC considers that changes are necessary to its current provision to ensure appropriate delivery. The changes and continuities with the current DTP and CDT programme are outlined in the following pages.

## **Changes and continuities with the current DTPs and CDTs**

### ***Number of DTP awards to be made***

We anticipate making no more than 10 DTP awards in total. There are currently 11 DTPs and 7 CDTs. An RO may be part of only one DTP proposal.

### ***Funding concentration***

The current DTPs and CDTs involve 75 ROs. It is not the intention of the next DTP scheme further to concentrate access to AHRC funding.

### ***Geographic spread***

As with the commissioning for BGP2, we make no requirement that the consortia for DTPs are geographically based. The process will fund the highest quality proposals within the funding available. The rationale for collaboration across ROs and with other partners should be clear, strategic and of benefit to the delivery of doctoral study and skills; it should not be driven by geographic convenience.

### ***Eligibility to apply***

The call will be open to all UK-based AHRC-eligible ROs who are directly funded by HEFCE, DEL, HEFCW or the SFC. There is no requirement for ROs applying to this DTP call to be part of an existing DTP or CDT. It is possible for existing DTPs/CDTs to seek to develop their membership through this call in whatever ways are deemed appropriate to deliver the strategy, vision and ambitions of the programme individual DTPs propose. HEIs may only, however, be part of one DTP bid.

### ***Leverage and co-funding***

The DTPs and CDTs secured commitments of more than £67m for the AHRC's £170m investment. This was without co-funding being a requirement of the scheme in the previous call - however, there was considerable variation in the commitments made. In the next phase of commissioning the AHRC expect all DTPs to commit to providing 50:50 match-funding against the AHRC studentship funding.

**Survey Question 2: Is 50:50 match-funding the appropriate level required as part of any bid to the DTP call?**

### ***Collaboration between Universities***

Currently almost all the DTPs and CDTs are collaborative in nature; indeed, it was a requirement of the CDT strand that bids be collaborative. We understand that the previous call's cap on the maximum number of studentships (which was set at 60 p.a.) may have inhibited some consortia from forming at the size they would wish. In the next phase of commissioning, no such cap will be in

place. The AHRC has no expectations in respect of the membership of consortia in relation to current DTPs and CDTs. Each proposal will be assessed on its merits and the strategic case for the composition of a consortium will need to be made.

However, given the increasing emphasis on collaboration across other aspects of the AHRC's activities, the breadth of AHRC's subject remit, and the perceived benefits of collaborative delivery in terms of training within the existing DTPs and CDTs, our expectation is that all proposals to the next round of DTPs will need to be collaborative between HEIs. The minimum size, in terms of the number of AHRC studentships that can be requested, will be 40 p.a., as for the previous call.

The AHRC will not be involved in the development or brokerage of specific partnerships for the DTPs. We will, however, make ourselves available for discussions as bids are being prepared, and hold "proposal surgeries" where we can offer general advice and guidance as well as answering specific questions about the application process.

**Survey Question 3: Are there any significant obstacles to all bids being multi-university collaborations in the next call?**

**Survey Question 4: Do you agree with the removal of the cap on the number of studentships that can be requested (previously 60 p.a.)?**

**Survey Question 5: In the previous call, the minimum capacity of a bid was 40 studentships p.a. for DTPs. Is this level still appropriate?**

### ***Specialist Subject Networks***

The AHRC used the CDTs in the last round as capacity building mechanisms for our priority areas of Creative and Performing Arts, especially Design; Heritage; and Languages. These three areas remain priorities for the AHRC as stated in our strategy document and in our plans for the next Spending Review. Those plans will include different models of support for the health and strength of disciplines (such as the *Open World Research Initiative*, OWRI, for Modern Languages).

We do not therefore plan to commission a new round of CDTs exclusively as the AHRC, or focussed on AHRC specific themes/priorities. However, we will keep open the possibility of using the CDT model as a means of supporting emerging multi-disciplinary research training as required. Such CDT calls will be bespoke and responsive to emerging opportunities.

The existing CDTs will take their final cohorts in October 2018, and will continue in operation until these students have completed. There is evidence already that the CDTs are playing a valuable role in establishing wider, and sometimes national, networks of specialist research training provision.

We will seek to continue support for specialist research training networks by inviting successful DTPs in this round (and at the same time CDPs) to propose subject networks where there would be value in supporting a network of students nationally, for example, because the students and specialist supervisory expertise is geographically spread across multiple DTPs and CDPs. AHRC will provide additional 'Cohort Development Funding' for this purpose following the completion of the DTP call.

**Survey Question 6: Are there additional factors we should consider in relation to the introduction of specialist subject networks across DTPs?**

***Collaborative Doctoral Training***

Non-academic partners play a key role in the wider training and delivery of the DTPs, including, in many cases, supervisory capacity. The existing DTPs and CDTs have more than 150 non-HEI partners. We would like to see this model grow in the next phase of commissioning, but it will be important that all those involved recognise both the benefits and responsibilities resting with all members of the collaboration, in order to make such arrangements mutually beneficial and enriching for the students supported through them.

A separate Collaborative Doctoral Award (CDA) scheme has run since 2005, and since 2013/14 there has been a Collaborative Doctoral Partnership (CDP) scheme which has enabled non-HEI organisations (individually or in consortia) to bid for a number of studentship nominations over 3 annual cohorts. When the CDP strand was introduced we increased the number of studentships available across CDAs and CDPs from 80 to 100 p.a.

The CDP scheme was designed partly to ensure stability and better strategic use of studentships for key non-HEI partners. It was also envisaged that the introduction of the CDP scheme would generate greater innovation and diversify the partnership range in the open call CDAs.

Unfortunately, the CDA rounds in 2013/14 and 2014/15 did not attract sufficient high-quality proposals to enable AHRC to allocate all of the notional 45 studentship places available under the CDA route. Award numbers have declined as a result: in 2013 we awarded 31 CDAs, in 2014 21. We therefore consider that the open CDA route is not an effective model to continue as a standalone scheme, and we have now asked DTPs and CDTs to support high-quality collaborative research training projects through "mainstreaming" of the CDA model within their recruitment with effect for studentships starting in October 2017. Further information about this change is available on the [CDA webpage](#).

We will be working closely with current DTP and CDT Directors to help them integrate partner specific projects into their recruitment; however, the intention is that this will enable DTPs / CDTs to

have a more rounded discussion with potential partners about the full range of ways in which they can be involved in postgraduate research training.

We will expect DTP proposals to set out clear plans for how they will establish a strong pipeline of high-quality genuinely collaborative projects, and recruit high-quality students to these, to ensure doctoral students have ‘opportunities to develop distinctive, partnered research in a range of environments within and outside academic institutions’ (AHRC Strategy). We would expect at least 10% of studentships over the lifetime of the award to be formally collaborative, CDA-type, studentships with a range of non-HEI partners (i.e. going beyond merely accessing archives or resources).

We will continue with the CDP route, which has enabled greater strategic collaboration between cultural organisations, and fosters high-quality research training more aligned with their own strategic planning and development. However, many of the organisations involved in the CDPs are also partners in existing DTPs and CDTs, and we will expect to see better integration of collaborative possibilities and partnerships between ROs and non-academic organisations – recognising that potential students may be presented with collaborative opportunities from multiple sources (for example, projects available at an HEI funded from a CDP allocation, as well as projects with the same host which would be assessed as part of recruitment by a DTP).

We will expect and facilitate the Directors of DTPs and CDPs to work more closely together to ensure that there is a good understanding of how funding opportunities under the two schemes complement and mutually support each other. This includes recognising the shared costs of research training, and agreement over where it might be appropriate for an element of funding or honorarium to be made available to the non-HEI partner, in recognition of the supervision provided.

The second round of CDPs has recently been commissioned for 3 annual recruitment cohorts beginning in October 2016. This means that these CDP awards will end at the same time as the current DTPs and CDTs. It is envisaged that the third CDP call in 2017 will commission 5 annual cohorts beginning 2019, in line with the DTP awards made under this call.

### ***External Funding***

Given the increasing emphasis we are placing on the doctorate as valuable to the world beyond academic research we would expect the next phase of DTPs to engage more directly with organisations outside of the academic sector as part of their collaborative and partnership arrangements. This might include, for example, more direct representation of employers and research users on DTP steering and advisory bodies, and more direct engagement of non-academic partners in developing and delivering training and development opportunities.

**Survey Question 7: Should targets be set for leveraging external sources of funding for studentships (i.e. for jointly funded PhDs with non-HE funding sources)?**

***Studentship Allocation***

As in previous rounds of AHRC postgraduate block funding, ROs will bid for a specific number of studentships, and use this figure in order to agree their co-funding commitments. Decisions over funding allocation will be taken subsequent to the peer review assessment process of the quality of proposals, although the strategy and vision for the DTP will need to include reference to supervisory capacity and subject strengths, and peer review will also consider the ‘value for money’ of AHRC’s investment in a proposal.

In addition to requesting an indicative number of studentships, we will require applications to give details of:

- the number of research active staff FTEs in arts and humanities disciplines within the consortia allocated to the AHRC’s three broad subject classifications as at 1 September 2017 (Creative and Performing Arts; Histories, Cultures and Heritage; Languages and Literatures – see Annex 2 for subject classifications) in order to demonstrate supervisory capacity;
- the number of doctoral completions (as reported to HESA) across the consortia in these subject classifications for the three years 15-16 to 17-18;

The allocation formula for successful proposals will draw on this data alongside prioritisation of proposals based on quality grades determined by peer review (see below). The AHRC will also take into account the volume of AHRC funded research grant activity totalled across the proposed DTP’s membership. We will draw on HESA data on research expenditure in order to avoid any distortion due to ROs leading on AHRC grants which involve multiple partners.

**Survey Question 8: How should the allocation of studentships across high-quality proposals be decided? Are there other metrics which could help provide AHRC with a means of allocation between successful bids?**

***Unit of funding and the Student Development Fund (SDF)***

The current scheme allocates a notional 3.5 years FTE for each studentship. This duration of funding includes 0.5 year of Student Development Fund (SDF). The principle behind the SDF was to drive the further enhancement of doctoral training. It could be used to deliver, among other things: a longer funding period for the PhD to allow for placements or other development opportunities at any time

during the studentship; specialist higher cost training; M-level training and skills essential to the completion of the doctoral thesis.

Early feedback from the current DTPs is that there is a need to cover the higher up-front costs of some training, as well as the longer doctoral duration. There has also been confusion over the idea of SDF, with the assumption that this 0.5 year of funding comes only at the end of a studentship, rather than supporting a flexible uptake of opportunities *at any time*, with a resulting extension of the studentship period.

We are committed to ensuring that our funding supports projects of scale and ambition, the specialist training that may be required, as well as providing time for wider development opportunities. We therefore propose to discontinue the idea of SDF as a 'separate' funding-pool, and move to funding all DTP studentships with a notional 4 years FTE.

We will also provide a higher level of annual Research Training Support Grant (RTSG) (£1000 p.a., increased from the current £200 p.a.). As under the current arrangements, the funding should be used as a combined pool to support the higher training support costs for individual students, including conferences, specialist training, support costs for academic and non-academic placements, etc.

The move to using a 4 year FTE unit of funding as standard reflects our expectation that most studentships will be nearer to 4 years in duration in order to allow for ambitious research projects with time for additional development opportunities. We would expect a flexible approach to be used, however, as in the current arrangement, where extensions to an originally agreed studentship period (e.g. 3 or 3.5 years depending on the project, training needs, etc) can be made when students take up further development opportunities, such as placement time in a non-academic organisation; public engagement and KE opportunities; international engagement, etc.

Whilst no longer using the separate 'SDF' fund idea, we would still expect DTP proposals to set out clear plans for ensuring that a wide variety of development opportunities is promoted to students. The maximum funding duration permitted will be 4 years FTE, but we will also expect thesis submission to be made *within* the funding period, so that for AHRC doctoral award holders there is no longer an unfunded 'writing up' period.

**Survey Question 9: Are there any significant obstacles to the standard duration of funding being increased to 4 years, but with thesis submission required within the funded period of the studentship, rather than within a further 'writing up period'?**

The SDF approach has also enabled DTPs to create Masters studentships by combining the notional 0.5 years of SDF funding from multiple studentships to create stand-alone Masters awards. We do not envisage this same approach continuing. Rather, we would expect, where appropriate to a student, provision for M-level training to be included in a longer, integrated PhD award, or in specific areas for 1+3 awards to be made. We will expect DTPs to set out a clear case for where 1+3 awards are to be used, in order to support recruitment in strategically important and vulnerable areas.

Clearly, funding each studentship for 4 years FTE and having the higher level of RTSG will mean funding a lower indicative number of studentships in total through the DTPs, although co-funding requirements will continue to ensure that the number of studentships supported by the AHRC allocation is higher in reality. However, we believe it is essential to balance quality against quantity, and to set a clear standard for the next generation of research training in the arts and humanities.

### ***Cohort Development Fund (CDF)***

The CDF was included in DTPs and CDTs as an additional 5% funding based on the studentship allocation. Its focus was development of the cohort of studentships within the DTP/CDT through events, training sessions, workshops and other activities that would bring the consortium's cohort together as part of a collective arts and humanities skills development. We are continuing this element of funding in the current call.

**Survey Question 10: Do you agree that the 'Cohort Development Funding' (CDF) element of the awards be maintained?**

**Survey Question 11: Is the current level (additional 5% of the studentship funding allocation) appropriate?**

In addition, as explained above, we will make available additional CDF funding to successful DTPs where a case is made for the establishment of specialist research training networks, creating national cohorts in subject areas where specialist expertise is widely spread.

## **Funding and Assessment Process**

### ***What are we looking for in proposals?***

The AHRC needs to ensure that the resource it allocates is supporting excellence and innovation in the development of researchers, their skills and their training. We therefore require proposals to satisfy peer reviewers that they provide:

- excellence in the support of PG research in the subject areas proposed, including the facilities available
- high quality research supervision
- a strategic rationale for the extent and balance of the subject coverage proposed
- a clear mechanism for encouraging and supporting interdisciplinary and multidisciplinary projects
- a clear mechanism for encouraging and supporting collaborative doctoral projects
- a clear, effective and innovative approach to PG research training and support, making effective and innovative use of the 4 year funding model, making best use of the facilities and expertise available
- a clear and effective approach to managing the award and an open and transparent process for allocating studentships within the complexities of collaborative delivery models
- a clear and effective approach to managing and supporting a cohort of students
- appropriate plans for leveraging the importance of the DTP awards within the ROs concerned and the sector more widely
- a clear strategy for providing opportunities for students to gain experience outside their core disciplines, outside higher education and outside the UK as appropriate to their studies.

***What funding period is covered by this DTP call?***

The DTPs will cover 5 annual recruitment cohorts, from October 2019 to October 2023.

***How will decisions be made?***

As with the first DTP / CDT call, proposals will be sent out to specially selected members of AHRC's Peer Review College for review. Peer reviewers will be provided with specific training for this task. Peer reviewers will grade and comment on the proposals according to the assessment criteria and the published grading scale. Applicants will have the opportunity to respond to the comments. Agreement on the final grade for each proposal and ranking of proposals will be made by an expert moderation panel, and again the members of this panel will be provided with training. In addition to the ranking of proposals on the basis of quality, the panel will also be asked to provide advice to AHRC on any concerns raised by the reviewers regarding the capacity of the consortium to manage the number of studentships requested.

Funding decisions will be made by AHRC Council, and based on the recommendations made by the moderation panel. AHRC Council may also take account of geographical coverage, where this is deemed to be of strategic importance for the health of the UK-wide postgraduate training.

Decisions over the size of allocation to successful proposals will be informed by agreed metrics, as well as the grading, according to the assessment criteria, determined by peer review.

### ***How will the funding be delivered to the DTPs?***

Funding will be allocated as a single profiled grant calculated on the basis of a notional number of studentships, and using 4 years of FTE funding per student. The funding should be used flexibly and DTPs can, within the match funding process, increase the number of AHRC badged studentships supported, subject to each studentship having at least 50% AHRC funding. The funding mechanism will be quarterly payments direct to the lead RO. The lead RO will need to arrange payment to the supervising RO within the DTP for the relevant studentships.

### ***Subject range and Interdisciplinarity***

We will expect DTPs to demonstrate subject range and capacity across all three disciplinary clusters: Creative and Performing Arts; Histories, Cultures and Heritage; Languages and Literatures (see Annex 2). While we will not require DTPs to demonstrate identical capacity in each area, it will be necessary to demonstrate a significant capability to support high quality studentships across a broad range of the arts and humanities within the AHRC's remit.

The AHRC welcomes support for interdisciplinary subjects and multidisciplinary projects, as well as interdisciplinary approaches to training where this adds value. As before we will require DTP applicants to give indicative recruitment numbers for individual subject areas within their proposals – but these are purely to give a picture of the range and depth of expertise, and student projects spanning multiple subject areas are encouraged. The AHRC will, during the lifetime of the DTP, engage in proactive discussions with DTP Directors on the UK profile of awards, to ensure appropriate attention is paid to capacity and capability in key subjects, including the issues around health of disciplines, and interdisciplinarity.

### ***Award announcement***

Applicants will be informed of DTP application outcomes in July 2018. The first cohort of studentships will be recruited for start in October 2019.

### ***What we will require in the application process***

Applications will be submitted through Je-S, but as with the previous DTP/CDT application process the majority of the application materials will be in the form of attached documents. The core areas we anticipate requiring information on, and the format needed, are as follows:

- a consortium statement (6 pages maximum)

- this will list details of all members of the consortium, their key contact(s), and identify the lead RO
- it will outline the management structure of the consortium
- it will state the role of the lead RO
- it will include the contribution (including match funding arrangements) of each of the participating ROs and their role in any leadership/management activities (i.e. University X to chair the Training Board)
- it will explain clearly the rationale for this group of institutions collaborating
- strategy and vision document (12 pages maximum):
  - what is the arts and humanities vision for the consortium? what is the strategy for postgraduate research training and development? what has brought the consortium members together? how are individual strengths and contributions contributing both to its strategy?
  - how will this consortium engage with and deliver the AHRC's strategy and vision for postgraduate funding and support?
  - what are the key innovations in your proposal that make it a priority for funding?
  - what are the key strengths and benefits of the model of training and skills development you propose? what engagement/involvement from the non-HEI partners is envisaged in delivering the strategy and vision of the DTP?
  - how will a student benefit from being part of this DTP?
- Non-academic partnership arrangements (4 pages maximum):
  - provide details of any non-HEI partners involved in the delivery of the DTP, including the nature and extent of their involvement
  - please ensure that letters of support from every partner named in this section are included when the application is submitted; these letters must include
    - confirmation of commitment, including staffing and resource elements in relation to co-supervision of studentships
    - any contribution to specialist skills training and development
- Delivery and Administration (1 page maximum)
  - What administrative and management support will be in place to ensure the DTP delivers on its vision for training and partnership working? How will the complex finance of the DTP grant be managed?
- Institutional commitment (2 pages maximum per Research Organisation involved)
  - must include confirmation of involvement in the DTP

- commitment of any co-funding
- confirmation that involvement in the DTP fits with the institutional strategy for arts and humanities research
- commitment to administrative costs, resourcing (e.g. staff time) as part of any management role within the DTP
- in the case of the lead RO we will expect a clear statement of an appropriate allocation of the DTP Director's time to be funded
- commitment letter should be signed by VC or Deputy VC on behalf of the RO
- the Je-S form will capture information about student recruitment procedures; ethics; impact; supervisor training; and generic skills and training available within the DTP.

## **Annex 1: DTP Second Call - Development Process and Timeline**

### **2015**

- 24 September – 30 November: Feedback and Developmental Discussion Period, including specific discussion meetings with DTP / CDT student reps.

### **2016**

- December – October: Review of feedback, finalisation of call documentation, prepare Je-S forms, assessment guidance, etc
- November: DTP / CDT call launch, and launch meeting.

### **2017**

- Feb-March: Proposal surgery sessions
- October: Call Deadline
- November – December: Peer Reviewer training

### **2018**

- February: Panel Member training
- March: PI Response Stage
- May: Moderation Panel meeting
- July: Outcomes announced

### **2019**

- October: First cohort under new round of DTP / CDT funding starts.

## Annex 2: Subject classifications

As part of your proposal you are asked to an indicative spread of studentships across the subject areas in AHRC's remit, but these are purely to give a picture of the range and depth of expertise. Interdisciplinary or multidisciplinary student projects (ie spanning multiple subject areas) are encouraged.

<b>Creative and Performing Arts</b>
Design
Systems Engineering (Design Engineering and Design Processes
Visual Arts: Fine Art History, Theory and Practice
Visual Arts: Applied Arts History, Theory and Practice
Visual Arts: Digital Arts & Photography History, Theory and Practice
Visual Arts (covering Art Theory & Aesthetics; Community Art; Installation and Sound Art History, Theory and Practice; Film-Based and Time-Based History, Theory and Practice)
Languages and Literature: Creative Writing
Languages and Literature: Creative Writing
Media: New Media/Web-Based Studies
Media: Film History, Theory and Criticism
Music
Media: Television History, Theory and Criticism
Languages and Literature: Ethnography and Anthropology
Dance
Drama and Theatre Studies
Cultural Studies (Policy, Arts Management and Creative Industries)

<b>Histories, Cultures and Heritage</b>
History
Law and Legal Studies
Philosophy
Development Studies
Political Science and International Studies (Diplomacy & International Relations)
Theology, Divinity and Religion
Visual Arts: Art History

Library and Information Studies
Cultural and Museum Studies
Archaeology
Classics
Information and Communications Technologies

<b>Languages and Literature</b>
Languages and Literature (including American Studies, Life-writing, History and Development of English Language, Literary and Cultural Theory, Post-Colonial Studies, Comparative Literature, Medieval Literature, Comparative Studies, Gender and Sexuality)
Languages and Literature: Asiatic & Oriental Studies
Languages and Literature: Celtic Studies
Cultural Studies and Popular Culture
Languages and Literature: English Language and Literature
Languages and Literature: French Studies
Languages and Literature: Scandinavian Studies
Languages and Literature: Hispanic, Portuguese and Latin Studies
Interpreting and Translation
Languages and Literature: Italian Studies
Media: Journalism and Publishing
Linguistics
Languages and Literature: Middle Eastern and African Studies
Languages and Literature: Russian, Slavonic and Eastern European Studies
Languages and Literature: Australasian Studies
Languages and Literature: German Studies (including Dutch and Yiddish)