



Arts & Humanities  
Research Council

# **COLLABORATIVE DOCTORAL AWARDS 2012**

## **Scheme Guidance**

**September 2012 v.1**

## Quick Glance Guide

- Aims:** Collaborative awards are intended to encourage and develop collaboration between Higher Education Institution (HEI) departments and non-academic organisations and businesses.
- Collaborative research studentships provide opportunities for doctoral students to gain first hand experience of work outside an academic environment. The support provided by both an academic and non-academic supervisor enhances the employment-related skills and training a research student gains during the course of their award.
- The studentships also encourage and establish links that can have benefits for both collaborating partners, providing access to resources and materials, knowledge and expertise that may not otherwise have been available and also provide social, cultural and economic benefits to wider society.
- Scheme Format:** An HEI and non-HEI organisation collaborate on a project that falls within the AHRC's subject domain and that can provide demonstrated benefits to both partners. The project is carried out by a research student (or students) that are recruited by the partners, jointly supervised by members from each partner organisation and who will gain a doctoral qualification by the end of the award.
- Level of Grant:** The AHRC will offer a standard doctoral studentship in line with the Council's eligibility requirements e.g. full time, part time or fees only at the maintenance/fee levels set for 2012/13. CDA student award holders also receive an additional payment of £550 per annum.
- Cost to Non-HEI :** The Council recommends that the non-HEI should make an additional maintenance payment to the student in the region of £1000 per annum. However the AHRC recognises that smaller organisations may find this difficult and where a case can be made demonstrating their inability to make this level of financial commitment the AHRC will also consider exceptions, reduced payments and "in-kind" contributions. In addition the non-HEI should cover extra costs incurred by the student as a direct result of working in or visiting its establishments.
- Duration:** Full time studentships will be funded for a maximum period of 3 years and need to submit their thesis no later than 12 months after the end of the award. Part time award holders will be funded for a maximum period of 5 years and need to submit no later than 24 months after the end of the award.
- How to apply:** **You must submit an application through the Research Councils' Joint Electronic Submission (JeS) System. If you need any assistance to use the system please contact the JeS helpdesk on 01793 444164 or on [JeSHelp@rcuk.ac.uk](mailto:JeSHelp@rcuk.ac.uk)**
- Scheme enquiries:** The AHRC work with the RCUK Shared Services Centre (SSC) to deliver all of our funding activities. All queries regarding eligibility for funding and applications in progress should be directed to the SSC [grants@ssc.rcuk.ac.uk](mailto:grants@ssc.rcuk.ac.uk) .

**This guidance is intended for UK Higher Education Institutions (HEIs) and their partner organisations wishing to apply for a collaborative doctoral award to start in October 2012.**

**Proposals are to be submitted via the JeS system and includes electronic helptext to accompany the application form.**

**Please note that for ease of reading the guidance refers to CDA doctoral candidates as the “student” irrespective of the number of studentships being applied for in a single application. Please consider this guidance as the same for single or multiple studentship applications.**

#### **Key features of the AHRC collaborative doctoral awards scheme**

- Collaboration between a UK higher education institution (HEI) department and a non-academic partner.
- Non-academic partners must normally be UK-based operations, and may be in the private, public or voluntary sectors, typically being industrial, business, commercial, public or government organisations. The partner body can operate in any field but their research interests should fall within the domain of the AHRC.
- **As with previous years, applicants can apply for a number of studentships under one application. For the 2012 CDA competition, this has been increased from 3 studentships to 4.**
- Full-time collaborative awards will normally be for three years' duration and part-time for five years' duration, leading to the submission by the student of a doctoral thesis based on the work carried out within the project.
- Students selected for a studentship by the HEI must meet all the usual AHRC eligibility criteria with regard to residency and academic qualifications.
- The non-academic partner will be expected, where necessary, to make a contribution to the partner HEI department to cover the provision of necessary resources or materials not already available or possessed by the HEI and to cover extra costs and expenses (such as travel and equipment) incurred by the student as a direct result of working in or visiting their establishments.
- Supervision of collaborative students is the joint responsibility of the HEI department and the non-academic organisation. The lead supervisor should be the academic supervisor, with responsibility for providing high-quality support and training in subject-specific and more generic areas, as well as for monitoring and assessing the student's development and continuing training needs. The supervisor in the partner organisation is expected to ensure the student has access to good facilities and strong support, to help provide high-quality training in work-place and transferable skills and to mentor and train the student with regard to the particular collections, materials or business aspects of their organisation that the student is working on.
- Collaborative working brings its own responsibilities and all partners, including the selected student, must agree to working with the other partners on the specified project and to collaborate and co-operate at all times. Applications for Collaborative awards are made annually through a competitive bidding process separate from the Block Grant Partnership and Block Grant Partnership – Capacity Building schemes. The HEI department and non-academic organisation make a joint application in autumn for an award, and then if successful seek to appoint (an) appropriately qualified student(s) over the following summer, confirming this by entering their details on the JeS Student Details Portal no later than one month before the start of the award.

**The AHRC expects to make a maximum number of 80 (studentship) awards in the 2012 round of the CDA scheme in line with the numbers awarded in previous years. The AHRC are keen to encourage HEIs and larger partner organisations to maximise their success rates using methods such as internal peer review before submitting. The AHRC will be sending an additional results table to accompany the official outcomes for this round giving each HEI an overview of their success rates for this round of applications. This will also be used as the vehicle for feedback to applicants. Please see Annex for grade descriptors to be used for feedback.**

### **Connected Communities Highlight Notice**

The AHRC will be running a further highlight call for applications to the 2012 CDA scheme under the Connected Communities programme. The subject area of these applications must sit mainly within the AHRC remit in addition to addressing the aims, objectives and themes of the Connected Communities programme. All applications must adhere to the regulations set out in the scheme guide and will be assessed within one of the subject panels which will include Connected Communities programme specialists included for this purpose.

### **Who Can Apply?**

1. Applications should be made jointly by a department in a recognised HEI and a non-academic organisation from the private\*, public or voluntary sector. (\*A private sector company is defined as being at least 50% privately owned with a 'wealth creation' base in the United Kingdom).
2. The word 'organisation' is used as a generic term and should be interpreted as widely as possible. The AHRC wishes to encourage collaborations from any area within its subject remit and with a full range of organisations, bodies and businesses, including the creative, cultural and heritage industries, both large and small and to include sole traders and partnerships.
3. In most cases the non-academic partner must have an operating base in the UK.
4. In exceptional cases the assessors may consider a collaboration with a company or organisation based outside of the UK. The AHRC recognises that given the distinctive nature of its subject domain there may be potential for reciprocal research collaborations outside of the UK. Applicants will need to state what additional benefits are to be gained from the collaboration and demonstrate clearly that value from the project will be accrued to the UK and how the collaboration will deliver long term lasting benefits. In such cases the overseas partner must specify a minimum contribution and would be expected to cover additional costs of travel to and from the UK. The logistics of running such a partnership should be carefully considered in order to demonstrate that the project is both viable and feasible.
5. University museums and galleries or organisations that are deemed to be a spin-off or are supported by an HEI are eligible to apply as project partners in this scheme **providing that the application is not a collaboration with the parent institution**. Organisations with 'IRO' status can only apply to this scheme as a non-academic partner.
6. There is no limit on the number of collaborative proposals that can be submitted by an HEI and a partner organisation or organisations. Similarly a non-academic organisation may be collaborating with a number of different HEIs. Where there is a clear link between projects,

particularly if one is mutually beneficial to the other, applicants should consider combining these into one application. In all cases organisations should bear in mind the level of commitment and resources required/available to successfully manage collaborative projects and not over-commit themselves.

7. Single applications may have *up to four* studentships running concurrently. An Extended CDA Programme is also offered as an option, for multiple studentship applications only, whereby a doctoral student can be recruited to the project for each of the next two/three years without having to apply in a future round. The AHRC would encourage applicants to consider the benefits of consolidating multiple applications with the same collaborators into single applications for multiple studentships to run concurrently or consecutively.
8. Applications should focus on the overarching project and the methodology employed that will allow the student(s) to develop their own thesis within the project framework. This is particularly important for applications submitted for multiple studentships as all proposals are subject to the same word limits irrespective of number of studentships applied for. The assessment panel will be considering this when assessing applications and will be looking for workability and potential.
9. Any topic within the AHRC's subject domain is eligible. Selection of successful applications will not be subject to quota systems and there are no priority areas.

### **Setting up a Collaboration**

10. The first step in setting up a collaboration is to establish who may be a suitable partner for the project. Non-HEI organisations may wish to contact a HEI's Research, Development or External Liaison Office to discuss how their activities may benefit a project or HEIs may seek to find a non-HEI organisation which could utilise a particular area of research or knowledge. HEI departments should also contact the appropriate office/person in their organisation for guidance and support and they may be particularly useful with regard to setting up agreements or contracts.
11. Colleagues who are already running successful CDAs may also be a good source of help and information in setting up a partnership and we would encourage new collaborators to seek them out and utilise their expertise.
12. Experience so far has shown that collaborations proposed under the scheme are often based on relationships that have already begun on an informal or ad hoc basis and the CDA scheme then provides the opportunity to formalise these links. This does not mean that there has to be a history of working previously with a proposed partner and **with one of the key aims of the scheme being to encourage new links** the Council strongly encourages applicants to consider submitting a proposal with a partner that they may not have previously worked with.
13. Collaborative working can be extremely rewarding and exciting but it is not an easy option as it takes effort, hard work and most of all commitment to make it work and to manage it successfully. Partners should not underestimate this in setting up a project and should not enter such a partnership if there is any doubt that they will be able to make that commitment.

14. Non-academic partners should not be discouraged from entering a collaboration because they consider they do not have the capability or capacity to offer academic supervision to a PhD student. The responsibility for academic supervision lies with the academic supervisor and whilst some organisations/individuals may be able to offer some academic support the non-academic supervisor role offers something different in providing specific training and access to resources, people, collections, processes, knowledge and expertise that are vital to the success of the research project and which would not be possible without the collaboration. It is imperative however that the non-academic supervisor has the full support of their organisation and is able to co-direct the project and ensure that not only are the organisations objectives being met and fulfilled but that the students research is fully supported and kept on track.
15. Non-academic organisations may also wish to approach a CDA with the view that involvement in collaborative projects provides good opportunities not just for students but for their own staff development and skills training. In all cases the AHRC would encourage both academic and non-academic partners to make good use of the opportunities afforded by collaborating to share their skills and knowledge and learn about each others organisations and ways of working.
16. Partners should consider that students undertaking Collaborative Doctoral Awards have an exciting opportunity that can offer enhanced benefits to their research, experience, training and skills development. As mentioned above there will be different skills to be offered and varying contributions and benefits to be made by both academic and non-academic organisations and supervisors. There are also potentially greater demands placed upon students in that they will be involved with two sets of supervisors, colleagues and working environments. Having clear lines of communication and an understanding of requirements and responsibilities by all parties should help to minimise any conflict or tension that could potentially arise.
17. A good collaborative partnership and project will be one that sets up the framework so a doctoral student can undertake the research with all the necessary support and resources readily available and procedures in place to monitor and manage the project. A student should not be expected to manage the collaboration as well as undertaking their research as this leads to conflict and endangers the continuation of the project.
18. Partners may find it useful to look at the previous collaborations that have successfully applied to the CDA scheme. A full list of projects funded from 2005 - 2010 may be viewed on the AHRC website at <http://www.ahrc.ac.uk/FundingOpportunities/Pages/CollaborativeDoctoralAwards.aspx>
19. It is important that all those involved in the collaboration reach a common understanding of what the project is trying to achieve and are clear about the expectations and responsibilities of each partner. In identifying an appropriate collaborating partner and reaching agreement on the arrangements for the research project, applicants should consider the following:
  - Agree what the project is about, will it make a good doctoral project and what are the wider benefits?
  - Does the project meet the needs of both collaborating partners?

- What is the 'bottom-line' in terms of expectations?
  - Is it feasible within the period of an AHRC studentship?
  - Reach a common understanding of language – what do the terms supervisor and training, for example, mean?
  - Do partners have the necessary time and resources to commit to the project?
  - The arrangements for joint supervision of the project/student
  - The arrangements for sorting out confidentiality or ethical issues and intellectual property rights
  - The means for identifying an appropriate student
  - Provision for training, monitoring and review of the student/project
  - Provision of and access to the required resources, collections etc.
  - Financial commitments, contributions & procedures
  - Expected outcomes, timing and availability of research results
  - Mechanism for establishing a formal agreement setting out expectations and responsibilities for the above
  - Understand that it is an **equal partnership with mutual benefits**
20. Remember that the student and their doctoral thesis are central to the project. In line with current submission rate policy full-time doctoral award holders are expected to submit their thesis within 12 months of the end of their award and part-time within 24 months. The student must be in a position to present their thesis at this time and non-academic partners must be aware that any restrictions on access to information or data or on publication of such material, may affect a student's ability to submit.
21. It is recommended that collaborative projects have, if not a supervisory team, at least one other named supervisor and in some cases it may also be considered appropriate to establish a project group or committee to monitor or oversee the project.

### **Partnership Agreements**

22. Experience has shown not only the value but also the necessity of establishing a written agreement to provide a framework for a clear understanding of the operation and management of the project. The AHRC strongly advises that such an agreement is put in place so that all parties, and in particular the student, are aware of and understand the responsibilities and requirements that partners have signed up to in setting up and entering into the partnership.
23. If a collaboration has been set up correctly this should not prove difficult for the partners as all such elements that might be included in an agreement should have been discussed and agreed before making an application. It is up to partners to decide how formal or informal they wish to make the agreement and they should seek advice from their respective organisations about this but in all cases the AHRC recommends that it forms the basis of a working project plan that is regularly reviewed and updated.

24. The partnership agreement should set out the mechanisms for the supervision and training of the student and for the monitoring of the project. The AHRC will expect partners to ensure that adequate levels of supervision are available and maintained to support each student throughout the project. As a minimum they will be expected to have one lead academic supervisor and one lead non-academic supervisor
25. The list below covers some of the areas partners might want to consider in putting together an agreement.
- Specific objectives, obligations and responsibilities of each party
  - Provision of resources
  - Issues of ethics and/or confidentiality
  - Ownership of research results and intellectual property
  - Outcome(s) of studentships
  - Recruitment, supervision and training
  - Monitoring and reviewing
  - Timescales and project plans
  - Milestones and outputs
  - Financial contributions & mechanisms for payment
  - Working hours, arrangements and workplace inductions (inc student access to buildings, security passes etc.)
  - Risk Assessment
  - Conflict resolution
  - Process for termination of collaboration
26. These are elements that should be discussed not only between the partners but also with the nominated student before the final agreement is put in place. Practice has also shown that whilst the formal agreement is important, it is also vital that the partners spend time together to develop a full understanding of each other's values and create the right environment and culture in which the project can succeed.
27. You can also find useful information and guidance on setting up a partnership agreement and guidance on intellectual property rights we recommend you consult the document 'Partnerships for Research & Innovation Between Industry and Universities: A Guide to Better Practice' which you can find on the website of the Association for University Research and Industry Links (AURIL) at <http://www.auril.org.uk/pages/publications.php>
28. The following may also provide some useful guidance and tips on what to consider:  
[www.jamesleach.net](http://www.jamesleach.net) &  
[http://newmedia.umaine.edu/stillwater/partnership/partnership\\_template.html](http://newmedia.umaine.edu/stillwater/partnership/partnership_template.html)

### **Application and assessment processes**

29. Applications to the scheme are made annually by the relevant academic department in partnership with a collaborating organisation. Those partnerships successful in being allocated one or more collaborative

studentships will then be responsible for appointing appropriately qualified research students.

30. Applications must be submitted by the person who will lead the project as Principal Investigator, and act as the main supervisor. Applications submitted directly from the doctoral candidate will not be considered eligible.
31. All HEIs receiving studentship funding from any AHRC scheme must adhere to the AHRC's standard eligibility criteria for student residency and academic qualifications. The AHRC publishes a 'Guide to Student Funding' which is available to download from the website at: <http://www.ahrc.ac.uk/FundingOpportunities/Documents/GuidetoStudentFunding.pdf>
32. Applicants will be required to demonstrate that a true/real relationship exists between the partner organisations and that it is established as an equal partnership. Whilst the student and their PhD are central to the award and the PhD must meet the requirements and regulations of the HEI concerned, one of the main aims of the collaborative scheme is to establish and maintain links between academia and external partners that have some real, tangible and long-lasting benefits
33. A lead applicant from both the HEI and the non-academic organisation must be identified and both must have the permission of their Head of Department and their respective organisations to enter into a collaborative working arrangement and provide the support, access and resources required. Partner non-academic organisations will be required to attach a letter of support as authorisation to enter into and support the proposed collaboration.
34. For the purpose of the application the Principal Investigator (PI) should be based at the HEI and will be the main point of contact for the AHRC. The AHRC would expect the PI to co-ordinate the project and ensure that all parties take responsibility for the progress, management and leadership of the project as well as the academic progress of the student.
35. Partners should not underestimate the level of commitment required in entering into collaborative working arrangements both in terms of the length of the project and the hours involved in supervising the research student(s). Academic supervisors should expect that the supervision of research students who are working on a CDA project involves an increased workload in comparison to the supervision of a standard doctoral student(s). In relation to the length of the commitment, partners must be prepared to commit to the project for the full length of the award at least up to the submission of the research students thesis.
36. Whilst projects need to have definition and focus, the AHRC is keen to ensure that the selected student(s) also has some involvement in the final formulation of research questions and methods. In cases where a proposal has potential for more than one PhD or for different directions to be taken around a topic applicants should always make it clear in the application what they have identified as options or possibilities for suitable doctoral research topics within the project.
37. Applicants will also be required to provide information about the supervisory and research training arrangements, and about any previous experience either party has of collaborative working. The application form will ask for information on context, usefulness, beneficiaries and

possible applications of the research, looking at plans for impact, dissemination and the anticipated outcomes of the research, highlighting the intellectual as well as the commercial or public service benefits envisaged.

38. An important element of the application will be the description of the supervisory and training arrangements for each studentship sought and you should be aware that the AHRC has an established Research Training Framework which it expects HEIs to follow for its funded doctoral students. Details of the framework can be found on the website at <http://www.ahrc.ac.uk/FundingOpportunities/Pages/ResearchTrainingFramework.aspx>
39. Applicants are required to demonstrate how supervision will be co-ordinated throughout the project and how the student's progress will be monitored. The AHRC would expect to see plans for joint meetings ensuring the student(s) receives consistent advice and that all parties are able to monitor the progress of the project, work through any problems and plan future work. This may include project management tools, facilitation for communication between HEI and non-HEI partners and an advisory group or committee. The AHRC will also expect to see contingency plans for any changes to roles within the supervisory team and applicants should demonstrate that they have considered how consistency in supervision will be maintained should any member of the project not be able to fulfil their original role either temporarily or permanently.
40. The application will also provide information about the non-academic organisation's relevant areas of activity including, where applicable, any current or previous research activities. The area of activity that is to be the subject of the collaborative studentship must fall within the Council's subject domain.
41. Applicants are required to provide reassurance that robust procedures are in place in both organisations to support the student(s) and to appoint a supervisor in each whose area of research expertise is closely related to the student's research topic. Both bodies will have to provide reassurance about the measures in place to deliver research training that is relevant to the student and their topic and to encourage development of key and transferable skills but the academic supervisor will be required to take overall responsibility for the academic progress of the student. Satisfactory information will also have to be provided about the systems for monitoring the student's progress, assessing their continuing development needs, and delivering and reviewing the provision of agreed training. The Council will also seek evidence that the collaborating organisation will make available to the student any other relevant support and facilities.
42. Applications will be assessed by panels convened on the basis of subject areas and made up of members of the AHRC's peer review college. Each panel will assess, grade and rank each application. Feedback will take the form of a single report to each HEI showing the outcomes of all applications submitted by that HEI.
43. As with previous assessment panels for the CDA scheme the AHRC will endeavour to provide the broadest spread of subject expertise across all of the panels along with non-HEI experience to ensure a robust review process.

44. The final grades and rank across the panels will be decided at a chairs' meeting and a recommendation will be made to the office for an allocation of awards.
45. Applicants will be informed of outcomes electronically with an automatic notification sent via JeS which will be sent to the person named as the JeS final submitter for the application, who must then forward this to the PI. Successful applicants who wish to accept the award must do so via JeS and agree to the terms and conditions which will be included in the offer letter. The award holding institution will also be required to send electronic notification via JeS confirming the start of the award once this has taken place.
46. A pro-forma will be issued separately to the official outcome notifications combining outcomes for all CDA applications submitted by the HEI and brief additional feedback from the panel for unsuccessful applications that have received a grade of 4 or higher in addition to the grade descriptors. Applications receiving a grade of 3 or below will be referred to the CDA Grading Scale (see Annex). The AHRC are keen to encourage the HEI to take an overview of the applications they have submitted.
47. The successful applicants will be required to jointly select an appropriate student through an open, competitive process. The AHRC recognises that there may be occasions where a student has been identified at the point of application. In these cases the AHRC may be able to consider an exception to this and a case should be made in the case for support. This should include details of contingency plans should the named student no longer be able to take up the award.
48. The collaborating organisation will normally be required to make an annual payment to the student in addition to the maintenance grant provided by the AHRC. Where the studentship is held by a fees-only student the collaborating organisation can choose to pay this additional maintenance payment at their discretion. The collaborating organisation is also required to cover any additional expenses (such as for travel and equipment) incurred by the student as a direct result of working at the partner organisation.
49. The AHRC may request the completion of interim reports from time to time, by both the academic and non-academic supervisors and by the student. These reports will enable the AHRC to monitor the progress of the project and collaboration itself.

#### **Assessment criteria**

50. Applications must meet the aims of the Collaborative Doctoral Awards Scheme, which are:
  - to encourage and develop collaboration between HEI departments and non-academic bodies and organisations.
  - to establish links that can have benefits for both collaborating partners, providing access to resources and materials, knowledge and expertise and which also provide social, cultural and economic benefits to wider society.
  - to provide opportunities for research that could not be done outside of a collaborative framework

- to provide opportunities for doctoral students to gain first hand experience of work outside an academic environment, with the student supported by both an academic and non-academic supervisor, and to enhance the employment related skills and training a research student gains during the course of their award.
- to encourage collaborations from any area within the AHRC's subject remit and with a full range of organisations, bodies and businesses, including the creative, cultural and heritage industries and industrial and commercial businesses, both large and small.

51. Applications for collaborative doctoral awards will be judged by the following assessment criteria. Applicants must demonstrate that:

- The project provides genuine scope for high quality doctoral research within the relevant subject area.
- The collaboration is appropriate and viable and that the proposed project is achievable within the given timeframe.
- There are real and tangible benefits to be gained from the collaboration not only for the academic and non-academic partners and the student but for a wider audience.
- There is real added value in the doctoral research being carried out within a collaborative framework and that it could not be done without it.
- There are clear procedures for the recruitment of a suitably qualified student/students to undertake the research.
- Both the HEI and the partner organisation will ensure that the student receives a high standard of appropriate supervision and support and that training requirements will be identified, met and regularly reviewed.
- Both the HEI and non-HEI organisation have arrangements in place for monitoring the progress of the project and student and that any necessary resources will be made available.
- A partnership agreement will be put in place and issues such as confidentiality, ethical considerations and intellectual property rights have been, or will be addressed.
- Where more than one studentship is requested or an application is made for an Extended CDA Programme attached to a project, the project and resources available can sustain an increased number, or the requested number, of studentships over an extended period. It is important to note that the project will be considered as a whole and the panels do not have the ability to remove studentships, therefore all studentships must demonstrate equal quality.
- Where the collaborating partner is not based in the UK that real value and benefits will accrue to the UK and that sufficient contributions to support the project will be made by the non-UK partner.

#### **Timetable**

**52. The closing date for applications is 4.00pm on Thursday 17<sup>th</sup> November 2011**

53. The results will be announced in early May **2012**. Successful applicants will be required to recruit a suitable student and Enter their details onto the JeS Student Details Portal before the start of the award.

54. The studentship will commence on **1 October 2012**.

The timetable is as follows:

17 November 2011	Closing date for Collaborative Award applications 2012.
November 2011 - April 2012	Applications assessed
April 2012	Assessment Panel meetings
Early May 2012	Outcomes announced

#### **After the Award**

55. The AHRC recommends that in order to meet the requirements of equal opportunities policy and to ensure that the best applicants are attracted the selection of students should be made through open competition by advertisement of the studentship. Experience has shown that collaborative studentships are often attractive to high quality graduates with an interest in research that is of direct relevance to the non-academic workplace and who might not consider pursuing a PhD in the conventional way.

56. It is recognised that some projects will have originated with a particular student and where that student has the appropriate ability, it would be unfair and inappropriate for the project to be advertised. There may also be instances where a very particular knowledge or skill-set is required which means a project is developed with a student in mind. In such cases, nomination of the student without competition may be justified but it is considered advisable that the majority of collaborative studentships should be advertised.

57. Studentships are usually advertised in the educational press or through jobs.ac.uk but successful applicants may also want to consider targeting their recruitment at specific subject communities via subject associations, relevant websites or university departments.

58. Partners need to consider the nature and location of the interview or selection process, for example, whether it should take place at the university or at the non-academic organisation's premises or, ideally, a combination of both.

59. Students need to be made aware of the context in which they are taking on their research, but equally they must be allowed scope to help shape their thesis and have input into how the project will operate. Please bear in mind that collaborative studentships can potentially place particular and extra demands on a student. They will have to balance two sets of supervisors, colleagues and working environments and deal with the conflicts, tensions and stresses that may arise from that.

60. By their very nature, because these are pre-determined projects, some collaborations will have a more limited pool of potential applicants and whilst a few of the previously funded projects have found it harder to recruit than others it is important to note that there has been 100% take-up of studentships in the scheme so far.
61. Nominated students must meet the same eligibility criteria as any AHRC doctoral research student. Full details of these criteria can be found in the *Guide to Student Funding* available on our website at <http://www.ahrc.ac.uk/FundingOpportunities/Documents/GuidetoStudentFunding.pdf>
62. Full-time studentships will be for three years' duration and part-time for five years' duration, subject to length of funding eligibility rules, leading to the submission by the student of a doctoral thesis based on the work carried out within the project.
63. It is likely that some nominated part-time candidates will be employed by the non-academic organisation and both partners must be aware of the timescale to complete the award.
64. The AHRC does not require the non-academic partner to make a financial contribution to the academic department with which it is collaborating, but as a measure of its interest and commitment there is a requirement for the organisation to make an additional maintenance contribution to the student.
65. The Council recommends a minimum of £1,000 per year for the additional maintenance contribution but recognises that this might present difficulties for smaller businesses, charitable organisations and some public bodies therefore some exceptions may be possible. Please contact the AHRC if you need to discuss this matter.
66. The panels will look to be convinced that the project is properly resourced, that partners have considered any cost and resource implications and that arrangements are in place to ensure partners agree their contributions and responsibilities. Applicants should consider how costs will be covered for any specialist equipment or materials that will be required for the project.
67. Fees-only students will be eligible for tuition fee payments from the AHRC but not for maintenance grant payments. The AHRC will not require the non-academic partner to make additional maintenance payments to such students, but they may do so if they wish.
68. During the studentship a collaborative doctoral student will spend time working in the non-academic organisation's premises. During this time the student must be engaged in activities which are an integral component of the research to be presented in the thesis. The recommended minimum is three months and the maximum eighteen months, although when and how this time is spent will vary according to the nature of the project and is subject to negotiation between the partners and the student. It is recommended that this forms part of the formal agreement.
69. It is recommended that the student receives an induction programme in the non-academic organisation similar to that provided for new employees, although this will vary depending on the nature of the project and the size of the organisation. Induction should be tailored to the needs of the student and the project and if necessary should also be

offered to the academic supervisor where it might serve the needs of furthering trust, understanding and effective working relationships.

70. Information on terms and conditions for postgraduate studentships award holders and how studentships are administered can be found in the 'Guide for Postgraduate Studentship Award Holders in the Arts and Humanities' available on our website at <http://www.ahrc.ac.uk/FundingOpportunities/Pages/currentpostgraduateawardholders.aspx>

## Glossary

<b>Higher Education Institution (HEI):</b>	An institution that is recognised and funded by one of the four UK higher education funding councils, or an institution whose postgraduate courses are validated by a recognised HEI.
<b>Academic Supervisor:</b>	A member of the teaching or research staff employed by a HEI who is providing academic input, supervision and guidance to the project.
<b>Lead Applicant:</b>	An employee of the HEI who coordinates and makes the application for funding and who subsequently has overall responsibility for the management of the project. The lead applicant may not necessarily be the academic supervisor on the project. This person must be JeS registered.
<b>Principal Investigator:</b>	The lead applicant, as above.
<b>Non-academic Organisation:</b>	Organisations may be based in any field or area but the project must utilise research in the arts or humanities. They also must normally be a UK-based operation and may be in the private, public or voluntary sectors. Please note that the interests of the organisation may still be academic in nature e.g. a museum or research group, but they should not have degree awarding powers.
<b>Non-academic Supervisor:</b>	An employee of the non-academic organisation who will supervise the student in conjunction with the academic supervisor. The non-academic supervisor's role is predominantly to assist with access and information on their organisations facilities that are relevant to the project and to bring the specific expertise of their organisation to the collaboration.
<b>Partners / Partnership:</b>	Refers to the two organisations leading the collaboration i.e. the HEI and the non-academic organisation.
<b>Award:</b>	The award is made to the project so the CDA award holder is the lead applicant at the HEI and their partner organisation. An award consists of one or more studentships attached to the project.
<b>Studentship:</b>	That granted by the AHRC to fund a nominated research student as part of a Collaborative Doctoral Award. The studentships are based upon the same eligibility and regulations as a standard AHRC doctoral award.
<b>Project:</b>	The project is the central aspect of the collaboration and will be based upon the activities and research outlined in the proposal section of the application form.
<b>Research Student:</b>	The student who will be receiving financial support (i.e. the holder of the studentship) to carry out the

research on the project with the key aim of being awarded a doctoral level qualification by the end of the award.

**Extended CDA Programme:**

A large project or collaboration with enough scope to support up to three individual studentships over an extended period in which one studentship may be attached to the collaboration each year for the next three years without the partnership having to apply in each individual year's round.

**CASE/CASE Awards:**

The term used by most of the Research Councils to refer to their schemes and awards for collaborative doctoral projects. From 2010 the AHRC have adopted the name of CASE CDA.

## Annex: CDA Grade Descriptors



Arts & Humanities  
Research Council

Grade	Descriptor (Collaborative Doctoral Awards 2012)
6	An outstanding proposal meeting the highest quality and standards of research collaboration and likely to provide significant mutual benefits and outputs. It fully meets all the assessment criteria for the scheme and provides full and consistent evidence and justification for the proposal in terms of concept, design, methodology and management. It should be funded as a matter of the very highest priority.
5	An excellent proposal meeting the highest quality and standards of research collaboration and likely to provide significant mutual benefits and outputs. It fully meets all the assessment criteria for the scheme and provides full and consistent evidence and justification for the proposal in terms of concept, design, methodology and management. It should be funded as a matter of priority, but does not merit the very highest priority rating.
4	A good proposal meeting a high quality and standard of research collaboration and likely to provide some significant mutual benefits and outputs. It meets all the assessment criteria for the scheme, and provides good evidence and justification for the proposal in terms of concept, design, methodology and management. It is suitable for funding.
3	A satisfactory proposal in terms of the overall quality and standard of research collaboration, mutual benefits and outcomes which meets the assessment criteria for the scheme and provides reasonable evidence and justification for the proposal in terms of concept, design, methodology and management but which in a competitive context is not a priority. It is not recommended for funding.
2	A proposal of an inconsistent quality and standard of research collaboration, mutual benefits and outcomes which has some strengths, but also contains a number of major weaknesses or flaws in its conceptualisation, design, methodology and/or management. It does not meet all the assessment criteria for the scheme. It is not suitable for funding.
1	A proposal of an unsatisfactory quality and standard of research collaboration, mutual benefits and outcomes which does not meet the assessment criteria for the scheme and does not provide satisfactory evidence and justification for the proposal. It is not suitable for funding.