Studentship Allocation: Five cohorts of between 12 and 24 students (so minimum is maintaining the current number of studentships)

Number of DTPs: Between 10 and 20 (currently there are 15)

Disciplinary Range: Expectation that each DTP will cover multiple topics within NERC remit, but not expected to have a comprehensive NERC remit.

May include training at the interface between environmental sciences and other disciplines.

Expressions of Interest: 7 March 2018 (final date for decision about HEI partners)

Deadline for Submission: 16 May 2018

Matched Funding: Leveraging of matched funding (cash or in-kind) is strongly encouraged, but not required.

Studentship Value: Equivalent of four years stipend and fees, £11k RTSG, £1.5k management costs (nb. studentships may last between 3 and 4 years)

Partnership Size: No stipulations.

Universities are permitted to be involved in multiple partnerships, but it will be closely scrutinised for evidence of genuine partnership.

Notes:

- Partnerships with end-users are 'strongly encouraged'. Collaboration with both end-users and other non-HEI partners must therefore form a significant part of the DTP's training programme – at both the design and delivery stage – and successful proposals will demonstrate clearly how students will benefit from engagement with multiple types of organisations, on both an individual and a cohort level, via a variety of mechanisms. In outlining their approach to engaging with stakeholders, proposals must evidence a track record of collaborative working and describe a coherent strategy for engaging with multiple stakeholders.
- 25% of awards to be CASE (CASE no longer includes any organisation eligible for NERC funding – so BGS etc can no longer be CASE partners) ; non-CASE collaborative studentships will also be monitored.
- Management model:
    - Expectation of a lead operational manager (presumably the academic lead) and a steering committee which includes all partners and must have representation from end-user organisations. Student involvement in management of DTP encouraged.
    - Transparent governance – partnership agreements in place before first cohort start.
    - DTP must commit adequate administrative resource, and application set out how admin structures will be managed and funded
- Approach to widening participation expected to be imaginatively and demonstrably evident in the application, including:
    - selection processes to be transparent and enable the potential of the candidate to be assessed whether they are applying on a full- or part-time basis, whether they have prior research training or not, and regardless of their demographic
    - All studentships to be available on full-time or part-time basis
    - Support to be made available for mental health and well-being
    - Consideration given to training programme flexibility and ability to address individual needs

Assessment Criteria:

Research Excellence (25%)	• Number of active NERC-funded research projects and supervisors at host organisations, specifically within the remit of the DTP. • REF 2014 profiles (where relevant) specific to the areas of NERC remit covered by the DTP. • Standing in the environmental science community – national, international etc. • Institutional commitment to research excellence, specifically within the NERC remit. • Amount of NERC and Research Council research income in research areas specific to the DTP's remit. • Originality, quality and significance of potential PhD research topics presented in the proposal
Training Excellence (25%)	• Opportunities for integration of students into relevant teams, projects and departments and access to peer-to-peer learning and support. • Opportunities to access and experience facilities, technologies, techniques and methodologies as appropriate to the training programme and projects offered. • Personal/professional/career learning and development that students will receive, and whether students' professional development is underpinned by the Researcher Development Framework and associated Statement. • Ways of addressing generalist and specialist development needs of individual students. • Mechanisms in place to ensure the development of independent researchers and world-leading scientists. • Completion rates, publication and first destination data for students hosted within DTP institutions. • Evidence of employability of graduates from DTP institutions. • Time available for students to complete each element of the DTP's training programme and produce research outputs. • Types of training and support offered to supervisors. • Examples of collaborative PhD projects
Multidisciplinary Training (25%)	• Engagement of a student's supervisory or wider advisory team in research outside the relevant discipline(s). • Mechanisms of student interaction outside their own disciplines and DTP. • Opportunities to attend specialist training. • Types of collaborative training opportunities available to students. • Existing and/or newly confirmed collaborative relationships of DTP partners. • Involvement of collaborators (end-user and other non-HEI) in supervisory teams and wider training. • Mechanisms of seeking input from end-users in development of the training programme.
Partnership Operational Management (25%)	• Management and governance structure, including mechanisms for agreeing management arrangements and monitoring DTP's overall progress and success. • Representation of different parties (including students and end-users) within the DTP's management structure. • Amount of dedicated administrative resource. • Strategy for engaging with end-users and other collaborators. • Mechanisms for seeking input from end-users in strategic decision-making. • Systems and processes for assessing the suitability of supervisors and projects. • Mechanisms for allocating studentships within the DTP and recruiting the best-fit students. • Processes for student induction, progression, monitoring and submission. • Demonstration of success stories. • Strategy for developing a legacy for the DTP. • Arrangements for management of data generated by studentship projects, and for returning accurate and timely data on studentships to NERC. • Consideration of the widening participation agenda within DTP processes.