

Doctoral Training Partnerships (DTP)

3 year allocation for studentships commencing October 2016, 2017 and 2018

Guidance Notes

Please read carefully before completing your application.

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1 Competition Overview

Closing Date: 4th June 2015

Interview Date: September 22-23rd 2015

Announcement of awards: By end of October 2015

MRC Doctoral Training Partnerships (DTPs) provide funding for doctoral training for students across a broad range of subjects. DTPs are awarded for multiple intake years of students and provide Research Organisations (ROs) with significant flexibility in the use of funds to support postgraduate studentships aligned to the RO's scientific strategy and strengths. Currently, approximately 45% of the MRC's studentships are supported via DTPs, with the remainder supported via MRC's Institutes, Units and Centres or via individual Industrial Case or Clinical Research Training Fellowship awards.

Since 2009, eligibility and the level of DTP funding has been determined by the size of the RO's portfolio of MRC peer-reviewed grant and fellowship income or by competition for a fixed number of studentships. In the last round 16 RO's were awarded allocations of between 3 and 22 studentships per year from 2012, and a further eight awarded a fixed allocation of 3 studentships per year.

A recent review of our postgraduate studentship funding has shown that, whilst DTPs support excellent training across MRC's remit:

- MRC should award fewer and larger DTPs to ensure all DTPs have the flexibility to create meaningful cohorts and provide enhanced support to students as required.
- Cross-institutional partnerships should be strongly encouraged where partners provide complementary strengths and enhance the training environment provided.
- All DTPs should be assessed prior to award to ensure excellent training provision aligned to RO strengths and MRC priority areas.
- Flexibility of funding should be further increased to better support training of high-cost skills priorities and career transitions.

MRCs Training and Careers Group and Strategy Board have considered evidence on effectiveness of DTP funding and have agreed that for DTP studentships starting from October 2016, MRC will award fewer, larger, more flexible DTPs. To ensure that the institutional strengths are aligned to the skills priorities of the proposed training plans as well as the Research Organisations' MRC income, all allocations will be awarded following a short review process. Applications for DTPs to be held in partnership across institutions will be strongly encouraged.

MRC will inform Research Organisations of the outcome of their DTP applications by the end of October 2015.

2 Number of Awards and Funding Available

It is anticipated that between 15 and 20 Doctoral Training Partnerships will be awarded, each supporting between 5 and 25 'notional' studentships¹ per annum. The total funding available will support in the region of 155 'notional' studentships per year for three intake years (October 2016-2018). MRC may extend allocations by two intake years (October 2019-2020) following a light-touch mid-term review, this will be confirmed in 2018.

¹ A 'notional studentship' is set at the equivalent of a 3.5 year studentship, based on Research Councils UK minimum stipend and support levels.

DTPs will be awarded in the form of a single profiled Training Grant to the leading RO. The normal flexibility of Research Council Training Grants will apply, for example enabling DTP holders to:

- increase the student stipend above the RCUK-set minimum;
- provide support for up to four years if a studentship project requires it;
- part-fund awards, for example with funds leveraged from industry or other Research Councils (as long as at least 50% of the total cost of a studentship is funded by the Medical Research Council).

DTP holders will also be able to use the funds flexibly to support:

- 1+3 models of studentships funding
- Support individuals to undertake stand-alone masters in MRC skills priority areas (see *Annex 2*) to support interdisciplinary training.

3 Eligibility

Whilst any RO may be a partner in a DTP bid only those with sufficient 'qualifying' MRC income may lead a submission.

The value of MRC awards secured over the past three years² is used to determine eligibility to lead a DTP bid. An important feature of this competition is partnership: DTP bids in partnership across institutions are strongly encouraged where the partners' complementary strengths will enhance the training environment offered.

It is expected that ROs will normally be involved in only one DTP proposal; any RO considering partnership in more than one bid is strongly encouraged to contact MRC to discuss further.

Depending on the amount of qualifying MRC income held by an institution, there are different categories of eligibility as follows:

1. **Group A:** ROs with an MRC income above a threshold equivalent to 5 'notional' studentships³. **A list of RO's in Group A is attached at Annex 1.**

All bids led by ROs in Group A will receive allocations to support no fewer than five 'notional' studentships per DTP. The value of the final allocation will be determined by MRC's DTP panel following evaluation against the published criteria (see Section 4) and will take into account the vision and commitment of **all** Partners.

2. **Group B:** ROs with an MRC income equivalent to between one and four 'notional' studentships³. **A list of RO's in Group B is attached at Annex 1.**

Submissions led by ROs in Group B must demonstrate strong cross-institutional partnership with other ROs in Group A or B or/and very strong training in MRC skills priority areas (see *Annex 2*). Applications without complementary partnerships are unlikely to be competitive unless the bid provides very strong training in MRC skills priority areas. All bids must include at least one degree awarding RO.

Allocations for successful bids will support no fewer than five 'notional' studentships per DTP. The value of the final allocation will be determined by MRC's DTP panel following evaluation against the published criteria (see Section 4) and will take into account the vision and commitment of **all** Partners.

• **Group C:**

ROs without sufficient MRC income to qualify in group A or B or other non-eligible institutions (such as non-academic organisations, MRC Centres/Units, NIHR Biomedical

² MRC award values from audited accounts for 2011/12, 2012/2013 and 2013/14 were considered. Only income that did not already support studentship training was included.

³ The number of 'notional' studentships¹ an RO would be able to support if they were provided with the same *proportion* of MRC's overall DTP funds as they hold in MRC eligible income.

Research Centres or international partners) can be named as Associate Partners on DTP bids. Associate Partners need to demonstrate clear additional benefit and an ability to strengthen the training environment provided by the DTP.

4 Criteria for assessment

The assessment of proposals for MRC Doctoral Training Partnerships will include an interview of the leadership team for each submission. Interviews will be scheduled for September/early October (date to be confirmed). Outcomes will be announced by the end of October 2015.

The Assessment Panel will consider the information provided by applicants together against the backdrop of the MRC's current research grant and training grant portfolio including data from the Student Details section of Je-S. **Research Organisations are strongly advised to ensure that their Student Details returns on Je-S SDP are complete and accurate.**

MRC Doctoral Training Partnerships will be assessed competitively against three main criteria:

4.1 Excellence of the PhD training programme and training environment across the institutions involved in the DTP

3. Scale and scope of the 'critical mass' of active biomedical researchers and potential supervisors,
4. Quality of research training environment (staff, infrastructure and facilities etc.), including (where appropriate) multi- and/or inter-disciplinary provision,
5. Quality and breadth of professional development training available to students⁴,
6. Provision of mentorship, career guidance and mechanisms to support transitions following the completion of a PhD,
7. Quality of the further training to be offered using flexible supplementary funds,
8. Arrangements for establishing and maintaining cohorts of DTP students and non-DTP MRC-funded studentships (e.g. CASE students, MRC Centre/Unit/Institute students, Clinical Research Training Fellows) within and across Partner organisations,
9. Alignment to RCUK expectations of studentships⁵.

4.2 Excellence of research environment and alignment to Institutional and MRC priority areas for capacity development

- Strength of the proposed partnership and alignment of the proposed programme with the Partnership's scientific strategy & research strengths.
- Alignment with MRC priority areas for capacity development.
- Contribution to specific UK (and international) research skills needs, including niche strengths and alignment with MRC skill priorities (see Annex 2).
- Evidence of excellent research, including competitively-won MRC research funding and the level of qualifying MRC awards across all Partners included in a bid.
- Evidence of previous use of MRC funding in support of MRC's priority research areas.
- Extent to which the Partnership commits to investing in biomedical research training in MRC's remit and ensures delivery of value for money, e.g. through leveraging alternative funding sources.

4.3 Quality of management of the training programme, supervision of the students, and governance of the Partnership

10. Leadership and management arrangements for the Partnership and research training programme,
11. Mechanism for allocation of DTP Training Grant funding for PhD projects in to align with institutional priority research areas,

⁴ as outlined in the Vitae Researcher Development Framework

⁵ <http://www.rcuk.ac.uk/RCUK-prod/assets/documents/skills/statementofexpectation.pdf>

12. Policy for student recruitment (including policies to ensure equality and diversity) monitoring and support,
13. Policy for supervisor selection and training and arrangements for developing supervision skills for academic and postdoctoral staff,
14. Arrangements for ensuring best practice is shared among the Partners and with other DTPs,
15. Arrangements for returning accurate and timely data to MRC on studentships, and for capturing, and reporting, on the outputs and impacts of PhD training across the Partnership. Partners will be expected to maintain oversight across, and be accountable for, **all** MRC-funded students registered for a degree at the organisation (e.g. CASE students, MRC Centre/Unit/Institute students, Clinical Research Training Fellows).

5 Submitting your application

All applications must be submitted through the Research Councils' Joint electronic Submission (Je-S) system (<https://je-s.rcuk.ac.uk/>). The deadline for receipt of proposals is **4pm on the 4th June 2015**. Applications will not be accepted following this deadline.

- On entering Je-S follow the menu selections illustrated in the screen shots at *Annex 3* to create your proposal
- A guide to completing your DTP Competition Je-S application form is provided in *Annex 4*
- A guide to completing your MRC DTP Competition case for support is provided in *Annex 5*
- A guide to completing your MRC DTP 'Dashboard' is provided in *Annex 6*
- A 1 page letter of support is required from every partner RO named on the bid.

In addition to this information, research organisations who have previously received MRC PhD studentship funding (either through the MRC DTP funding or other sources, e.g. Industrial CASE studentships or Unit studentships) are **strongly advised to ensure that their submission to the Student Details section of Je-S are complete and accurate** by the competition deadline.

6 Contacts

If you have any queries regarding registration with Je-S, please contact the Je-S Help Desk:

- Email: JeSHelp@rcuk.ac.uk
- Telephone: 01793 44 4164
- Staffed Monday to Friday 9am-5pm (excluding Bank Holidays and other holidays)

For all other queries please contact the MRC studentships team:
students@headoffice.mrc.ac.uk

ANNEX 1: Research Organisations eligible lead bids for MRC Doctoral Training Partnership 2016-2018

Organisations are displayed in alphabetical order within groups

Group A

Cardiff University

Imperial College London

King's College London

London School of Hygiene and Tropical Medicine

The University of Manchester

University College London

University of Bristol

University of Cambridge

University of Edinburgh

University of Oxford

Group B

Babraham Institute

Birkbeck College

Liverpool School of Tropical Medicine

Newcastle University

Queen Mary, University of London

St George's University of London

Swansea University

University of Aberdeen

University of Birmingham

University of Dundee

University of Exeter

University of Glasgow

University of Leeds

University of Leicester

University of Liverpool

University of Nottingham

University of Sheffield

University of Southampton

University of Sussex

University of Warwick

ANNEX 2: MRC Skill Priorities

The MRC plays a leading role in ensuring that the UK science base across all sectors (including industry) is provided with future research leaders who possess advanced research skills, particularly in areas of unmet national need. This list presents MRC's current cross-cutting priorities for skills provision. These priorities were established by the MRC through consultation with the research Boards, Panels and external partners using evidence gathered via an open consultation of vulnerable skills⁶.

The current list includes the following cross-cutting themes:

- **Quantitative skills** (mathematics, statistics, computation, developing digital excellence) as applied to variety of data sources (from 'omics' to health records)
- **Interdisciplinary skills** (at all interfaces including chemical/physical/engineering, social/economical and clinical, including for example imaging, health economics, antimicrobial resistance and translational medicine).
- **Whole organ/ organism physiology** (including *in vivo* training)

These priorities are used to:

- Communicate MRC's skills priorities, so that Research Organisations (RO)s in receipt of MRC PhD studentship funding can align their strategy with MRC's.
- Aid the systematic monitoring of strategic skills training provision across MRC's training portfolio.
- Inform the targeting and prioritisation of specific MRC capacity building interventions.

Inform MRC's Research Boards and Panels training and capacity building decisions (e.g. by providing a strategic uplift where two proposals are otherwise deemed to be of identical quality).

⁶ <http://www.mrc.ac.uk/documents/pdf/review-of-vulnerable-skills-and-capabilities/>

ANNEX 3: Guide to create your Je-S Proposal Form

Please note that the call will be available from **20th April 2015**. Supporting documents, such as the Case for Support, can be prepared in advance.

Please login to your Je-S account via <https://je-s.rcuk.ac.uk/JeS2WebLoginSite/Logout.aspx>.

- Select '**Documents**' from the left hand menu list from your Je-S account home page
- Select '**New Document**' from within the Functions/create section of your documents page
- Select Council: **MRC**
- Select Document Type: **Studentship Proposal**
- Select Scheme: **Doctoral Training Partnerships**
- Select Call/Type/Mode (optional): **Doctoral Training Partnerships (DTP) Competition**
(Please note that the call will be available from **20th April 2015**)
- Select '**Create Document**' option

Je-S Add New Document

To find the council, document type and scheme combination for a particular call please use the call search.

Call Search (opens in a new window)

Select Council:
MRC

Select Document Type:
Studentship Proposal

Select Scheme:
Doctoral Training Partnerships

Select Call/Type/Mode (optional):
Doctoral Training Partnerships (DTP)

Copy existing document?

Create Document Cancel

ANNEX 4: Guide to Completing MRC DTP Je-S Application Form

The administrative lead Research Organisation, named first in the Case for Support, should complete and submit the application through Je-S.

Application Form Tab	Guidance
Research Organisation	<p>Please identify the administrative lead Research Organisation (RO) named first in the case for support (see Annex 5). This RO will be the administrative lead of a successful DTP bid.</p> <p>Please provide the details of the “Lead Department” for the application. <i>A single “Lead Department” must be identified within the Je-S application form. This is for administration purposes only and does not affect the submission of a collaborative multi-department proposal – participating departments should be indicated in the Case for Support.</i></p>
Contact details	<p>Primary Academic Lead</p> <p>Please name the primary academic lead for the MRC studentship across the DTP (this should be the same individual as identified in the Case for Support, Section 1.3, and should be based at the lead RO)</p> <p>Primary Contact</p> <p>Where the Primary Academic Lead wishes to delegate responsibility for co-ordinating a DTP application, an additional primary contact can be identified.</p> <p><i>If there are any problems with the application, or if further clarification is needed on any aspect of it, this person will be the primary contact for resolving these issues.</i></p>
Start Date	Under ‘ Call ’ indicate the start date as 1 October 2016 and duration as 72 months.
Overall Strategy Details – Success Criteria	<p>Under ‘Success Criteria’, provide a succinct summary of the strategic case and unique selling points of your proposed research training programme.</p> <p><i>This summary should be considered as the brief ‘abstract’ for your proposal, with further detail provided in the case for support.</i></p>
Grant Type	Select ‘ Grant Type ’ option from the document menu list and then select the indicator adjacent to the ‘ Doctoral Training ’
Attachments	<p>Please attach:</p> <ul style="list-style-type: none"> • a single case for support (up to 10 pages, see Annex 5) • a single performance ‘dashboard’ (up to 3 pages, see Annex 6) • a 1 page letter of support from every partner named in the case for support

ANNEX 5: Guide to Completing MRC DTP Case for Support

In addition to completing the information required within the electronic Je-S form (see *Annex 4*), your case for support should also be uploaded as part of your application.

Please consider the following requirements when preparing your case for support:

- Your case for support should not be longer than 10 A4 sides (including any appendices)
- You must use Arial 11 point typeface
- You must leave margins of minimum 2cms on all edges
- You can upload only one case for support document
- Proposals containing appendices in addition to those requested will be rejected
- Ensure all pages of each document are numbered
- Set out your case under each of the headings specified below

Headings for your case for support include:

1 Applicant Details

1.1 Partner Research Organisation(s)

Partner Research Organisations (ROs) must be ROs listed in Group A or B of Annex 1 and must not be named as a Partner RO on another MRC DTP proposal.

Please list one RO per line, listing participating departments in brackets after the RO name. Indicate degree awarding ROs with an asterisk. The RO named first will be the administrative recipient of a successful DTP bid (this RO should submit the bid through Je-S).

1.2 Associate Partner Research Organisation(s)

Associate Partners can be any organisations or departments that do not meet the criteria to be named as a Partner RO under 1.1. Associate Partners need to demonstrate clear additional benefit and an ability to strengthen the training environment provided by the DTP.

1.3 Academic DTP lead (Name, Position, Organisation)

Please name the primary academic lead for MRC studentships across the DTP, including the name, position and contact details of this individual.

1.4 Administrative DTP lead (Name, Position, Organisation)

Please name the primary contact for administration of MRC studentships across the DTP, including the name, position and contact details. *This person will be MRC's primary contact on matters relating to administration of MRC DTP including completion and maintenance of the Student Details section on Je-S.*

1.5 DTP Leadership Team

Detail the academic leadership team (which should include the academic lead identified in 1.3) who will be overseeing the DTP, including name, affiliation, position and contact details for each member. The leadership team will be interviewed as part of the assessment of the DTP bid.

For multi-institutional bids, the leadership team should include an academic lead per institution. Academic leads within each partner RO should be accessible to both students and the MRC, and have responsibility for maintaining oversight across all MRC-studentships

registered at the RO, whether DTP or non-DTP funded (e.g. CASE students, MRC Centre/Unit/Institute students, Clinical Research Training Fellows).

2 Excellence of research and alignment of training to MRC's remit and priority areas

2.1 Research Training Strategy. Provide an overview of the research training strategy for your DTP, including:

- The rationale of the proposed partners involved in the submission (including any Associate Partners). If no partners are included, please also provide a rationale for not doing so.
- Strategic themes of the proposed DTP and their alignment with DTP partner ROs' scientific strategy and strengths

MRC does not anticipate that DTPs will have more than 3 to 4 strategic themes. Themes may be related to specific health, disease or organ systems; research disciplines; exploiting a unique area of multidisciplinary or collaborative research; exploiting particular training experiences such as placements outside of academia. While the main strategic themes must be outlined, MRC accepts that ROs may wish to recruit outstanding students to an exceptional training opportunity that lies outside of a strategic theme.

- Alignment with MRC strategy (including the MRC strategic and delivery plans and other specific MRC research priorities)
- Contribution to specific UK (and international) research skills needs, including niche strengths and alignment with MRC skill priorities (see Annex 2).

Indicate the proportions of students supported by an award to be trained in particular skill areas.

2.2 Financial contribution

- DTP Partners' financial commitments and investments during the award.

All MRC studentships can be match funded (with 50% funding provided from a non MRC source) – indicate the number of match funded students DTP Partners' will contribute. Also outline other financial commitment by DTP Partners, which can include, for example, support for enhanced stipends or investment to provide enhanced supervision/facilities.

2.3 Unique selling points and success

- Any other "unique selling points" (maximum three) that are likely to distinguish your training strategy from that of other bids.
- What successful outcomes do you expect in approximately three years' time, particularly in terms of the DTP's strategic aims/themes.

Please provide a small number of key indicators that in approximately 3 years will showcase the success of your strategy for MRC studentship management.

3 PhD training programme and training environment

3.1 The DTP Programme. Outline the programme to be supported by DTP funding, including:

- an overview of the DTP programme structure and how this will support the research training strategy outlined above

In an appendix, provide examples of potential studentship projects illustrating the scientific breadth of the proposed training programme. [Maximum of 1 A4 page]

- details of mechanisms to support training in skill priority areas

Describe any creative ways in which the DTP will support development in skills priority areas. This could include, for example:

- *supporting individuals to undertake Advanced Course Masters Training in areas of MRC skill priorities (see Annex 2) and to encourage interdisciplinary training.*
- *use of a 1+3 programme to provide training in skill priority areas during the first year.*
- *plans to attract individuals from non-biomedical backgrounds, for example by enabling them to undertake a placement in a biomedical research team during their undergraduate degree or supporting summer schools.*

3.2 Training Environment

- Outline the population of active biomedical researchers and potential supervisors who can provide training to students as part of this DTP.

In an appendix, provide details of an exemplar supervisor pool, indicating which DTP Partner RO they are affiliated with, including research publication record (up to three papers) and previous supervisory experience (including numbers of current and past PhD students, supervised and completed). [Maximum 1 A4 page]

- Outline specific benefits of the training environment (staff, infrastructure, facilities etc.).
Summarise the specific advanced research skills, methodologies and technologies accessible to students and highlight how these address strategic UK skills gaps. Highlight specific infrastructure that enables the DTP to provide in depth specialist training.
- Identify how complementary programmes/activities sponsored by other funders will be utilised to add value to the training environment.

Identify relevant strengths in multi / interdisciplinary training, including opportunities to align with programmes funded by the other Research Councils.

3.3 Cohort building and networking

- Outline how your Partnership will establish, integrate and manage cohorts of students
Indicate the cohort building and / or networking opportunities that exist and / or are planned at the local level (i.e. home institution), at the level of the proposed DTP and any planned activities with other DTPs/Programmes. If applicable, indicate how you will manage geographically dispersed members of the cohort.
- Describe how you will enable non-DTP MRC-funded students registered for a degree at a Partner RO (e.g. CASE students, MRC Centre/Unit/Institute students, Clinical Research Training Fellows) to benefit from planned cohort building and networking activities.

3.4 Professional development training and career support for students

- Indicate the breadth of professional development training available to students
- Describe how you support students to make timely, informed career choices and manage career progression
- Outline the measures that will be undertaken to meet [RCUK's expectations of studentships](#).

3.5 Flexible supplements to provide further high quality training

- Successful DTPs will be awarded a flexible supplement proportionate to the number of eligible PhD students. Outline how you will administer these funds to ensure maximum student benefit in the areas indicated below across all MRC-funded students registered for a degree at a partner organisation (e.g. CASE students, MRC Centre/Unit/Institute students, Clinical Research Training Fellows).

The supplements replace a number of bespoke schemes that MRC has previously made available to individuals, including in vivo science strategic skills awards, overseas fieldwork costs, and stipend extensions for placements. The supplement will enable you to make rapid local decisions on who will benefit most from further support. Flexible supplement funds can be used to support:

- *High cost training in recognised areas of strategic need (see Annex 2), including support for extra training, such as Masters, for individuals changing discipline*
- *exceptional training opportunities, such as overseas fieldwork, time 'out of programme' to complete a complementary and beneficial placement, or training in new advanced research skills*
- *opportunities to provide training with industry or at the interdisciplinary interface*
- *transitions from PhD to first post-doc positions to increase the competitiveness of outstanding candidates.*

Funds should not be used to support additional studentships or extend existing studentships unless there is specific justification for outstanding candidates to secure prestigious post-doctoral appointments.

4 Management & Governance

4.1 Management and Training Programme Governance Structure

- A brief description of the organisational structure by which the proposed DTP training programme will be managed.
- Your arrangements for allocating funding from the training grant between DTP Partners based on the Research Training Strategy outlined above,
- The support which will be provided by the Partners to ensure the effective administration and management of the Partnership,
- How the DTP will ensure best practice is shared among the Partners and with other DTPs,
- How the DTP will maintain oversight across all MRC-funded students registered for a degree at partner organisations (e.g. CASE students, MRC Centre/Unit/Institute students, Clinical Research Training Fellows).
- How the DTP will manage its student data and ensure that accurate and timely information is returned to MRC via the Student Details facility in Je-S.

4.2 Selection of students, supervisors and projects

- Outline the DTP's strategy for recruitment of outstanding students, including how you will ensure equality and diversity in studentship recruitment.
- Outline the DTP's strategy for selecting supervisors (new and experienced), including how you will ensure equality and diversity in supervisor selection. Provide evidence of how you develop and performance manage supervisors.
- The DTP's strategy for selecting MRC-funded PhD projects and for matching students to the most suitable project. Indicate how you ensure that student choice is provided.
- How students are assessed, monitored and mentored throughout their studentship.

ANNEX 6: Guide to completing DTP Performance ‘Dashboard’

Building on evidence provided in previous DTP bids to MRC, provide data related to current and previously funded (in the last 3 years) MRC students (DTP and non-DTP). Where possible, MRC’s interest is in data related to MRC students. However, where research organisations collect data as a whole population, it is acceptable to provide the most relevant overall population data available. The information provided must clearly distinguish between MRC vs. whole population data and should indicate at which partner Research Organisation (RO) a student was registered. Your ‘dashboard’ should not be longer than 3 A4 sides

1 Performance Highlights

Use brief, numbered or bullet-pointed paragraphs. The kinds of achievements to highlight are:

- The DTP partners’ previous contribution to specific vulnerable or otherwise strategically important research skill needs.
- Prizes, awards and other distinctions (including high impact publications where relevant) achieved by individual students.
- Career trajectories / destinations – Examples of PhD graduates who have gone to highly competitive, prestigious postdoc positions (including outside academia).
- Innovation in training policies and practice.

Please note the achievements selected as examples for the above should be tailored to reflect DTP partners particular strengths and unique attributes.

2 Performance Dashboard

Present the following summary performance data as a visual “dashboard”. The aim of the dashboard is to provide headline information in an easily assimilated, reasonably standardised format. Where necessary, adapt the variables suggested in the Table to better convey your research organisation’s performance.

Measure	Suggested Variables	Suggested Format
Portfolio Management		
Current MRC student numbers & diversity of funding sources (as applicable)	<ul style="list-style-type: none"> • MRC Doctoral Training Partnership Students • MRC Capacity Building Students • MRC Industrial CASE Students • MRC Centre Studentships • MRC Clinical Research Training Fellowships⁷ • MRC Unit Studentships⁸ • MRC University Unit Studentships 	Pie chart
Alignment with RO scientific strategy & strengths	Numbers of students associated with ROs strategic themes (as outlined in <i>Section 2.1 of the Case for Support</i>)	Histogram

⁷ Where registered for PhD training with the research organisation

⁸ Where MRC Unit and Institute students are registered with the research organisation.

Provision of scarce strategic skills	Number of students, where a major component of their work is aligned with a MRC strategic skill priority area (as defined by MRC -see Annex 2). <i>Where a studentship provides training in more than 1 priority area the studentship can be counted under each, as long as both priority areas make up a major component of their work.</i>	Histogram
Recruitment, excellence and diversity		
Excellence of recruited candidates	1 st degree outcome: Students recruited with a 1 st class degree (or equivalent)	Histogram -. Nos. & %
Student development		
Student placements outside the RO	<ul style="list-style-type: none"> • >1month industry, NHS or other workplace placements • >1month academic placements • >1 month placement outside the UK 	Table: Nos. & %
Generic and transferable training	<ul style="list-style-type: none"> • % of MRC students completing the RO's requirement for transferable skills training • A measure of student satisfaction with the training offered and received. 	Histogram
Successful completion of doctorate		
Completion and submission rates ⁹	<ul style="list-style-type: none"> • Percentage of completed, ongoing and did not complete/withdrew • Time to submission: within 6 months of funded period, 6-12 months after funded period, more than 12 months after funded period, did not complete, withdrew 	Table and histogram
Next Destinations		
Destination – roles	<ul style="list-style-type: none"> • Not employed/on career break/maternity/paternity leave • Researcher (no PhD) • Research Student • Post Doctoral Researcher • Research Fellow (individual fellowship) • Research Project Leader (with budgetary responsibility for a project/study/programme of work) • Management/Administration/Policy for a research organisation • Health care/Medical Staff • Other • Full-Time Study • Retired • Unknown • Full-time lecturer 	Histogram - Total Nos. & %s
Destination - sector	<ul style="list-style-type: none"> • Academic (e.g. university based) • Private (profit making) • Charitable (non profit making) • Health/health care (e.g. hospital based) • Other Research Council (e.g. research unit/institute/head office) • Other Public Sector (e.g. research agency/government) • Unknown • Not Applicable 	Histogram - Total Nos. & %s
Destination – geography (Student population summary)	<ul style="list-style-type: none"> • Outside UK • Within UK (same organisation) • Within UK (moved to alternative organisation) • Other & not known 	Histogram - Total Nos. & %s

⁹ "Completion" means degree approved by the University. "Withdrew" means withdrew from PhD programme within probationary period