

Announcement of Opportunity

Centre for Doctoral Training (CDT): Modelling and quantitative skills in ecology and evolution

Deadline for Outline Proposals: 16:00 Wednesday 13 April 2016

Deadline for Full Proposals: 16.00 Wednesday 20 July 2016

Summary

1. Proposals are sought to host a new Centre for Doctoral Training (CDT) specialising in modelling and quantitative skills in ecology and evolution.
2. Funding for eight studentships will be awarded per annum for three years of new student intake (i.e. 24 studentships in total) from the start of the academic year 2017/18.
3. NERC recognises the value of delivering studentships in partnership and encourages proposals from organisations that can show they are working across boundaries, including across departmental boundaries within a single organisation, or across boundaries between academic and non-academic organisations.
4. This opportunity is open to organisations eligible for NERC research grant funding, i.e. applicants based in UK Higher Education Institutions (HEIs), NERC research centres, and Independent Research Organisations (IROs) approved by NERC. Please refer to the [eligibility for Research Council funding page](#) on the RCUK website for details; this competition is a managed mode scheme.
5. This call has a two-stage application process.
6. The closing date for outline proposals, to be submitted by email, is **16:00 on Wednesday 13 April 2016**.
7. Following an outline assessment panel, successful outline applications will be invited to submit a full proposal.
8. Full proposal applications must be submitted via the Research Councils' Joint electronic-Submission system (Je-S). The deadline for submission of full proposals is **16:00 on Wednesday 20 July 2016**.

Background

9. Modern environmental science in the UK places significant emphasis on the need for holistic management of natural and managed systems. The requirement for ecology and evolution research to deliver cutting edge science necessitates expertise in the use of large and complex data sets, and the capability to assimilate, interpret and evaluate such data to provide new knowledge and predict or evaluate ecosystem changes and evolution processes. Environmental science is, therefore, increasingly reliant on quantitative modelling approaches, facilitated by rapid advances in computational technology that are accelerating our understanding of ecological and evolutionary processes.
10. Quantitative models provide valuable predictions of the trajectories of natural populations, their evolution and evolutionary potential, and their interactions with other species (including humans) and the environment. These are increasingly important in the context of major contemporary challenges such as climate change, land-use change, management of natural systems, biodiversity, invasive species, pollution, ocean acidification and the conservation of ecosystem services. Applied models that can be used in such scenario planning are dependent on the development of pure theory as their basis. There is therefore high demand for environmental scientists with the ability to make use of modern statistical methods and analyse and interpret large data sets to develop theoretical models applicable to complex environmental systems.
11. New ways of thinking and new developments in ecology and evolution research, including interdisciplinary approaches and new statistical and visualisation capability, will require future researchers trained in the latest thinking and skills. In order to keep the UK at the forefront of environmental science as it becomes increasingly numerical, the next generation of environmental scientists will need to include ecological and evolutionary specialists with a deep understanding of mathematics and computing who can collaborate effectively with a wide range of disciplines. This quantitative expertise will inform all stages of ecological and evolutionary research, from data collection to prediction.
12. Skills in predictive science are now particularly sought after by government, private and third sector organisations for a range of purposes including policy development, prediction of trends, effective management of populations of economic and conservation importance, natural capital accounting, mitigation of diseases and responses to sudden changes.
13. NERC has already made significant investments in both strategic research and capital in this area of its remit. For example, long-term research programmes such as Biodiversity & Ecosystem Service Sustainability (BESS) and Valuing Nature aim to quantify the value of ecosystem services and the impact of biodiversity on them. The Valuing Nature programme in particular has also contributed to development of a large multidisciplinary network within this research area. In addition, NERC's most recent round of Highlight Topics included 'evolutionary biotic response to environmental change' as one of the areas in which projects of up to £1.3m may be funded. Recent capital investments of £4.6m in high performance computing, data storage facilities and software also enable improved access to, and manipulation of, large data sets. NERC's innovation activities will enhance opportunities to exploit the resulting environmental data for science and

end-user engagement through interaction with businesses and policymakers to define the questions and challenges that can be solved through the application of environmental data.

- I4. These strategic investments reflect the growing importance of quantitative research in environmental science. However, there is still widespread acknowledgement within the environmental science community of a current lack of modelling capacity, especially in the areas of ecology and evolution. To date, training for environmental scientists in numerical and modelling skills has occurred on a relatively *ad hoc* basis within individual departments, often only focusing on advanced methods required for individual projects. There is currently no integrated cross-disciplinary approach to providing more in-depth training to create specialised quantitative environmental scientists.
- I5. A NERC CDT in modelling and quantitative skills in ecology and evolution will train the next generation of UK environmental scientists in various aspects of data collection, modelling, statistical analysis and inference with input from a range of quantitative disciplines, producing researchers with substantial quantitative expertise capable of developing new theoretical modelling methods. This CDT will create a highly skilled community of researchers with specialist skills in these priority areas, as well as broader, transferable skills that can be applied across the environmental sciences.

Remit of the call

- I6. Training provided by the CDT must be within the NERC remit,¹ but may include training at the interface between environmental sciences and other disciplines, where many major research challenges exist.
- I7. The CDT must offer training with a focus on ecosystems and relevant evolutionary processes. This training must link theory with data collection, assimilation, analysis, interpretation and visualisation, leading to prediction, with modelling at its core. Proposals must outline a coherent training programme that includes **all** of the following areas:
 - a. Use/development of statistical and computational tools.
 - b. High throughput data collection, assimilation and analysis
 - c. Development of theory, and integration of theory into models
 - d. Mathematical modelling of ecological systems on diverse temporal and spatial scales.
 - e. Quantitative population ecology.
 - f. Quantitative evolutionary inferences.
 - g. Integration of data from the wider environmental sciences into ecological/evolutionary models.
- I8. An expected key outcome of the CDT will be that the NERC funding will be used to leverage an investment (funding and/or in-kind support) from multiple stakeholders. Proposals must:
 - a. evidence a track record of collaborative working; and

¹ [NERC Science Remit](#)

- b. outline a strategy for engaging with multiple stakeholders in industry, policy making, regulation and society to nurture additional investments;

and

- c. detail how working with these stakeholders will add value to the CDT and to the studentships, e.g. through secondment and future employment opportunities.

19. NERC recognises the value of delivering studentships in partnership and encourages proposals from organisations that can show they are working across boundaries, including across departmental boundaries within a single organisation, or across boundaries between both academic and non-academic organisations.

20. NERC will award eight notional studentships per annum for three years (these awards will be cash-limited within the limits described below). Each notional studentship will be four years in duration; it is expected that individual students will undertake training over a variety of timeframes (between three and four years as appropriate, depending on the discipline and the student's experience/knowledge).

Funding

21. Indicative funding total per notional doctoral studentship (based on RCUK minima 2015/16):

Student Stipend	£56,228
Fees	£16,208
Research Training Support Grant	£11,000
Management Costs	£1,500
Total	£84,936

22. The CDT will have flexibility in how they use the funding ([subject to the normal training grant terms and conditions](#)), as long as the minimum notional numbers of students are supported per annum.

CASE Studentships

23. There are no additional or minimal CASE studentship requirements. However, NERC encourage applicants to incorporate CASE within their training programme and to demonstrate this within their proposals.

Management

24. The CDT will need to have strong leadership and management. It should have both a lead operational manager and steering committee. The steering committee should be comprised of all hosting CDT partners and other partners where justified, have overall responsibility for the effective governance of the CDT and its relationship with NERC and provide a strategic needs framework to aid the prioritisation and development of PhD projects.
25. The CDT will be able to demonstrate that robust and transparent governance arrangements are in place, which may include formal partnership agreements, communication plans and systems for monitoring the CDT's overall progress and success. NERC strongly encourages applicants to incorporate CDT students into the management/running of activities of the CDT.

Widening participation

26. NERC wants to ensure that it supports the most talented students whatever their background and regardless of where they undertook their first degree. To ensure that this happens, we require:
 - selection processes to be open and 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 a full- or part-time basis and the availability of part-time awards must be clearly set out when advertising funding opportunities. Applicants must indicate within the full proposal if it is not possible to offer part-time across all pathways and provide reasoning for this.
 - opportunities for NERC-funded studentships to be actively publicised both within and beyond the host ROs.
27. We expect applicants to think imaginatively and demonstrate in their proposals that they have considered how they will contribute to the widening participation agenda and promote postgraduate research to a diverse base of talented graduate students across the UK.

Eligibility

28. This opportunity is open to organisations eligible for NERC research grant funding, i.e. applicants based in UK Higher Education Institutions (HEIs), NERC Research Centres, and Independent Research Organisations (IROs) approved by NERC. Please refer to the [eligibility for Research Council funding page](#) on the RCUK website for details; this competition is a managed mode scheme.
29. Each CDT must include an accredited higher education PhD award-making body.
30. Organisations ineligible for NERC research grant funding may act as partners in proposals and information regarding the nature of this collaboration must be included within the proposal.

Application process

Outline proposals

31. Applicants are asked to submit an outline proposal ahead of being invited to submit a full proposal for this funding opportunity.
32. Outline proposals must be submitted by email to the NERC Studentships and Training Awards Group using the form provided on the NERC website and in *Annex C* by 16:00 GMT on Wednesday 13 April 2016. Applications received not using this form and/or those submitted after the deadline will be excluded from the call.
33. The NERC Studentships and Training Awards Group email address is: stag@nerc.ac.uk
34. Outline proposals that do not follow the formatting and page limit requirements within the forms will be excluded from this call.
35. All outline proposals must use the form provided on the NERC website and in *Annex C*. The Case for Support section of the form must not exceed 4 pages of A4 in single-spaced typescript of minimum font size 11 point Arial font or other sans serif typeface of equivalent size to Arial 11, with margins of at least 2cm. References must now also be presented in minimum font size 11 point. Please note that Arial Narrow and Calibri are not allowable font types as they are smaller and any proposal which has used either of these font types within their submission may be rejected.
36. Applicants will need to provide details under the following headings:
 - i. Research Excellence
 - ii. Training Excellence
 - iii. Multidisciplinary Training Environment
37. Applicants are strongly encouraged to include a high-level vision statement for their CDT within the Case for Support section of their outline proposal.
38. No other attachments will be accepted, including letters of support. Wording about links to websites will be ignored.

Full proposals

39. Following the outline proposal review process, applicants will be notified whether they have been invited to submit a full proposal for this funding opportunity. Feedback from the outline proposal assessment process will be provided following the announcement of invitations to submit full proposals.
40. All full proposals must use the form provided on the NERC website and in *Annex D*. The Case for Support section of the form must not exceed 14 pages of A4 in single-spaced typescript of minimum font size 11 point Arial font or other sans serif typeface of equivalent size to Arial 11, with margins of at least 2cm. References must now also be presented in minimum font size 11 point. Please note that Arial Narrow and Calibri are not allowable font types as they are smaller and any proposal which has used either of

these font types within their submission may be rejected.

41. Applicants will need to provide details under the following headings:
 - i. Research excellence
 - ii. Training excellence
 - iii. Multidisciplinary Training Environment
 - iv. Partnership Operational Management (Quality Assurance and Attracting Excellent Students)
42. No other attachments will be accepted, including letters of support. Wording about links to websites will be ignored.
43. Full proposals must be submitted using the Research Council's Joint Electronic Submission System ([Je-S](#)) by **16:00 GMT on Wednesday 20 July 2016**. Applicants should select Proposal Type – 'Studentship Proposal' and then select the Scheme – 'Doctoral Training' and the Call – 'CDT July 2016'.
44. Please note that on submission to council ALL non-PDF documents are converted to PDF, the use of non-standard fonts may result in errors or font conversion, which could affect the overall length of the document. Additionally where non-standard fonts are present, and even if the converted PDF document may look unaffected in the Je-S System, when it is imported into the Research Councils Grants System some information may be removed. We therefore recommend that where a document contains any non-standard fonts (scientific notation, diagrams etc.), the document should be converted to PDF prior to attaching it to the proposal.
45. To use the Je-S system, the Research Organisation must be registered as a Je-S user. Full details are available on the Je-S website. Further information can also be obtained by contacting the Je-S Helpdesk by email at JeSHelp@rcuk.ac.uk, or by telephone on 01793 444164.
46. **Applicants must ensure that their proposal is received by NERC by 16:00 on the closing date. They should leave enough time for their application to pass through their organisation's Je-S submission route before this date.** Any proposal that is received after the closing date, is incomplete, or does not meet NERC's eligibility criteria, will be returned to the applicant and will not be considered.
47. A single proposal should be submitted from the administrative lead partner for both the outline and full proposal application stages.

Assessment process

48. Both the outline and full proposals will be assessed by a peer review assessment panel, consisting of international experts, supplemented by member(s) of the NERC Training Advisory Group (TAG). The assessment process for both panels is provided below:

Outline proposals

49. The assessment criteria and scoring definitions to be used by the assessment panel for

outline and full proposals are given in *Annexes A & B*. Applicants will **not** be invited to present or provide an interview at the outline proposal stage of the application process

50. Applicants are **not** required to demonstrate any agreed or expected in-kind support or additional funding at the outline proposal stage.
51. Outline proposals will be assessed against **three criteria**: Research Excellence, Training Excellence and Multidisciplinary Training Environment. These criteria will be weighted as shown in Table 1.

Table 1. CDT Outline Proposal Scoring System

CDT Assessment Criteria	Weighting	Score	Overall Excellence Score
1. Research Excellence	40%	/10	= 0.4 x Score
2. Training Excellence	40%	/10	= 0.4 x Score
3. Multidisciplinary Training Environment	20%	/10	= 0.2 x Score
Overall Grade Excellence Score	100%	/10	Sum

52. Following the outline proposal assessment panel meeting, feedback will be provided on all proposals and successful applicants will be informed if they have been invited to submit full proposals.

Full proposals

53. The assessment criteria and scoring definitions to be used by the assessment panel for outline and full proposals are given in *Annexes A & B*. The full proposal assessment process includes an applicant presentation and interview at the assessment panel.
54. NERC will try to provide early notice of an invitation to attend, but applicants should note that the assessment panel meeting is currently planned for the week commencing 12 September 2016.
55. Applicants are **not** required to provide formal evidence of any financial or in-kind commitment made by partners at the full proposal stage. However, if there is any agreed or expected in-kind support or funding for additional studentships within the CDT, it can be outlined in the Case for Support.
56. Full proposals will be assessed against **four criteria**: Research Excellence, Training Excellence, Multidisciplinary Training Environment and Partnership Operational Management. These criteria will be weighted as shown in Table 2.

Table 2. CDT Full Proposal Scoring System

CDT Assessment Criteria	Weighting	Score	Overall Excellence Score
1. Research Excellence	35%	/10	= 0.35 x Score
2. Training Excellence	35%	/10	= 0.35 x Score
3. Multidisciplinary Training Environment	15%	/10	= 0.15 x Score
4. Partnership Operational Management	15%	/10	= 0.15 x Score
Overall Grade Excellence Score	100%	/10	Sum

57. Following the assessment panel meeting, feedback for all proposals will be provided.

Reporting

58. There will be mandatory annual reporting requirements for the CDT in addition to the standard studentships information captured through the Je-S Studentship Details Portal (SDP). This information will be used by NERC to report on the success of our training investments to government and other partners. Information provided will also be used to provide assurance that the CDT is being managed appropriately and is progressing in accordance with its original funding proposal, the NERC Training Strategy and the aims and expectations outlined in this AO document. This additional reporting will take the form of an annual return. Indicative reporting headings include:

- i. Information regarding the student population – demographics, application information, etc.
- ii. Information regarding additional partner engagement, collaborations and co-funding
- iii. CASE partner engagement
- iv. Student Research outputs
- v. Cohort Specific Training Progress and Development updates
- vi. Information regarding supervisor training and professional development
- vii. Any structural and managerial changes that have occurred within the CDT.

Timetable

59. Overview of the competition timetable:

- 8 February 2016: Outline proposals call open
- 13 April 2016: Closing date for outline proposals
- w/c 9 May 2016: Outline proposal Assessment Panel meeting
- 25 May 2016: Full proposals call open
- 20 July 2016: Closing date for full proposals
- w/c 12 September 2016: Assessment Panel meeting, with applicant interviews
- October 2016: Decision communicated to applicants
- Autumn 2017: First CDT studentships commence

60. For further information please contact the Studentships and Training Awards Group (stag@nerc.ac.uk).

Annex A: Proposal Assessment Criteria

The assessment criteria that will be used to assess proposals are:

Assessment Criteria	Key aspects for an outstanding CDT	Factors and Evidence that might be discussed
1. Research excellence (Outlines, 40%; Full proposals, 35%)	<p>The training and training environment must include scientifically excellent and original research within NERC's remit and specifically within the remit of the call.</p> <p>Critical mass of relevant researchers/teams/projects to allow students to be supported effectively and sufficiently exposed to excellent research and researchers.</p>	<p>Number of active NERC-funded research projects and PIs at host RO's in the remit of the call.</p> <p>REF 2014 profiles (where relevant). Standing in the appropriate academic community – national, international etc. Standing in the appropriate academic community – national, international etc.</p> <p>Institutional commitment to research excellence the remit of the call.</p> <p>Amount of NERC and Research Council research income in appropriate research areas.</p>
2. Training excellence (Outlines, 40%; Full proposals, 35%)	<p>Students are part of an active community and managed as a cohort.</p> <p>Excellent scientific training and transferable/professional skills development opportunities.</p> <p>Challenging and relevant projects.</p> <p>Timely access to world-class facilities, direct experience of cutting-edge techniques, technologies and up to date methodologies.</p> <p>End user engagement: Students will gain value from interaction with end-users in industry, government and civil society) and leave equipped with skills applicable to the environment sector: skills</p>	<p>Students have access to, and are encouraged, by peer to peer learning and support.</p> <p>Mechanisms for supervision and monitoring of both student and supervisor.</p> <p>Integration of students into the relevant teams/projects/departments/schools.</p> <p>How generalist and specialist development needs of individual students will be identified and delivered.</p> <p>The personal/ professional/ career learning and development that students will receive.</p> <p>The collaborative opportunities, which may include internships, industrial placements, overseas studies, and co-supervisory arrangements if appropriate.</p> <p>Completion rates, publication and first</p>

	<p>for policy-makers and regulators; industry and business; and NGOs and charities.</p> <p>Excellent training and support for supervisors.</p>	<p>destination data for students hosted within CDT institutions.</p> <p>Employability.</p> <p>Mechanisms to ensure the development of independent researchers and world-leading scientists.</p> <p>Leveraged funding and in-kind support for the CDT.</p>
<p>3. Multidisciplinary Training Environments (Outlines, 20%; Full proposals, 15%)</p>	<p>Training is embedded in multidisciplinary training environments.</p>	<p>How students will be made aware of the context of their research and how it relates to other areas.</p> <p>Supervisory or wider advisory team engagement in research outside the relevant discipline(s).</p> <p>Ability to expose students to different disciplines via, for example:</p> <ul style="list-style-type: none"> i. Establishing cohorts beyond the NERC funded students by using the CDT as a magnet/nucleus for research and training activities and investment; ii. Placing students within multidisciplinary research teams; iii. Giving students the opportunity to attend transferable skills training programmes at which students from different disciplines come together; iv. Offering rotations across different disciplines within the first few months of training, where appropriate; v. Networking opportunities including multi-discipline student conferences or poster competitions; vi. Seminars open to students across different disciplines.

<p>4. Partnership Operational Management (Outlines, NA; Full proposals, 15%)</p>	<p>Robust and transparent governance arrangements.</p> <p>Mechanism for planning, managing and monitoring training.</p> <p>Mechanism for managing partnerships between or within organisations.</p> <p>Mechanism for aligning and agreeing ways of working and sharing resources between different organisations (including non- academic partners).</p>	<p>Systems and processes for assessing the suitability of supervisors and projects.</p> <p>Competitive mechanisms for awarding studentships within the CDT.</p> <p>Contribution to the widening participation agenda</p> <p>Excellent students - processes for student recruitment, induction, progression, monitoring and submission.</p> <p>Arrangements for returning accurate and timely data on studentships to NERC.</p> <p>Mechanisms for improving and maintaining submission rates.</p> <p>Establishing cohorts beyond the NERC funded students by using the CDT as a magnet/nucleus for research and training activities.</p> <p>Robust quality-assurance procedures and structures.</p> <p>Development and demonstration of Success Stories.</p> <p>Arrangements in place for management of data generated by studentship projects.</p> <p>Plans for engaging with end-users.</p>
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Annex B: Overall Excellence Score Definitions

Score	Usual Indicators
Excellent quality proposal	
10	The proposal is outstanding and represents world-leading standards. Highest priority for funding.
9	The proposal is excellent and represents world-class standards. Very high priority for funding.
8	The proposal is very good and contains aspects of excellence. High priority for funding.
Good quality proposal	
7	The proposal is good and is internationally competitive. Should be funded if possible.
6	The proposal is good and on the borderline between nationally and internationally competitive. Potentially fundable.
5	The proposal is good and has some merit but is not at the leading edge. It is suitable for funding in principle but in a competitive context is not a priority.
Potentially useful proposal	
4	The proposal is good and has some merit, but has a number of weaknesses. Not recommended for funding.
3	The proposal is satisfactory. It would provide something useful, but fails to provide reasonable evidence and justification for funding. Not recommended for funding.
Unacceptable proposal	
2	The proposal is weak, and has only a few strengths. Not suitable for funding.
1	The proposal is unsatisfactory and is unlikely to train students successfully. Not suitable for funding.
0	For special cases, e.g. flawed in approach, subject to serious difficulties, does not address operational risks, sufficiently un-clearly written so it cannot be properly assessed, or outside of NERC remit.

Annex C: Outline Proposal – Application Form and Case for Support Form



NERC, Polaris House, North Star Avenue,
Swindon, Wiltshire, United Kingdom, SN2 1EU
Telephone: +44 (0) 1793 411500
Web: <http://www.nerc.ac.uk/>

COMPLIANCE WITH THE DATA PROTECTION ACT 1998

In accordance with the Data Protection Act 1998, the personal data provided on this form will be processed by NERC, and may be held on computerised database and/or manual files. Further details may be found in the guidance notes

Centre for Doctoral Training OUTLINE PROPOSAL

Administrative Lead Partner (This is the organisation that will receive the funding for the CDT from NERC, and will be the main point of contact between the two bodies.).

Organisation		Internal Research Organisation Reference	
Division or Department			

Lead Applicant (The individual should be from the Administrative Lead Partner and be the administrative lead/head of the CDT).

Name	Organisation	Division or Department	CDT Role	Email

Hosting Partner (Please only include HEI or Research Organisation partners that will be acting as hosts for CDT students. Other partners should be mentioned within the Case for Support as appropriate).

Name	Organisation	Division or Department	Email

Title [up to 150 characters]

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Centre for Doctoral Training – Outline Proposal Case for Support

Please justify and evidence your proposal using the following headings:

- Research Excellence
- Training Excellence
- Multidisciplinary Training Environments

This Case for Support must be completed on standard A4 sized paper, in single-spaced typescript of minimum font size 11 point Arial font, or other sans serif typeface of equivalent size to Arial 11, with margins of at least 2cm. References must also be presented in minimum font size 11 point. Please note that Arial Narrow and Calibri are not allowable font types as they are smaller and any proposal which has used either of these font types within their submission may be rejected. Applicants referring to websites should note that referees may choose not to use them.

This Case for Support section must NOT exceed 4 sides of A4.

Annex D: Full Proposal – Application Form and Case for Support Form



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Centre for Doctoral Training FULL PROPOSAL

Administrative Lead Partner (This is the organisation that will receive the funding for the CDT from NERC, and will be the main point of contact between the two bodies.).

Organisation		Internal Research Organisation Reference	
Division or Department			

Lead Applicant (The individual should be from the Administrative Lead Partner and be the administrative lead/head of the CDT).

Name	Organisation	Division or Department	CDT Role	Email

Hosting Partner (Please only include HEI or Research Organisation partners that will be acting as hosts for CDT students).

Name	Organisation	Division or Department	Email

Title [up to 150 characters]

CDT Summary [maximum 4000 characters with spaces]

Please provide a summary of the proposed training in terms appropriate for a general audience, including details on what will make your training offer unique and what its impact will be.



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Centre for Doctoral Training – Full Proposal Case for Support

Please justify and evidence your proposal using the following headings:

- Research Excellence
- Training Excellence
- Multidisciplinary Training Environments
- Partnership Operational Management

This Case for Support must be completed on standard A4 sized paper, in single-spaced typescript of minimum font size 11 point Arial font, or other sans serif typeface of equivalent size to Arial 11, with margins of at least 2cm. References must also be presented in minimum font size 11 point. Please note that Arial Narrow and Calibri are not allowable font types as they are smaller and any proposal which has used either of these font types within their submission may be rejected. Applicants referring to websites should note that referees may choose not to use them.

This Case for Support section must NOT exceed 14 sides of A4.



