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Consortium for the Humanities and the Arts South-East England (CHASE) / Studentship Competition for 2022

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Today's briefing

- Benefits of CHASE funding

- Stuart Hall Foundation studentship

- Eligibility

- What to do now

- Application and selection process + timeline

- How proposals are assessed

- Resources to use when working on proposal

- Information about further upcoming webinars

Consortium for the Humanities and the Arts South-East England (CHASE)

- The **CHASE** AHRC Doctoral Training Partnership brings together 8 universities in the South East of England engaged in collaborative research activities.

CHASE Academic Community

- Over 1000 academics in the arts and humanities many of whom are leading practitioners (artists, curators, novelists, poets, musicians and lawyers)

- Over 200 CHASE doctoral researchers across the partner institutions

- 44 CHASE doctoral researchers at Kent

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CHASE Strategic Partners

- Canterbury Cathedral

- Intel

- British University Film and Video Council

- British Library

- V&A

- National Portrait Gallery

- Tate

- BFI

- BBC
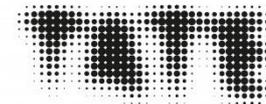
Disciplinary spread

CHASE selection panels

- History, thought and systems of belief
- Art history and visual cultures
- Media and creative practice
- Literature, language and culture

CHASE Offers PhD Students

- Innovative training in advanced research skills across the consortium and with other cultural institutions.

- Opportunities for work placements, international study trips, and professional development.

- The possibility of a cross-institution supervisory team.

- 'Encounters' conference (twice per year).

- Virtual Research Environment (VRE).

- Opportunity to shape the future development of CHASE via the Student Committee.

- The studentship award covers the cost of fees and maintenance (£15,609 in 2021/22, 2022 rates to be announced).

- Successful applicants can draw on a Research Training Support Grant (RTSG), Engagement Provision (EP) and Cohort Development Funding (CDF) during the lifetime of their award.

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Stuart Hall Foundation

CHASE is delighted to announce a new partnership with the Stuart Hall Foundation (SHF) to support at least two extra studentships a year for Black, Asian and Minority Ethnic candidates to undertake doctoral research in the arts and humanities.

As well as the usual benefits of a CHASE studentship, recipients of this award will benefit from working with SHF to develop their career and research profile. They will enjoy privileged access to the work of the Foundation and be able to engage with and contribute to its resources and networks, including the annual gathering of Stuart Hall Foundation Scholars and Fellows.

If you wish to be considered for a SHF studentship, you will be invited to indicate this on the CHASE application form. Please also indicate this on your application form for a PhD place at Kent.

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Period of Funding

- [Studentships](#) will be awarded for 3 years initially (or 6 years part-time), but applicants can apply to extend the funded period to 3.5 or 4 years (or part-time equivalent), if their project:

  - Involves a period of intensive skills development (e.g. language learning) identified at application or during first year of funding.
  - Involves additional or complex methodologies identified during first year of funding.
  - Includes a placement with a partner organisation applied for at any point during the funded period.

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Eligibility and Residential Criteria

- Home and international students are now eligible for UKRI / CHASE funded studentships.

- Existing PhD students are also eligible; they must have at least 50% of their period of study remaining at September 2022 (start date of the award).

- All students will receive a full award - including a stipend and <u>fees at the home level</u> (Kent will waive the fee difference between Home and International).

To be classed as a home student candidates must meet the following criteria:

- ✓ Be a UK National (meeting residency requirements), or

- ✓ Have settled status, or

- ✓ Have pre-settled status (meeting residency requirements), or

- ✓ Have indefinite leave to remain or enter

If a candidate does not meet the criteria above, they would be classed as an International student. Further guidance on residential eligibility is provided in Annex B of the <u>UKRI Training Grant Guidance.</u>

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CHASE Application Process: What to do now

1. Discuss your research proposal (ASAP) with a prospective supervisor.

2. Optional: attend the Designing a Good Research Proposal workshop on **Tuesday 9 November, 13:30–15:30.**

3. Optional: attend a CHASE applicant webinar on Friday 29 October, 13:00–14:00 or Friday 19 November, 13:00–14:00.

4. Apply for a PhD place at Kent by midnight on **Sunday 5th December 2021.**
   www.kent.ac.uk/courses/postgraduate/apply/

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Kent Level Selection Process and Dates

1. Schools will interview new applicants and consider existing students who wish to be considered for CHASE funding. They will longlist candidates: those longlisted will be informed between mid-December 2021 – 14 January 2022.

2. Longlisted candidates will be sent a link to the CHASE application form* (must be completed by 12 noon, 28 January 2022).

3. Schools will then shortlist candidates using the CHASE application forms, between 28 January – 9 February 2022.

4. Kent CHASE Selection Panel will meet on 25 February 2022 to consider applications shortlisted by Schools and to approve the list of applications to be submitted to the consortium stage of the competition.

5. Candidates selected to go forward to consortium stage will have until midnight 6 March 2022 to finalise their CHASE application form, incorporating feedback from interviews and selection panels.

* The guidance notes for the application form can be viewed in advance on the CHASE website.

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For longlisted candidates - Supervisor statement and references

- If you are longlisted and asked to fill out a CHASE application form:
    - Your supervisor will need to make a 500 word statement about your proposal for the CHASE form
    - You will also need two references commenting on: academic record, quality of the research proposal and preparedness for doctoral study.
    - Both referees may be the prospective supervisors
    - Supervisor statements should support the necessity of any period of language study applied for

- Contact your prospective referees in good time to check they can provide this reference in mid-January

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Consortium Level Selection Process

1. Applications are submitted to the consortium stage on 9th March 2022.

2. CHASE Selection Panels will meet in late March and recommendations for awards will be approved by the CHASE Management Board in April.

3. Applicants will be advised of the final outcome by the end of April 2022.

How are proposals assessed?
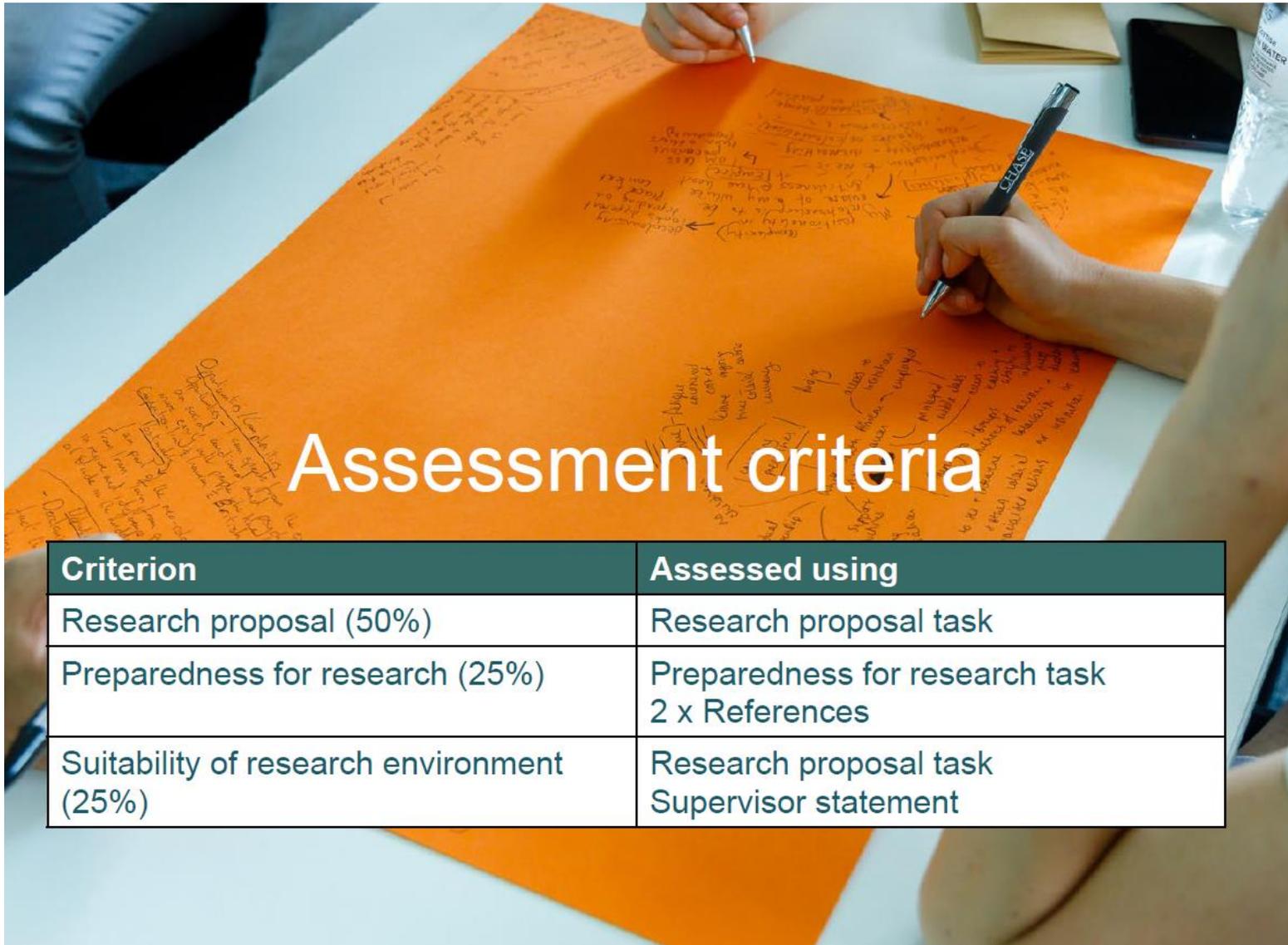
Assessment criteria

Criterion	Assessed using
Research proposal (50%)	Research proposal task
Preparedness for research (25%)	Preparedness for research task 2 x References
Suitability of research environment (25%)	Research proposal task Supervisor statement

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Selection Criteria and Weighting

1. Research proposal **50%**	- The proposal is **clearly-written** and demonstrates **engagement** with an academic field at a high level of sophistication. - The project demonstrates **original thinking** in its field. - The methodology proposed clearly demonstrates the **viability** of the planned research. - The planned research is described in a way that **inspires confidence** that it will definitely be **completed within the funded period.**
2. Preparedness for research **25%**	- The applicant demonstrates understanding of appropriate research skills required for successful completion of the project. - The applicant has appropriate training at Master's level or equivalent (including experience gained outside of higher education) to undertake the project. - The applicant's references fully support the applicant's preparedness for doctoral study - Where a widening participation statement is provided, it gives context on aspects of the candidate's preparedness and motivation to undertake doctoral study.
3. Suitability of research environment **25%**	- The research environment (as constituted by the proposed supervision, the home department(s) or equivalent, the institutional support including available archives, sources, research centres and any external organisations) is appropriate to the project. - The applicant has given clear thought to the fit between their project and their proposed research environment. - The supervisor statement fully supports the project's fit with the proposed research environment.

WHAT ARE THE ASSESSORS LOOKING FOR WHEN THEY ASSESS PROPOSALS?

Grade descriptors for Research Proposal

Grade	Quality	Descriptor
10	Exceptional	The proposal is **outstandingly clearly-written** and demonstrates engagement with an academic field at **the highest level of sophistication for a PhD proposal**. The project demonstrates **original thinking in its field**. The methodology proposed clearly demonstrates the viability of the planned research, and the **literature review is of the highest quality**. The planned research is described in a way that inspires confidence that it will be completed within the funded period. The application demonstrates excellent motivation for the research project. This is the **highest priority** for funding.
9	Outstanding	The proposal is **outstandingly clearly-written** and demonstrates engagement with an academic field at **a high level of sophistication**. It demonstrates **original thinking in its field**. The methodology proposed clearly demonstrates the viability of the planned research, and the **literature review is of high quality**. The planned research is described in a way that inspires confidence that it will be completed within the funded period. The application demonstrates excellent motivation for the research project. While not exceptional, this is a **very high priority** for funding.
8	Excellent	The proposal is **clearly-written** and demonstrates engagement with an academic field at **a high level of sophistication**. The project demonstrates **a degree of original thinking** in its field. The methodology proposed clearly demonstrates the viability of the planned research, and the **literature review is of high quality**. The planned research is described in a way that inspires confidence that it will be completed within the funded period. The application demonstrates excellent motivation for the research project. This is a **very high priority** for funding.
7	Very good	The proposal is **clearly-written** and demonstrates engagement with an academic field at **a moderate level of sophistication**. The proposal is **very strong, but falls short of 'Excellent'** on one (or slightly short on more than one) of the following: originality, methodology, viability, literature review, or motivation for research. This is nevertheless a **high priority** for funding.
6	Good	The proposal is clearly-written and demonstrates engagement with an academic field at a moderate level of sophistication. The proposal is very strong, but **falls short of 'Excellent' on more than one** of the following: originality, methodology, viability, literature review, or motivation for research. This is nevertheless a **high priority** for funding.
5	Fair	The proposal has **originality and rigour** but **could be better designed or elaborated**. Despite good potential, there are **one or more areas for obvious improvement**. This is a **medium priority** for funding.
4	Adequate	The proposal has merit but there are **concerns in relation to one or more areas**. This is **not a priority** for funding.
3	Weak	The proposal does not display **originality** and there are **flaws in the methodology or literature review**. This is **not a priority** for funding.
2	Poor	The proposal is **flawed and poorly written**, with serious concerns in relation to both methodology and literature review. This **should not be funded**.
1	Very poor	The proposal has **significant and serious flaws** such that it **should not be funded**.

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Grade descriptors for Preparedness for Research

Grade	Quality	Descriptor
10	Exceptional	The applicant demonstrates **exceptional potential and preparedness** in relation appropriate research skills required for successful completion of the project. They have **appropriate training at Master's level or equivalent** (including experience gained outside of higher education) to undertake the project, with **evidence of very high attainment**. They demonstrate **outstanding competency in organisational skills and initiative** through their previous activities, and a capacity to overcome obstacles. **All skills gaps have been identified**, and there is a **plausible plan** to address them.
9	Outstanding	The applicant demonstrates **very strong potential and preparedness** in relation appropriate research skills required for successful completion of the project. They have **appropriate training at Master's level or equivalent** (including experience gained outside of higher education) to undertake the project, with **evidence of high achievement**. They demonstrate **outstanding competency in organisational skills and initiative** through their previous activities, and a capacity to overcome obstacles. **All skills gaps have been identified**, and there is a **plausible plan** to address them.
8	Excellent	The applicant demonstrates **strong potential and preparedness** in relation to skills, training, and previous research or fieldwork experience. They demonstrate **excellent competency in organisational skills and initiative** through their previous activities. Any **crucial skills gaps have been identified** and there is a **plausible plan** to address them.
7	Very good	The applicant demonstrates **strong potential and preparedness** in relation to skills, training, and previous research or fieldwork experience. They demonstrate **competency in organisational skills and initiative** through their previous activities. **Most of the small and large skills gaps have been identified** and there is a **plausible plan** to address them.
6	Good	The applicant shows **good potential and preparedness** in relation to skills, training and previous research or fieldwork experience. **Most of the small and large skills gaps have been identified** and there is a **plausible plan** to address them.
5	Fair	The applicant shows **some potential and preparedness** in relation to skills, training and previous research or fieldwork experience. **Most of the small and large skills gaps have been identified** and there is a **plausible plan** to address them.
4	Adequate	The applicant shows **some potential and preparedness** in relation to skills, training and previous research or fieldwork experience. **Some skills gaps have not been identified** or the plans for addressing such gaps **may not be plausible** within the timeframe.
3	Weak	The applicant has **not identified the skills or preparation necessary to the project**, and there are **significant gaps** that mean the project is unlikely to reach a successful conclusion.
2	Poor	The applicant has **not identified the skills or preparation necessary to the project**, and **no meaningful attempt** has been made to address any skills gaps.
1	Very poor	The applicant **does not meet the criteria** (e.g. requirement for M-level study or equivalent has not been met).

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Grade descriptors for Suitability of research environment

Grade	Quality	Descriptor
10	Exceptional	The application demonstrates that the proposed research environment has been considered carefully. There is an excellent, mutually beneficial fit between the project and the proposed research environment **in all respects**. The project is clearly situated within its field.
9	Outstanding	The application demonstrates that the proposed research environment has been considered carefully. There is an excellent, mutually beneficial fit between the project and the proposed research environment **in all important respects**. The project is clearly situated within its field.
8	Excellent	The application demonstrates that the proposed research environment has been considered carefully. There is an excellent, mutually beneficial fit between the project and the proposed research environment in all important respects. The project **may not be clearly situated** within its field.
7	Very good	The application shows that the proposed research environment has been considered and is a **strong fit** for the project in **most important respects**.
6	Good	There is a **good fit** between the project and the proposed research environment in **most respects**, such that the project is on balance likely to be successful.
5	Fair	The research environment is good, but **no clear case** is made for why it is suitable for this project.
4	Adequate	The research environment is **unsuitable in some respect** (e.g. potential lack of access to an essential resource)
3	Weak	There are reasons for concern that the research environment is **unsuitable in several respects**.
2	Poor	There are reasons for concern that the research environment is **seriously unsuitable in several respects**.
1	Very poor	The application **does not meet the criteria** for supervision or access to essential resources.

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Resources to use when working on your proposal

- Your prospective supervisor can provide advice.

- The CHASE guidance for applicants (at www.chase.ac.uk/chase-studentships): clear, detailed instructions on what is expected.

- Upcoming webinars to help you develop a strong proposal…

English language requirements for postgraduate study

You must meet our minimum English language entry requirements to prove your written and spoken English is at the required level for postgraduate study.

Visit our dedicated requirements page to check your qualifications:

www.kent.ac.uk/courses/postgraduate/apply/english-language-requirements

Upcoming webinars

- CHASE applicant webinars, with student panellists:

Friday 29 October, 13:00–14:00 or Friday 19 November, 13:00–14:00

Register here: www.eventbrite.co.uk/e/applying-for-a-chase-phd-studentship-tickets-191103394397

- Applying for a Stuart Hall Foundation webinar:

- **Friday 22 October, 13:00-14:00 or Friday 5 November, 13:00-14:00**

Register here: www.eventbrite.co.uk/e/applying-for-a-chase-phd-studentship-tickets-191103394397

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Upcoming webinars

- Kent: CHASE briefing session, 'Designing a Good Research Proposal' with Dr Jo Collins and Dr Lucy O'Meara

  Tuesday 9 November, 13:30 – 15:30

Current Kent PG students register here:

https://grctraining.targetconnect.net/unauth

New to PG study at Kent register here:

https://docs.google.com/forms/d/e/1FAIpQLSc4YJG5fPwzbG69LOEUrtt2Rh3bBnDVsS6Wf_7VaGWeB9dUSg/viewform

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