Annex B: Assessment Criteria

Assessment Criteria	Key aspects for an outstanding CDT	Factors and Evidence that might be discussed*
1. Research excellence (25%)	The training and training environment must include scientifically excellent and original research within NERC's remit, and specifically within the remit of the call. Critical mass of relevant researchers/teams/projects within the specific remit of the call to allow students to be supported effectively and sufficiently exposed to excellent research and researchers in the relevant areas.	Number of active NERC-funded research projects and PIs at host ROs, specifically within the remit of the call. REF 2014 profiles relevant to the remit of the call. Standing in the appropriate academic community – national, international etc. Institutional commitment to research excellence, specifically within the remit of the call. Amount of NERC and Research Council research income in research areas specific to the call.
2. Training excellence (25%)	Students are part of an active research and training community and managed as a cohort. Excellent scientific training and transferable/ professional skills development opportunities. Excellent training and support for supervisors. Challenging and relevant, but feasible, projects. Co-development of projects and training programmes with end-users to ensure research and skills are tailored to their needs from the outset. Timely access to world- class facilities, direct experience of cutting-edge techniques, technologies and up to date methodologies.	Integration of students into the relevant teams/projects/departments/schools. Mechanisms for supervision, supervisor training, and monitoring of both student and supervisor. How generalist and specialist development needs of individual students will be identified and addressed. Personal/professional/career learning and development that students will receive. Collaborative opportunities and end-user engagement in training programmes – which may include training delivery, internships, industrial placements, overseas studies, and co-supervisory arrangements if appropriate. Mechanisms to ensure the development of independent researchers and world- leading scientists.

		Access to, and encouragement of, peer-to-peer learning and support. Completion rates, publication and first destination data for students hosted within CDT institutions. Employability of graduates. Leveraged support for the CDT (either in-kind or financial).
3. Multidisciplinary Training Environments (25%)	Training is embedded in multidisciplinary research environments. Excellent opportunities to network with researchers and students from other disciplines. Excellent opportunities for collaborative projects involving end-user partners, including CASE studentships, internships/placements, and end-user co-supervision. End user engagement in all aspects of training, from individual projects to cohort-level specialist and transferrable skills training: Students will gain value from interaction with a wide range of end-users and leave equipped with skills applicable to the environment sector and relevant to policymakers and regulators, industry and business, and NGOs and charities.	How students will be made aware of the context of their research and how it relates to other disciplines, and its application outside of academia. Supervisory or wider advisory team engagement in research outside the relevant discipline(s). Ability to expose students to different disciplines via, for example: • Interaction with cohorts from different disciplines beyond the CDT through transferrable skills training, seminars/conferences and networking opportunities. • Placing students within multidisciplinary research teams. • Opportunities to attend specialist training courses in other disciplines where appropriate.
4. Partnership Operational Management (25%)	EDI principles embedded at all levels and in all aspects of research and training practice throughout the lifetime of the CDT. Robust mechanisms to promote postgraduate research to a diverse base of talented graduate students across the UK, with all studentships offered on a full- or part-time	Demonstration of a strategy for embedding EDI principles in all aspects of the CDT. Evidence of support available to all students to protect their physical and mental health and wellbeing. Management and governance structure, including mechanisms for agreeing management arrangements

	basis through an open and transparent selection process. CDT programme and processes are sufficiently flexible to enable them to be tailored to individual needs. Robust and transparent governance arrangements and strategy for managing partnerships between or within organisations. Agreement by all parties of a robust mechanism for aligning ways of working and sharing resources and finances between different organisations (including non-academic partners). Adequate dedicated administrative resource. Clear strategy for engagement with end-users, appropriate to the scope of the CDT, in all aspects of training from the outset of the CDT. Well-considered mechanism for planning, managing and monitoring training. This includes strategic and systematic approaches to project selection and attracting and selecting the best-fit students for projects. Student recruitment is designed to enable wide participation and prioritises potential for excellence in studentship outcomes (i.e. what an individual can bring to a project and the graduate they will be as a result of the DTP's training). Well-defined legacy of the CDT beyond the lifetime of any NERC investment, including	and monitoring CDT's overall progress and success. Representation of different parties (including students and end-users) within the CDT's management structure. Amount of dedicated administrative resource. Strategy for engaging with end-users and other collaborators. Systems and processes for assessing the suitability of supervisors and projects. Mechanisms for allocating studentships within the CDT and recruiting the best-fit students. Processes for student induction, progression, monitoring and submission. Demonstration of Success Stories. Establishing cohorts beyond the NERC funded students by using the CDT as a magnet/nucleus for research and training activities. Arrangements for management of data generated by studentship projects, and for returning accurate and timely data on studentships to NERC.

	research and training outcomes and impacts, and opportunities to maximise NERC's investment.	

*__Please note__, the types of evidence that may be considered are provided **as examples only** – applicants should develop their proposals in whatever way they feel is most appropriate to address the requirements of the call and provide appropriate evidence to support their proposed training programme and any claims made within the proposal. The assessment panel will use this table as a guide when assessing proposals but will not expect all proposals to include all types of evidence listed within this table, nor will they ignore additional evidence of excellence or innovative approaches to addressing the requirements of the call.