

June 2026

Evaluation of the Cross-Research Council Responsive Mode (CRCRM) Pilot Scheme

Technical Annexes



June 2026

Evaluation of the Cross-Research Council Responsive Mode (CRCRM) Pilot Scheme

Technical Annexes

Technopolis: Anoushka Davé, Rima Martin, Diogo Machado, Rosa Parker, Tia-J'Nae Murray, Carlos Vergara, James Bates, Bruno Raabe, Cristina Rosemberg

Table of Contents

Appendix A Survey analysis for CRCRM Round 1 outline stage	1
Appendix B Survey analysis for CRCRM Round 1 full stage	31
Appendix C Survey analysis for the CRCRM Round 2 outline stage	73
Appendix D Survey analysis for CRCRM Round 2 full stage	108
Appendix E Novelty and interdisciplinarity assessment	163
Appendix F Analysis of Panel Scores	175
Appendix G AIPC analysis of applications: Methods, problems and impacts	188
Appendix H AIPC analysis of applications: Topic co-occurrence	255

Appendix A Survey analysis for CRCRM Round 1 outline stage

A.1. Introduction

Members of the Interdisciplinary Assessment College (IAC), including panel members, chairs, deputy chairs, and rovers, were invited to complete a survey reflecting on their experiences of the Round 1 outline assessment process. A parallel survey was issued to applicants. The applicant survey was run immediately following closure of the Round 1 outline stage application window and closed before outcomes were communicated. IAC members received the survey when their assessment role had ended for Round 1 outline stage.

This summary presents the findings from the quantitative responses provided across the two surveys for the Round 1 outline applications. The first section presents the responses from the applicant survey, whilst the second section presents the consolidated results from the IAC survey.

Readers should note the variation in sample sizes, as there are 650 applicant respondents, but smaller sample sizes within the IAC: 158 panel members, 12 rovers, 11 chairs and 20 deputy chairs. Percentages have been provided in most cases, but it should be noted that these are less relevant for the chairs/deputy chairs and rovers due to the small sample sizes. With this in mind, caution is necessary when drawing conclusions from the results.

A.2. Applicant survey: R1 outline stage

A.2.1. Participant Overview

Respondents were predominantly mid to advanced career researchers, with most as principal investigators.

Figure 1 and Figure 2 present the distribution of respondents to the applicant survey. The largest share (44%) identified as being at the mid-career stage, followed by those at an advanced career stage (39%). Most applicants (83%) reported working as principal investigators, while a smaller proportion (11%) held a co-investigator role.

Figure 1 What is your career stage? (n=650)

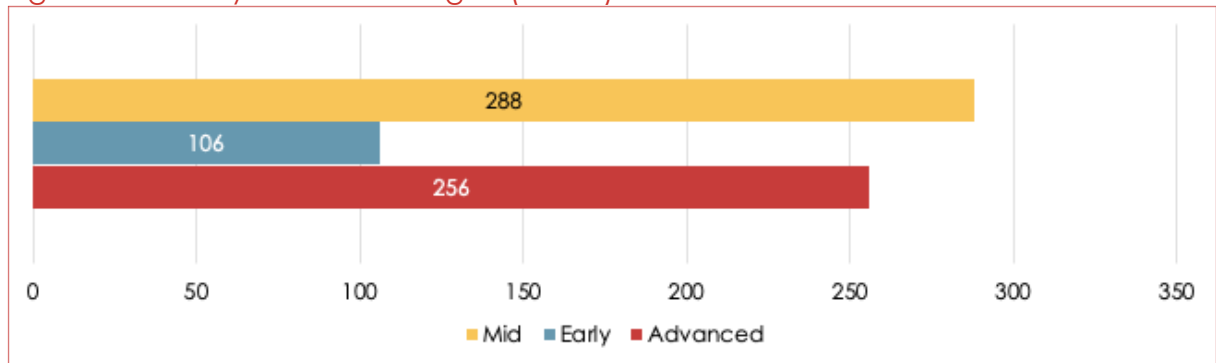
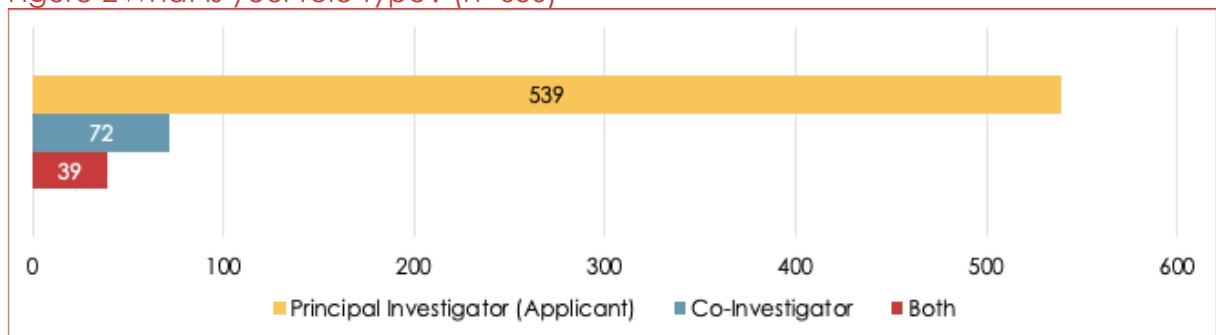


Figure 2 What is your role type? (n=650)



A.2.2. Belief in the future impact of the scheme

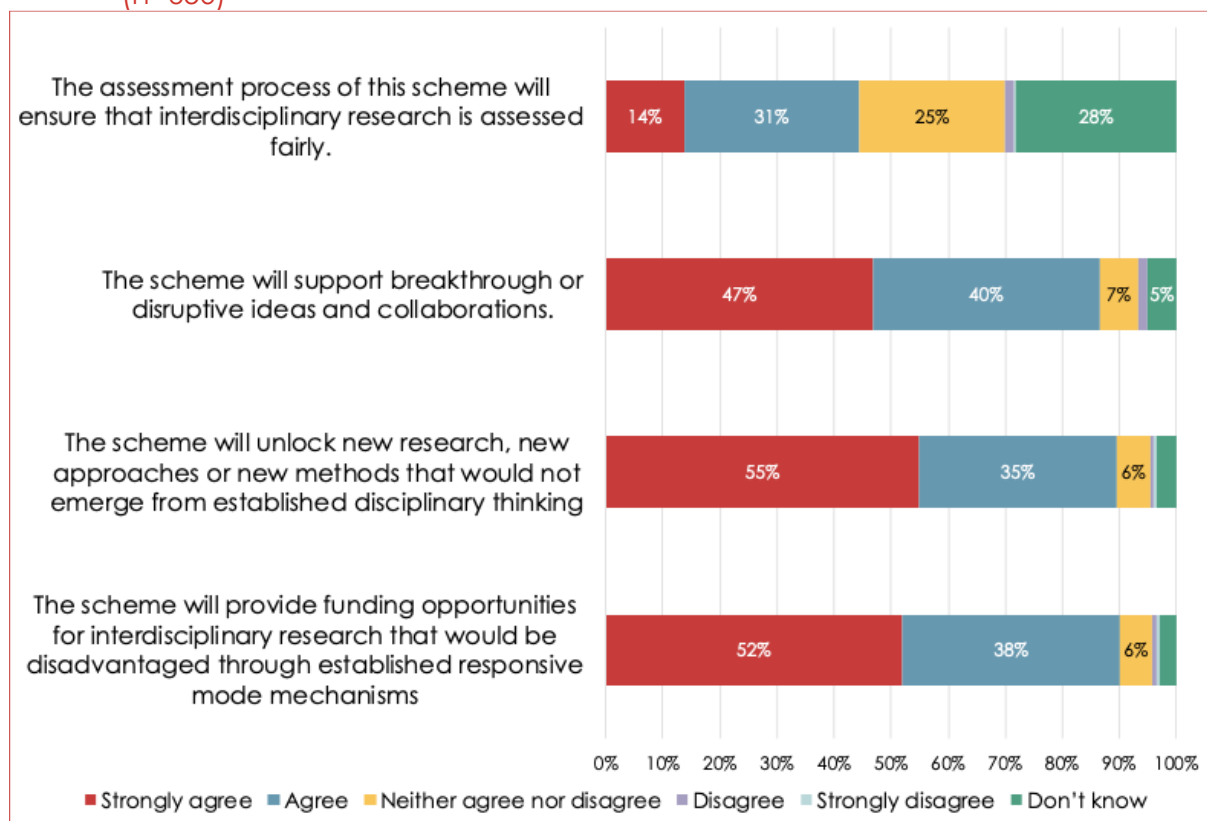
Applicants expressed strong confidence in the scheme's potential to support interdisciplinary research, although views on assessment fairness were more uncertain.

The next set of questions addressed participants' views on the scheme's potential for future impact (Figure 3). Overall, respondents expressed strong agreement across the statements, with very limited disagreement. A clear majority of participants agreed that the scheme would:

- Provide funding opportunities for interdisciplinary research that may be disadvantaged through established responsive mode mechanisms
- Unlock new research, approaches or methods that would not emerge from established disciplinary thinking
- Support breakthrough or disruptive ideas and collaborations.

Confidence was lower regarding the fairness of the assessment process. While a majority still agreed that interdisciplinary research (IDR) would be assessed fairly (31% agree and 14% strongly agree), a substantial proportion of respondents selected 'neither agree nor disagree' (25%) or 'don't know' (28%), indicating greater uncertainty in this area.

Figure 3 Questions addressing views about the scheme's potential for future impact (n=650)

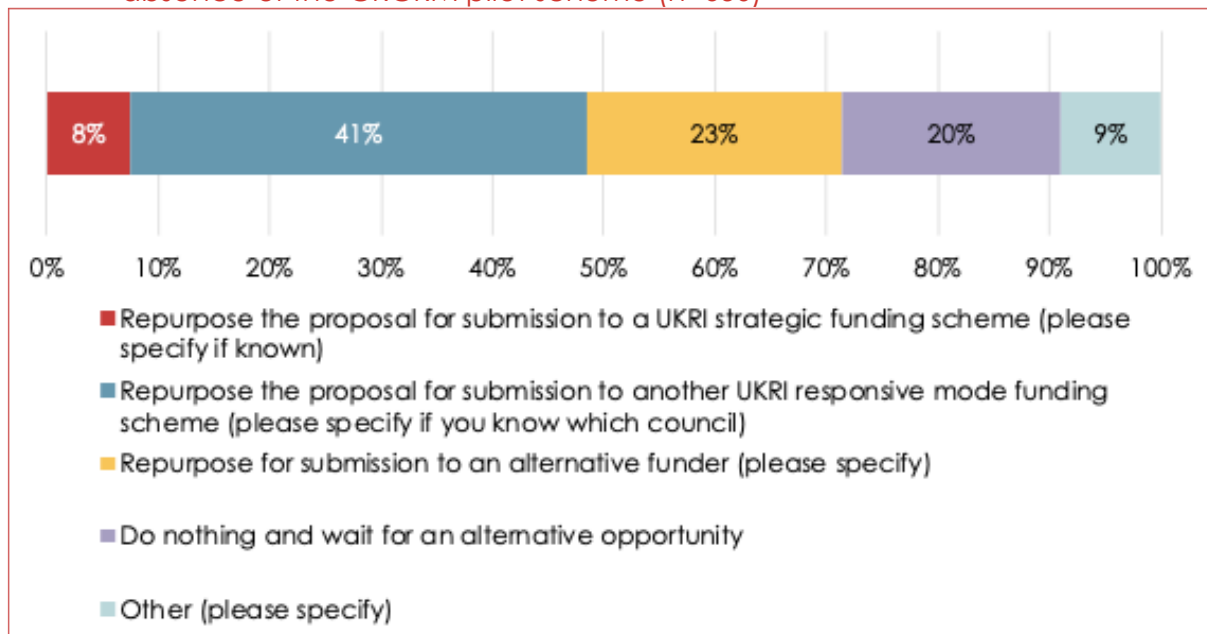


A.2.3. Actions in absence of the scheme

Most applicants would have repurposed their proposal for alternative funding, particularly within UKRI.

Figure 4 shows that the largest share of participants (41%) would repurpose the proposal for submission to another UKRI responsive mode funding scheme, while a smaller proportion would repurpose the proposal to an alternative funder (23%) or a UKRI strategic funding scheme (20%).

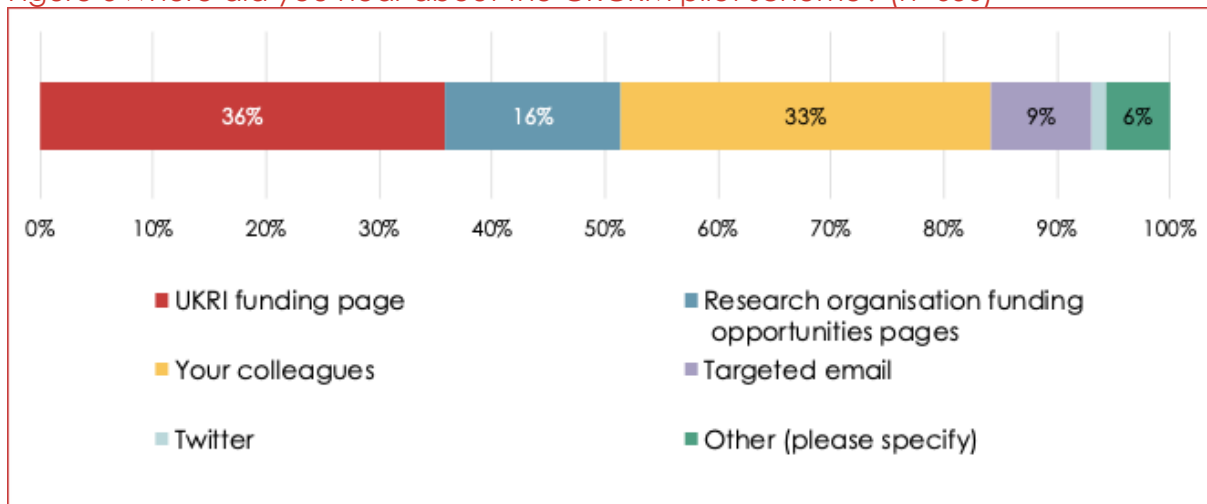
Figure 4 Questions about what would happen to participants' IDR proposals in the absence of the CRCRM pilot scheme (n=650)



A.2.4. How applicants heard about the scheme

Figure 5 presents how respondents first heard about the scheme. The largest share (36%) reported learning about the scheme via the UKRI funding page, followed by colleagues (33%). Smaller proportions cited research organisation funding opportunity pages (16%) and targeted emails (9%), while very few respondents identified Twitter (1%) or other sources (6%).

Figure 5 Where did you hear about the CRCRM pilot scheme? (n=650)

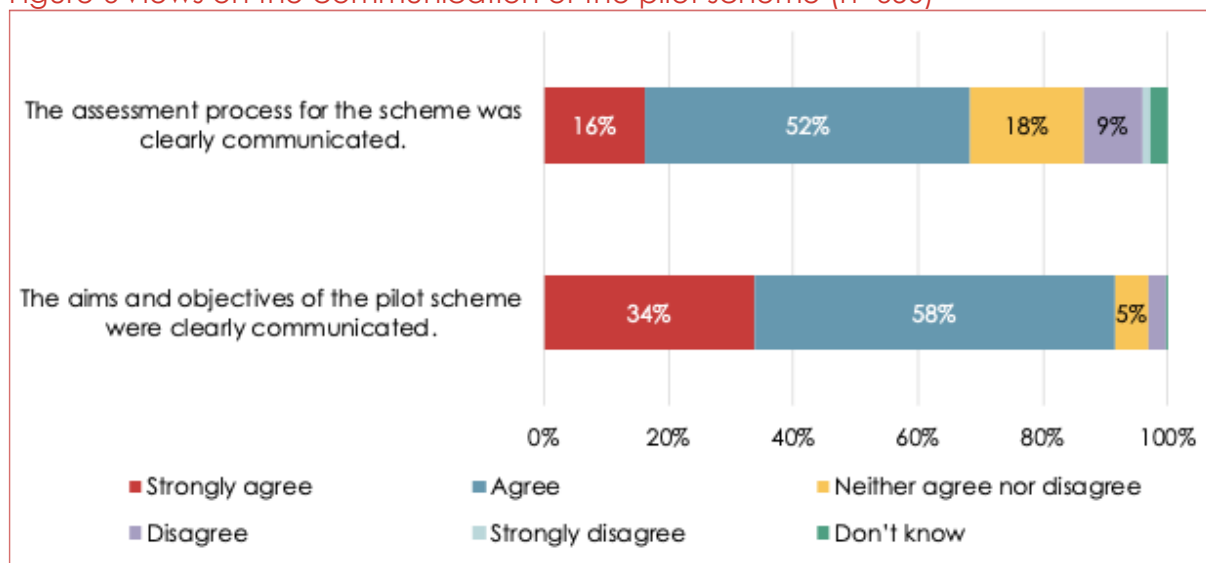


A.2.5. Communication of the pilot scheme

Applicants generally found the pilot scheme to have clear communication, both in terms of its aims and objectives, and in terms of the assessment process.

Figure 6 shows that 68% of applicants agreed (52%) or strongly agreed (16%) that the assessment process was clearly communicated. Also, 92% agreed (58%) or strongly agreed (34%) that the aims and objectives of the pilot scheme were clearly communicated.

Figure 6 Views on the communication of the pilot scheme (n=650)



A.2.6. Usefulness of resources

Webinars were widely used and generally perceived as useful by those who engaged with them.

The scheme was supported by webinars held on 13 and 22 June 2023. These provided an overview of the scheme and an opportunity for applicants to ask questions. As shown in Figure 7, 21% of respondents reported that they did not attend a webinar or watch the recording. The remaining 79% engaged with the resource, with 43% attending a webinar and 36% watching the recording.

Figure 8 shows how useful respondents found the webinar among those who attended or watched it. Overall, perceptions were positive, with the majority finding it useful. In total, 73% of respondents reported that the webinar was either “very useful” (29%) or “useful to some extent” (44%).

Figure 7 Did you attend the webinar (on 13th and 22nd June 2023) or watch the recording? (n=650)

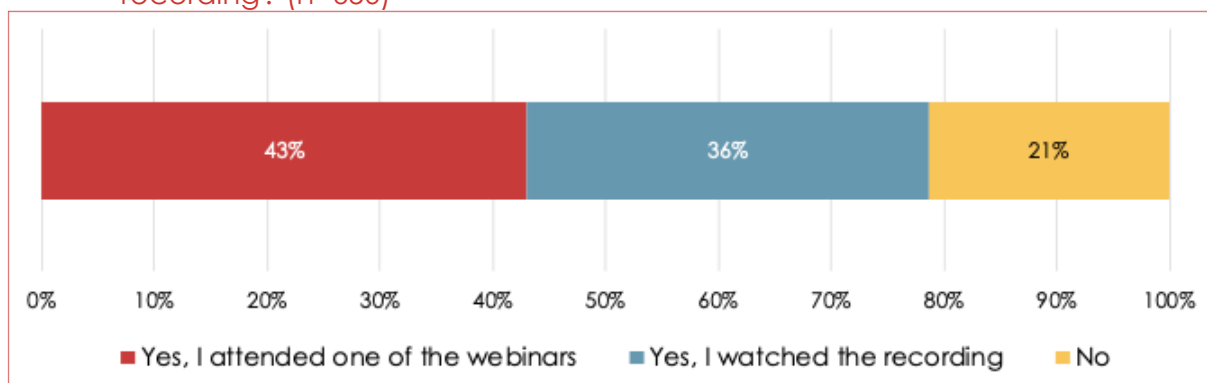
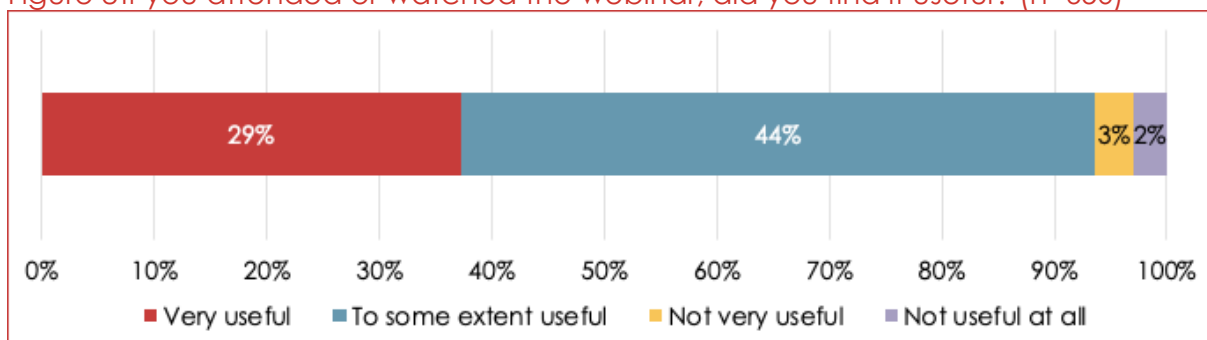


Figure 8 If you attended or watched the webinar, did you find it useful? (n=650)



A.2.7. Views about the application process

The application process was viewed positively overall, with consistently high levels of agreement across key aspects.

Survey respondents mostly agreed with the four positive statements shown in Figure 9. Respondents were most positive about the guidance and application template, with 80% agreeing or strongly agreeing that it was sufficient to demonstrate how proposals would meet the scheme's objectives. Similarly, 79% agreed or strongly agreed that there was adequate time to develop their proposal, and 79% that the outline stage reduced the burden on research teams. Levels of disagreement were low across all statements, with only small proportions indicating disagreement (ranging from 5% to 8%).

Figure 9 Questions addressing applicants' views about the application process (n=650)

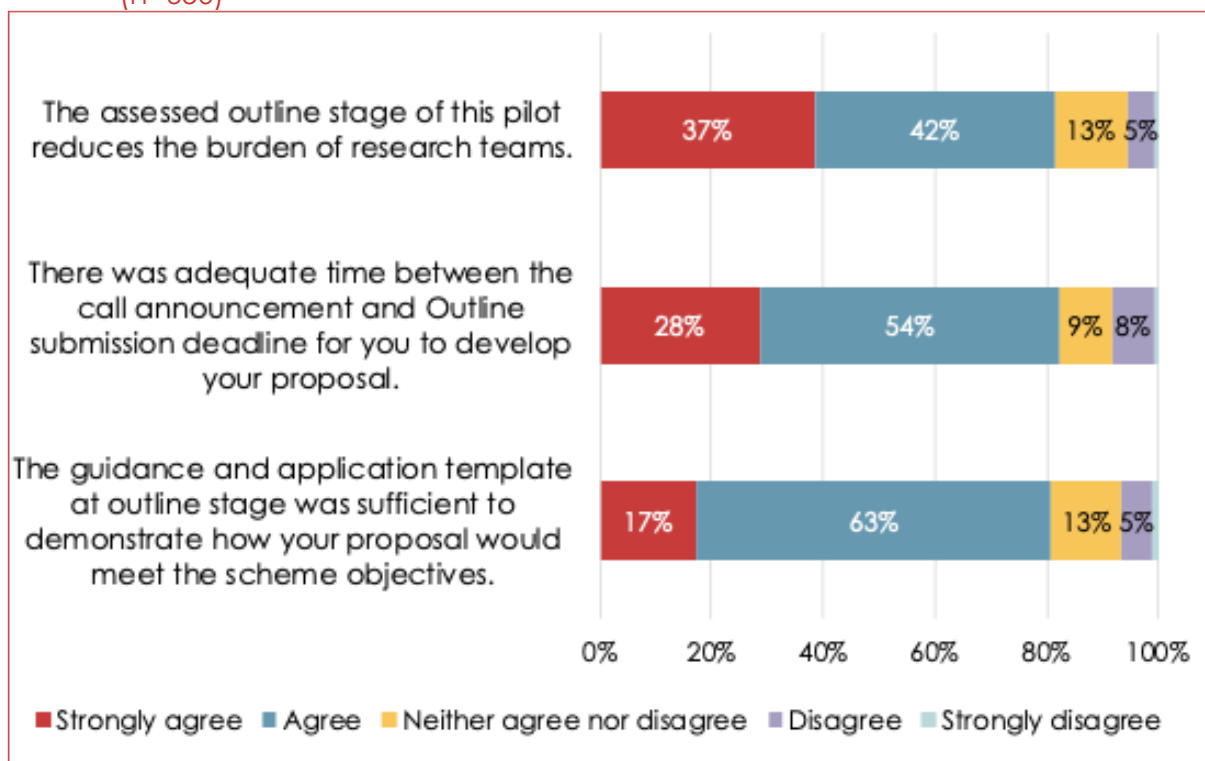
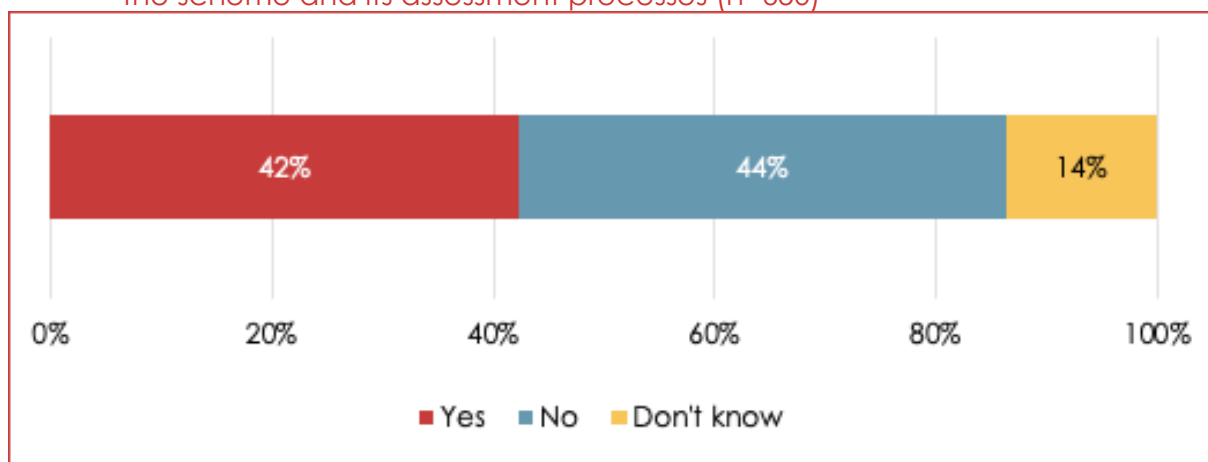


Figure 10 shows respondents' views on whether their understanding of the scheme and its assessment processes would influence how they develop and communicate their research proposals. A majority (42%) indicated that they would act differently, while 44% reported that they would not, and 14% were unsure.

Figure 10 Question about whether applicants would act differently in developing and communicating their research proposal based on their understanding of the scheme and its assessment processes (n=650)



A.2.8. Views about the assessment process

The next set of questions, presented in Figure 11, asked respondents which aspects of the assessment process they considered most valuable. Overall, applicants most frequently identified the multi-stage process (62%) and the trained Interdisciplinary Assessment College (IAC) (52%) as valuable components. A smaller proportion highlighted the assessment criteria (35%), while fewer respondents selected the whole assessment approach (16%) or other aspects (4%).

Figure 12 shows responses regarding which aspects were considered least valuable. In contrast to the above, a large proportion of respondents (48%) indicated that no aspect was of low value or that they did not know. Among those who did identify fewer valuable elements, the trained IAC (19%) and assessment criteria (17%) were most cited, followed by other aspects (16%). Fewer respondents identified the multi-stage process (9%) or the whole assessment approach (6%) as being of low value.

Figure 11 What aspects of the assessment process do you see as adding the most value? (select all that apply) (n=650)

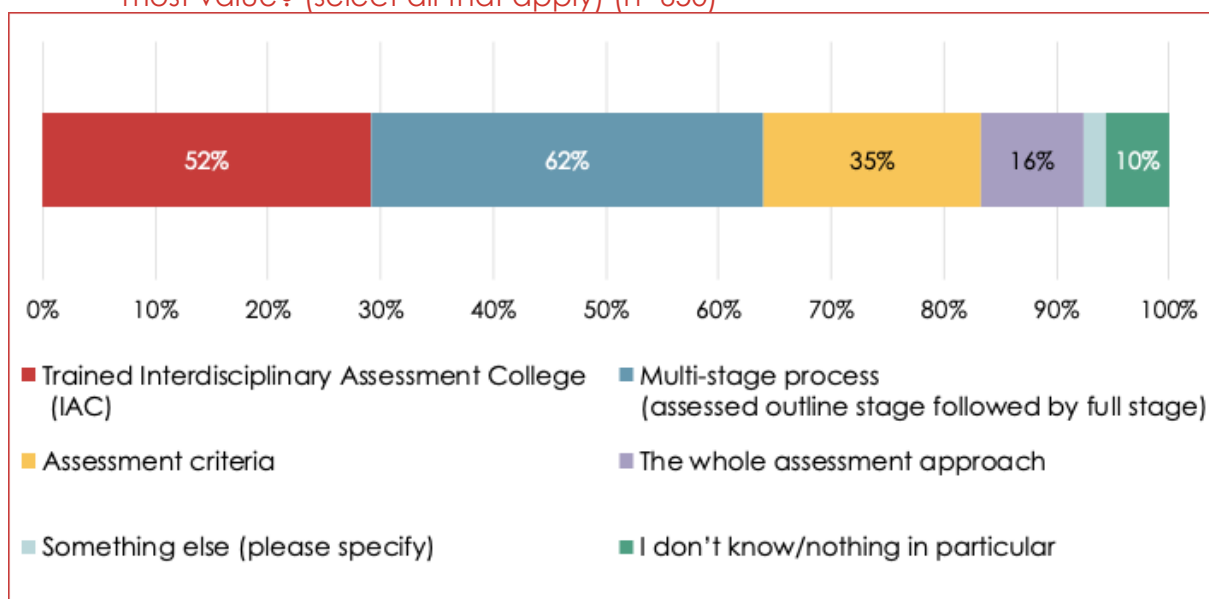
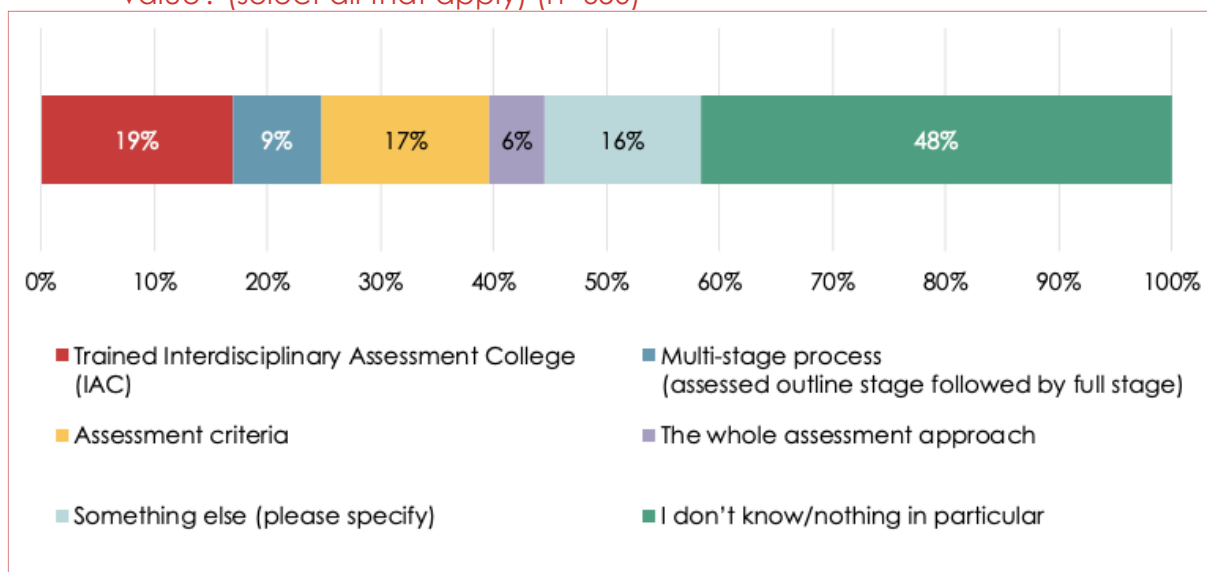


Figure 12 What aspects of the assessment process do you see as adding the least value? (select all that apply) (n=650)



A.3. IAC members survey: R1 outline stage

This section summarises the compiled data from IAC chairs, co-chairs and deputy chairs, panel members, and rovers who took part in the survey. Due to the much smaller sample sizes across all groups — particularly the chairs/co-chairs/deputy chairs and rovers — caution is especially necessary when interpreting the results.

A total of 201 responses were received as follows:

- Panel member (n=158, 79%)
- Chair (n=11, 5%)
- Rover (n=12, 6%)
- Deputy chair (n=20, 10%)

We combine the answers of Chair and Deputy chair in the subsequent questions as 'Chair'.

A.3.1. Participant overview

Respondents were predominantly academic and based in universities, with most at mid or advanced career stages.

Regarding organisation types (shown in Figure 13), most respondents across all roles were based in universities. This was most pronounced among panel members and rovers, where 92% were associated with universities, with only very small proportions from other organisation types. Among chairs, universities also accounted for the largest share (85%), with smaller proportions from academic institutes (8%) and public organisations (8%). Rovers showed a

similar pattern, with 91% associated with universities and the remaining respondents from private business or industrial organisations (9%).

Figure 13 What is your organisation type? (n=201)

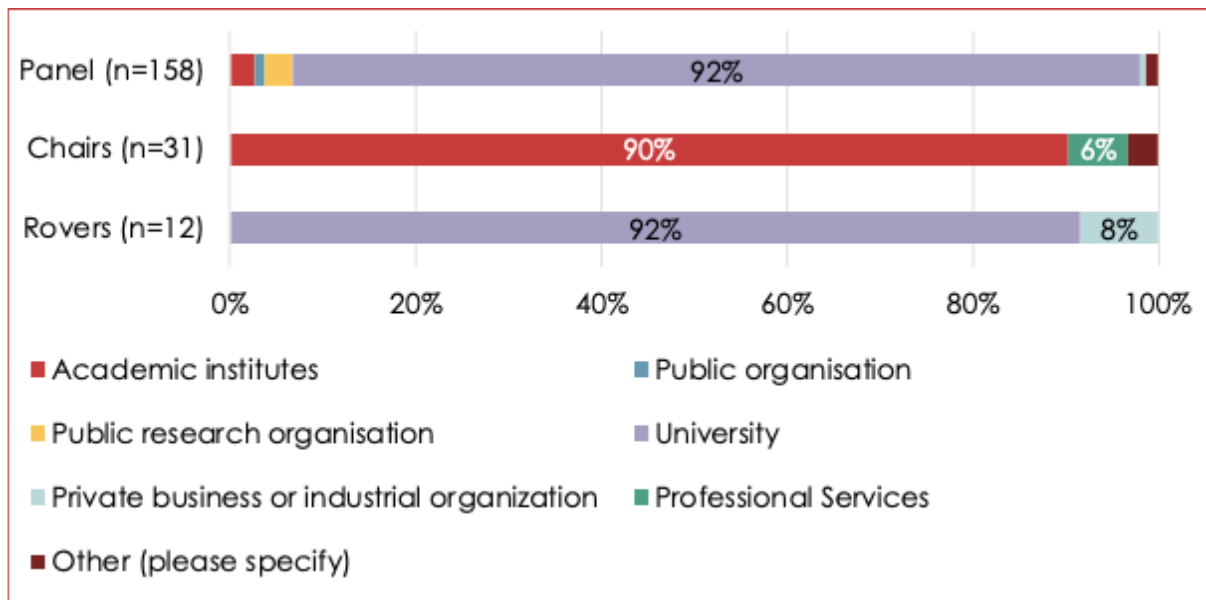


Figure 14 What is your career stage? (n=201)

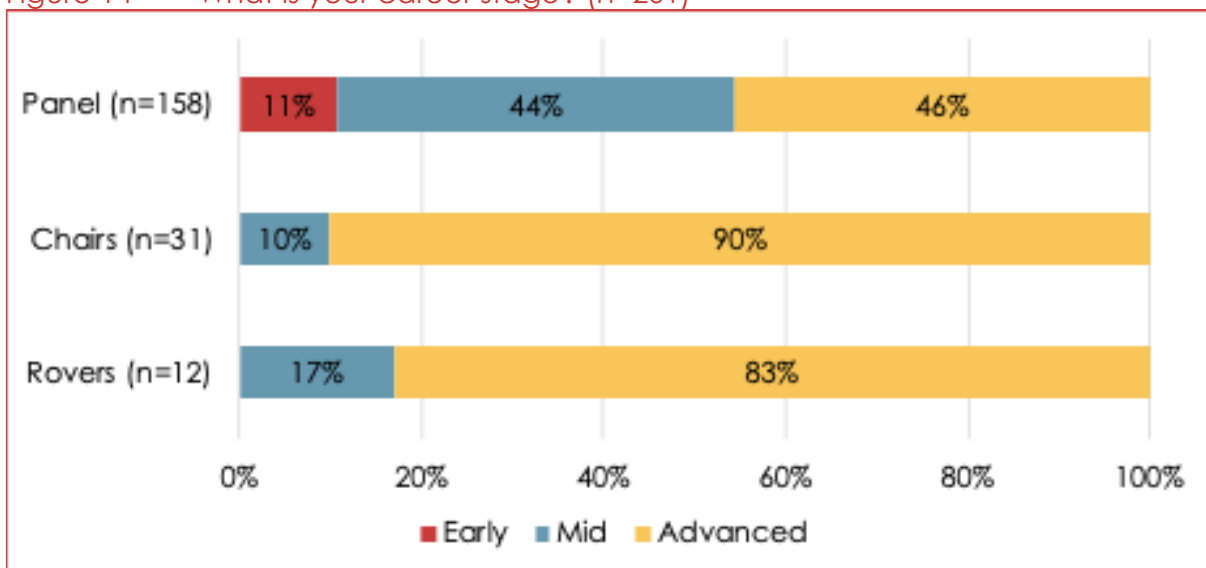
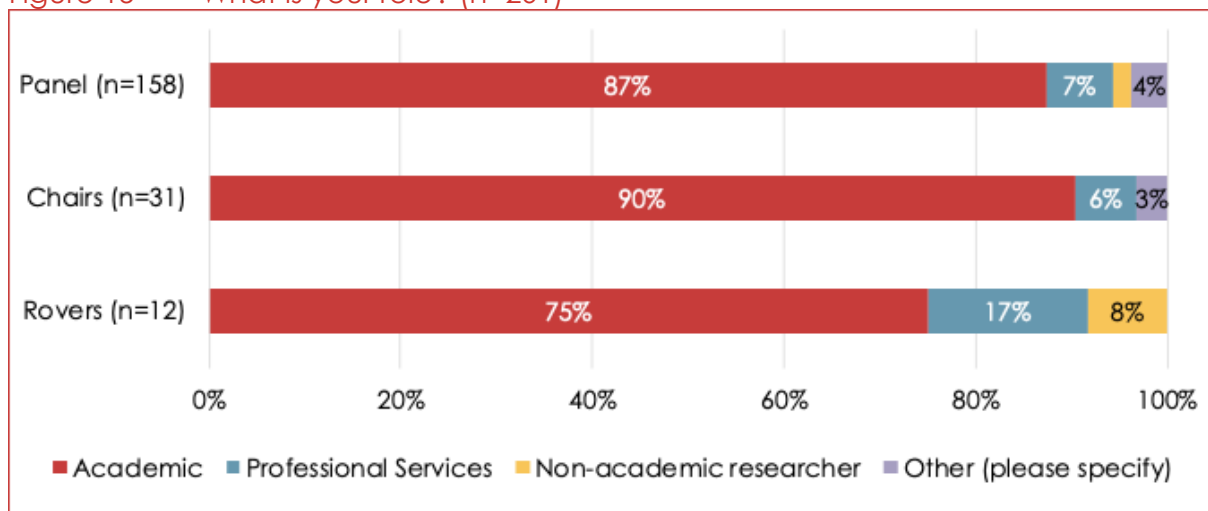


Figure 14 highlights that all IAC applicants including panel (46%), chairs (90%) and rovers (83%), were predominantly at an advanced stage, accounting for many respondents in each group. However, panel members were more mixed, with a large share at both advanced and mid-career stages, and a smaller proportion at an early stage.

Figure 15 What is your role? (n=201)



Across all groups, Figure 15 shows that most respondents were academics, including 90% of chairs, 75% of rovers, and 87% of panel members. Smaller proportions were in professional services, particularly among rovers (17%) and chairs (6%), while only a small minority identified as non-academic researchers or other roles.

A.3.2. Experience of applying to and joining the IAC

Reflecting on your application to the Interdisciplinary Assessment College (IAC) please indicate the extent to which you agree or disagree with the statements below:

Figure 16 Overall, there was sufficient information and engagement to inform your decision to apply to participate in the IAC

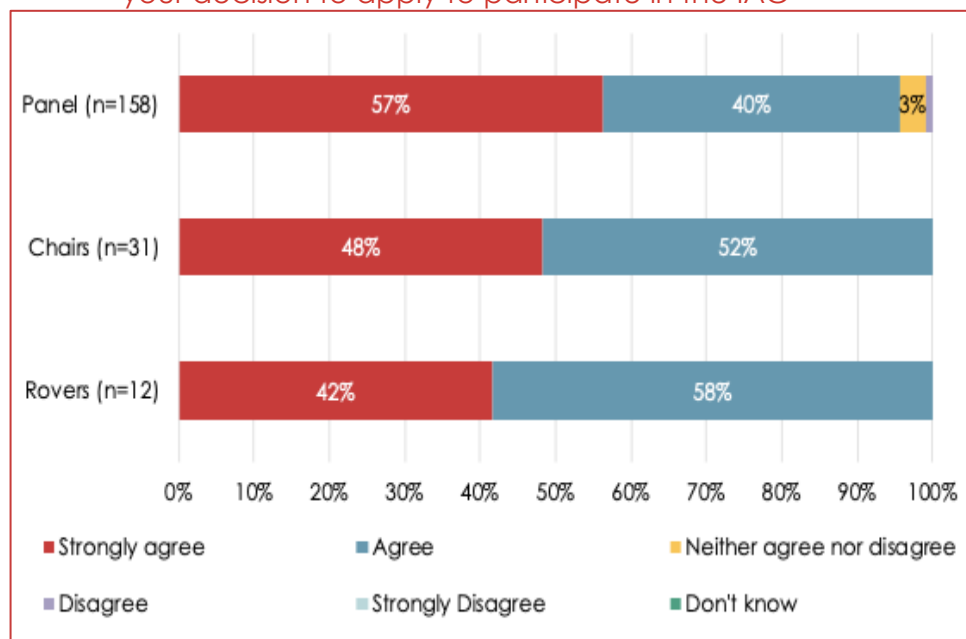


Figure 17 Overall, the process for applying to the IAC was straight forward

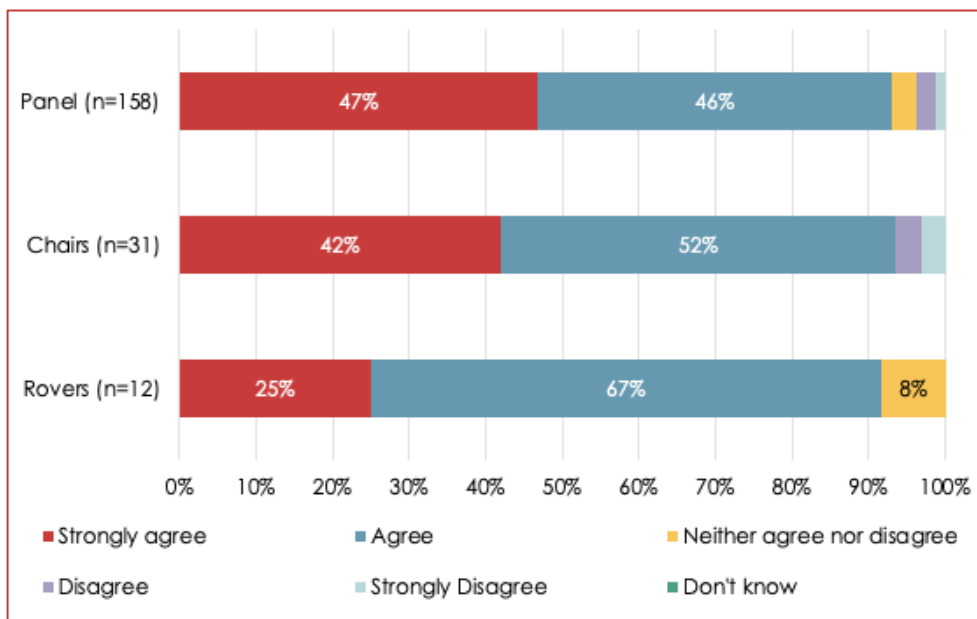
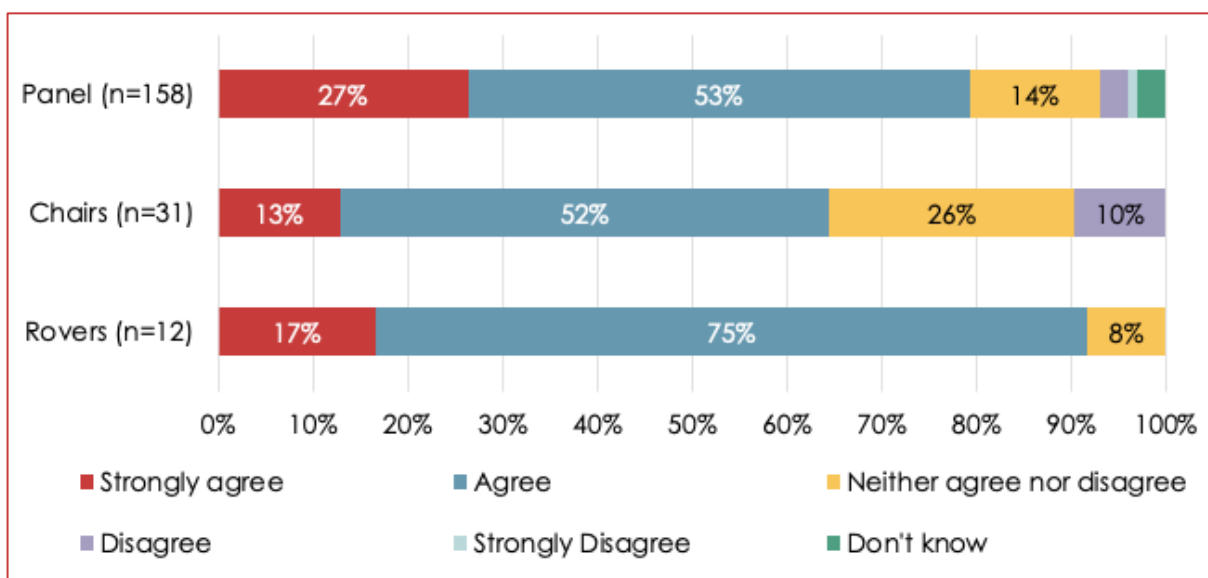


Figure 18 The IAC will ensure that interdisciplinary research is fairly assessed across disciplinary boundaries/council remits



Respondents reported positive experiences of applying to and joining the IAC, with high levels of agreement across all aspects.

Figure 16, Figure 17 and Figure 18 show the levels of agreement with a set of statements on the information, application process, and assessment approach across panel members, chairs and rovers. There is relatively little

variation across the three statements, with most respondents agreeing or strongly agreeing.

A large majority of respondents across all three groups agreed or strongly agreed with the following statements:

- There were sufficient information and engagement to inform the decision to apply to participate in the IAC (99% on average across the three groups)
- The process for applying to the IAC was straightforward (90% on average across the three groups)
- The IAC will ensure that interdisciplinary research is fairly assessed across disciplinary boundaries and council remits (79% on average across the three groups)

Agreement was particularly high among chairs and rovers for the first two statements, with little to no disagreement. While views on the IAC's role in ensuring fair assessment were also broadly positive, there was slightly more variation among panel members and chairs, with a higher proportion selecting neutral or uncertain responses compared to the other statements.

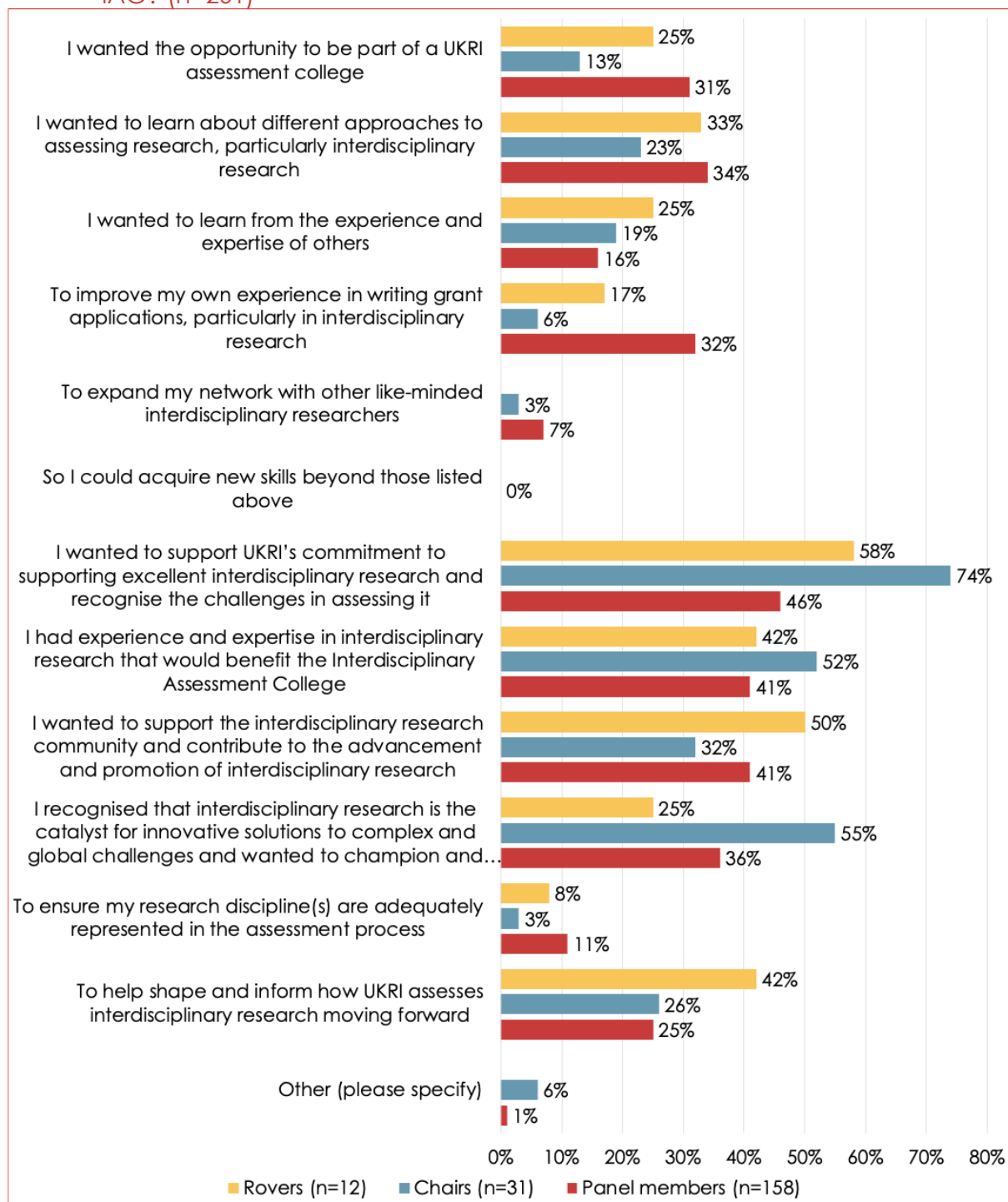
In Figure 19, respondents were asked to identify their top motivations for applying to participate in the Interdisciplinary Assessment College (IAC). Across all groups, motivations were broadly aligned, with a strong emphasis on supporting IDR and contributing expertise.

The most mentioned motivation was supporting UKRI's commitment to interdisciplinary research, particularly among chairs (74%) and rovers (58%), as well as a substantial proportion of panel members (46%). Many respondents also highlighted their own experience and expertise in IDR as a key driver (41% of panel members, 52% of chairs, and 42% of rovers), alongside a desire to support the wider IDR community.

Learning-related motivations were also prominent. Around one third of respondents across groups reported an interest in learning about different approaches to assessing interdisciplinary research, while improving grant application experience was more commonly cited by panel members (32%) than chairs (6%) or rovers (17%).

Other motivations, such as expanding networks or ensuring disciplinary representation, were less frequently selected across all groups.

Figure 19 What were your top three motivators for continuing to be part of the IAC? (n=201)



A.3.3. Usefulness of webinars and resources

Overall, where resources were used, they were generally perceived as useful. The scheme was supported by webinars held on 16 and 18 May 2023, with recordings made available online. As shown in Figure 20, engagement with the webinars was high among panel members, with 83% attending and a

further 10% watching the recording. Engagement was lower among chairs, where 58% attended and 16% watched the recording, while 26% did not engage with the resource. Among rovers, 75% attended and 8% watched the recording, with 17% reporting no engagement.

Figure 20 Recordings of the webinars, held on 16th and 18th of May 2023, were made available on YouTube. Did you attend the webinar or watch the recording? (n=201)

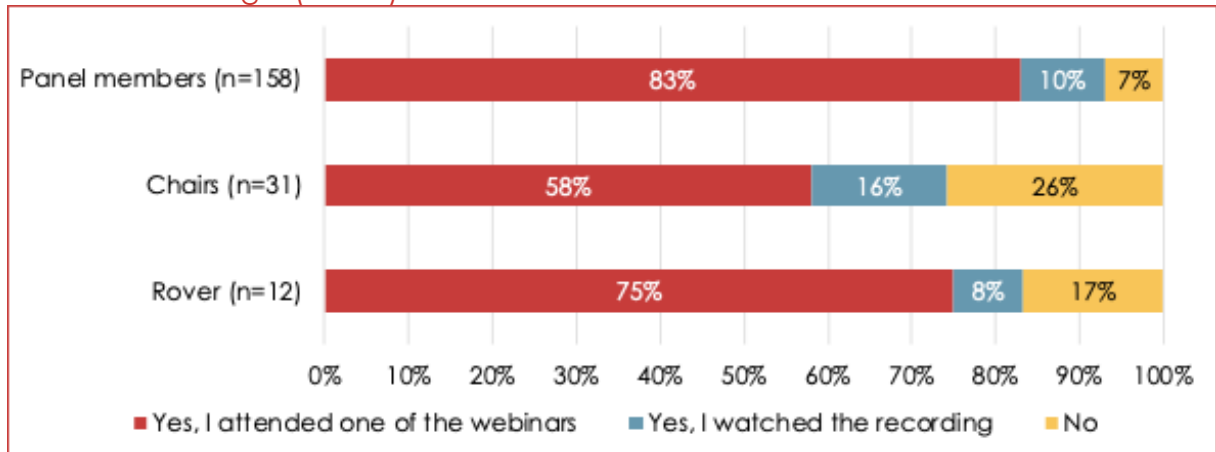


Figure 21 If you attended or watched the webinar, did you find it useful? (n=201)

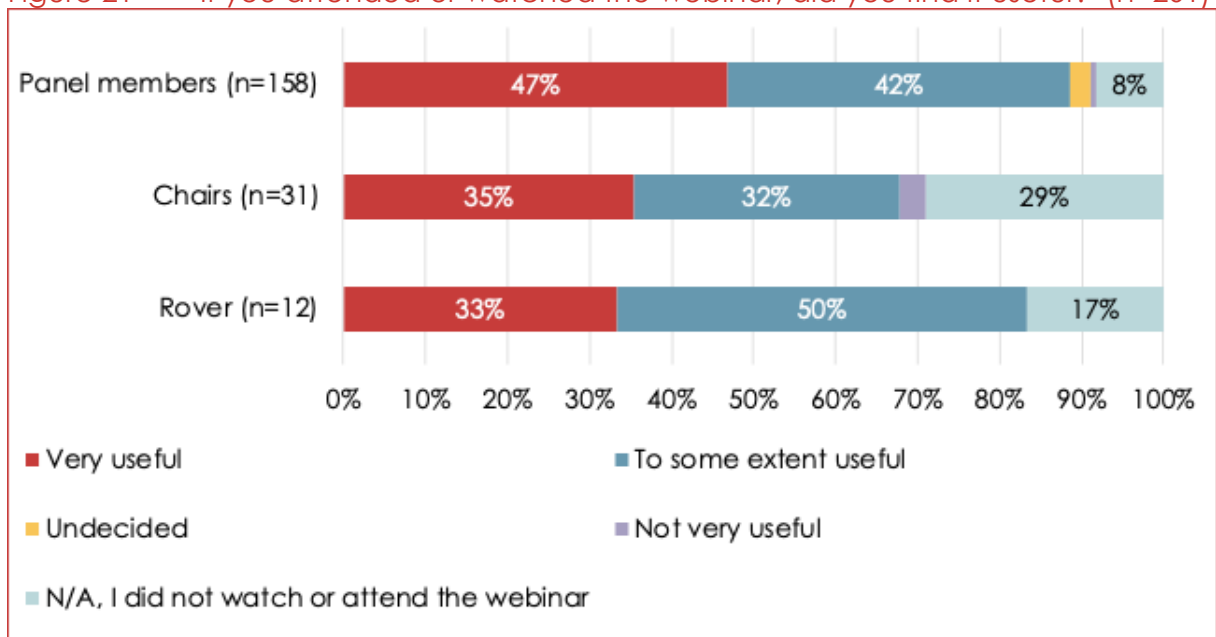


Figure 21 shows how useful respondents found the webinar among those who attended or watched it. Overall, perceptions were positive across all groups. Among panel members, 89% found the webinar either “very useful” (47%) or “useful to some extent” (42%). Similarly, 67% of chairs and 83% of rovers reported positive perceptions, with smaller proportions indicating that the webinar was not very useful or that they had not engaged with it.

A.3.4. Views on training and guidance materials provided

Having now assessed outline applications, reflecting on the outline stage training you undertook and guidance materials you have received please indicate the extent to which you agree or disagree with the following statements:

Figure 22 Overall, the training and guidance materials provided were sufficient in preparing you for the assessment and scoring of CRCRM scheme outline proposals? (n=201)

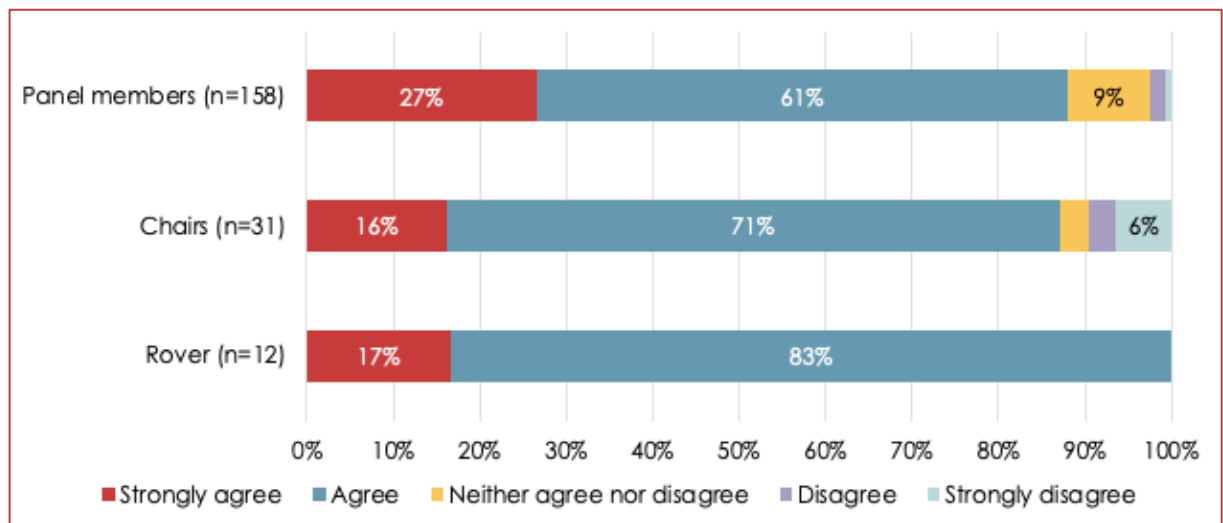


Figure 23 The training material for the outline phase were of high quality and informative (n=201)

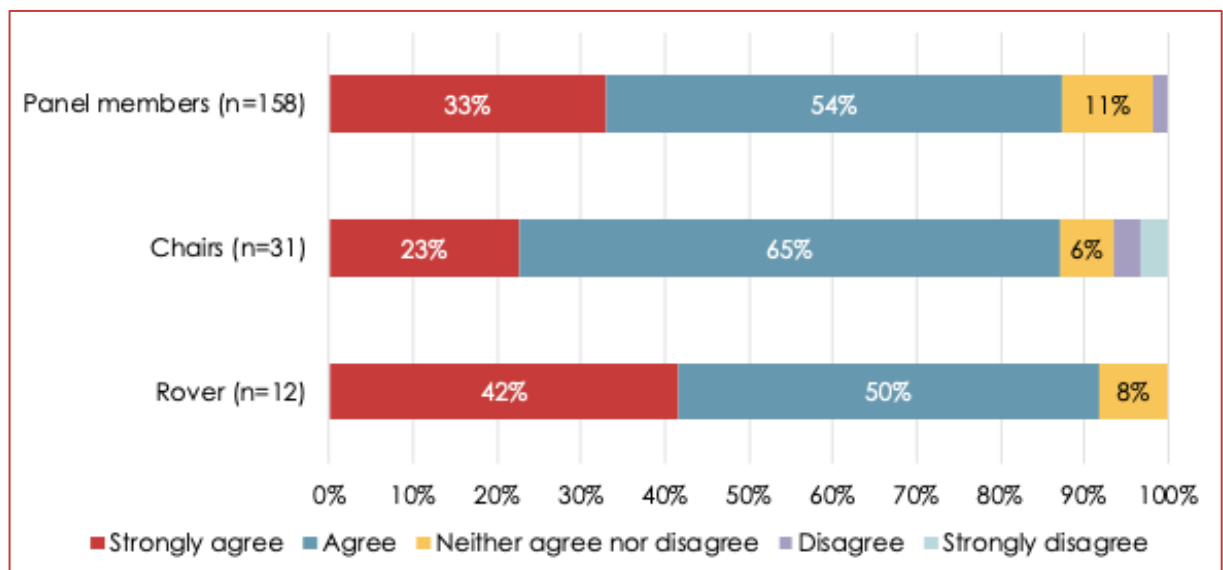
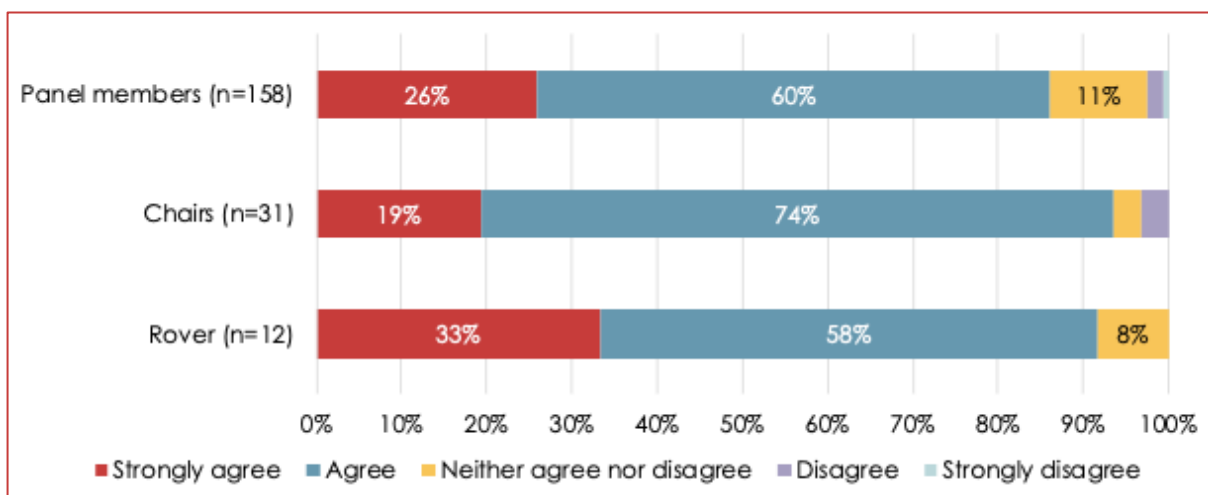


Figure 24 The panel guidance provided for the outline phase were of high quality and informative



Training and guidance materials were consistently viewed positively across all respondent groups.

Survey respondents generally viewed the training and guidance materials positively, with most agreeing with the three statements shown in Figure 22, Figure 23 and Figure 24, as further described below. The proportion of respondents agreeing or strongly agreeing was consistently high across all groups and statements.

Respondents were particularly positive about the overall sufficiency of the materials, with 88% of panel members, 87% of chairs, and 100% of rovers agreeing or strongly agreeing that the materials were sufficient to prepare them for assessing and scoring outline proposals. Similarly, perceptions of quality were strong, with 87% of panel members, 88% of chairs, and 92% of rovers agreeing or strongly agreeing that the training materials were of high quality and informative. Views on the panel guidance were also positive, with 86% of panel members, 93% of chairs, and 91% of rovers agreeing or strongly agreeing that it was of high quality and informative.

Levels of disagreement were low across all statements, with only small proportions of respondents indicating disagreement, particularly among panel members and chairs, and none among rovers.

Reflecting on the training session you attended, please indicate the extent to which the following aspects of the session were useful or not useful:

Figure 25 The presentation on the outline assessment process by UKRI (n=201)

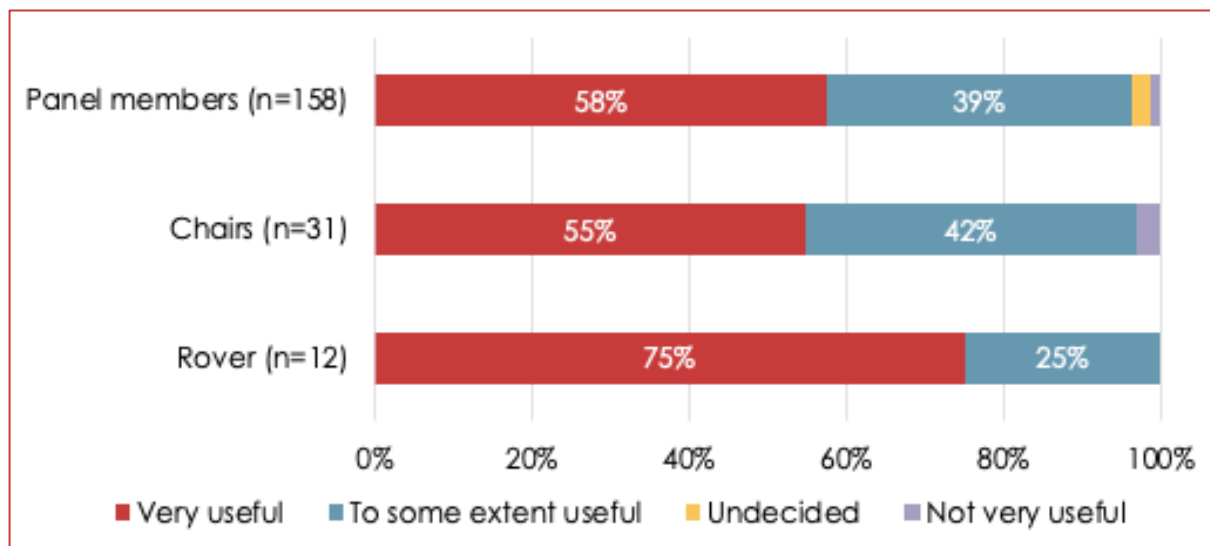
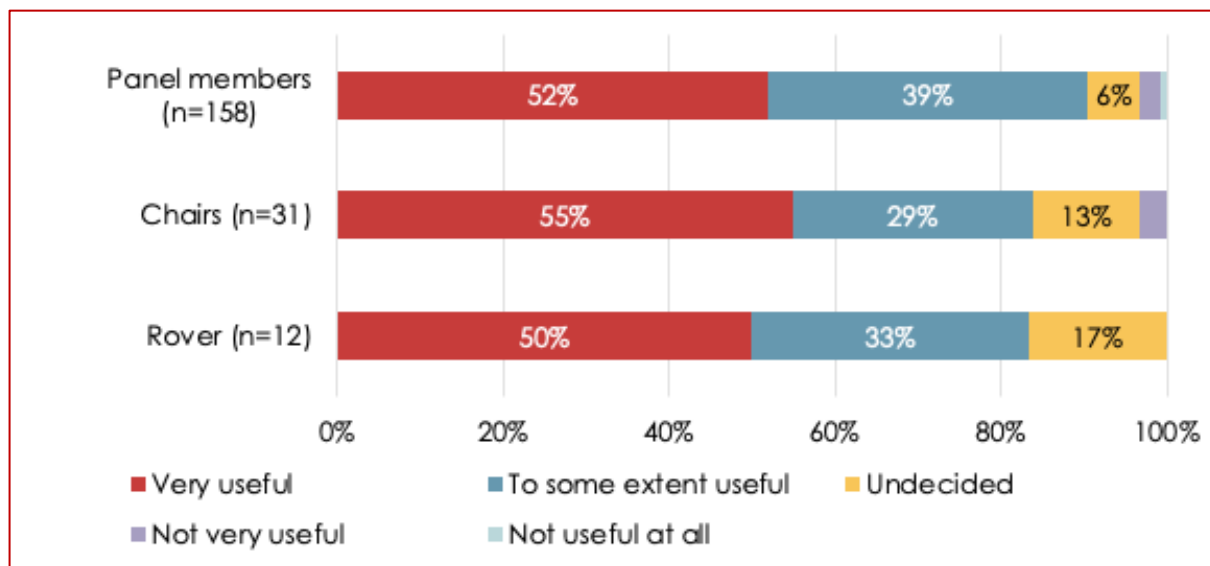


Figure 26 The presentation on Assessing Interdisciplinary research by Catherine Lyall (n=201)



Survey respondents generally viewed the training sessions and supporting activities positively, with most indicating that they were useful (Figure 25, Figure 26, and Figure 27). The proportion of respondents reporting that these elements were either “very useful” or “useful to some extent” was high across all groups, although there was slightly more variation compared to other aspects of the training.

Respondents were most positive about the presentation on the outline assessment process by UKRI, with 97% of panel members, 97% of chairs, and 100% of rovers finding it useful. Similarly, the presentation on assessing interdisciplinary research by Catherine Lyall was well received, with 91% of panel members, 84% of chairs, and 83% of rovers reporting that it was useful.

Perceptions were slightly more mixed for the breakout rooms. While a majority still found them useful (83% of panel members, 84% of chairs, and 75% of rovers), there were higher proportions of respondents who were undecided or found them less useful compared to the other training elements. Overall, levels of dissatisfaction were low across all three activities, with only small proportions.

Figure 27 Bearing in mind we have taken into account the feedback already received on the structure and content of the case studies, how useful were the breakout rooms in helping you to understand best practice in the assessment of interdisciplinary research? (n=201)

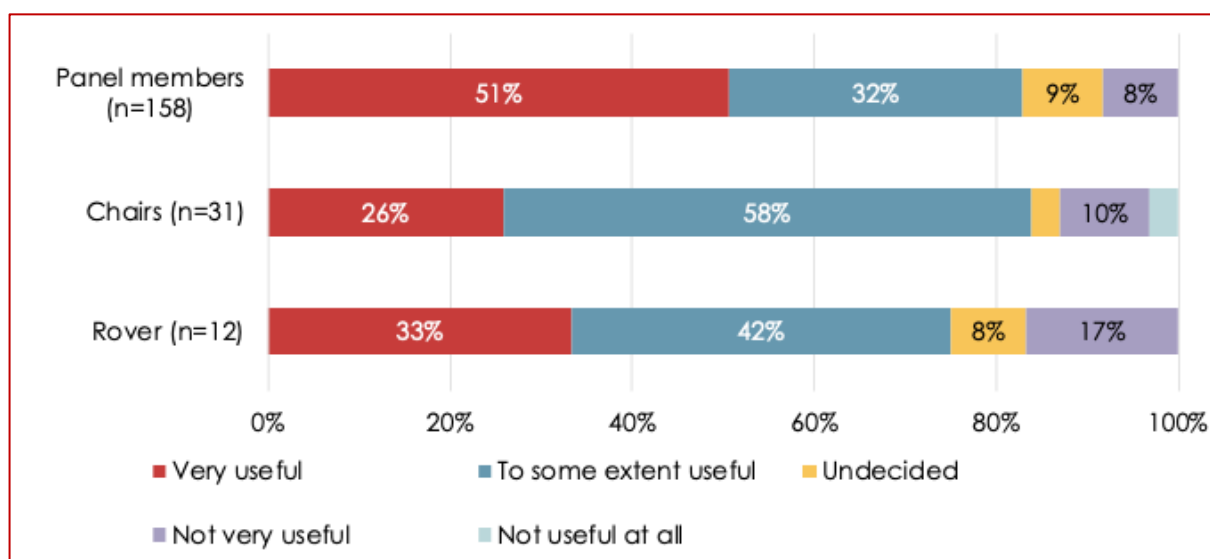


Figure 28 shows respondents' views on what could improve the training experience. The most identified area across all groups was the need for more interaction, cited by around 45% of panel members and chairs and 42% of rovers. A notable proportion also indicated that no improvements were required, particularly among panel members (25%) and chairs (23%). Other suggested improvements included more time and in-person training, with the latter more frequently highlighted by rovers (33%). Fewer respondents suggested less time or less interaction, and accessibility was only mentioned by a small minority.

Figure 28 Reflecting on the training session you attended, what could be included to improve the training experience overall? Select all that apply (n=201)

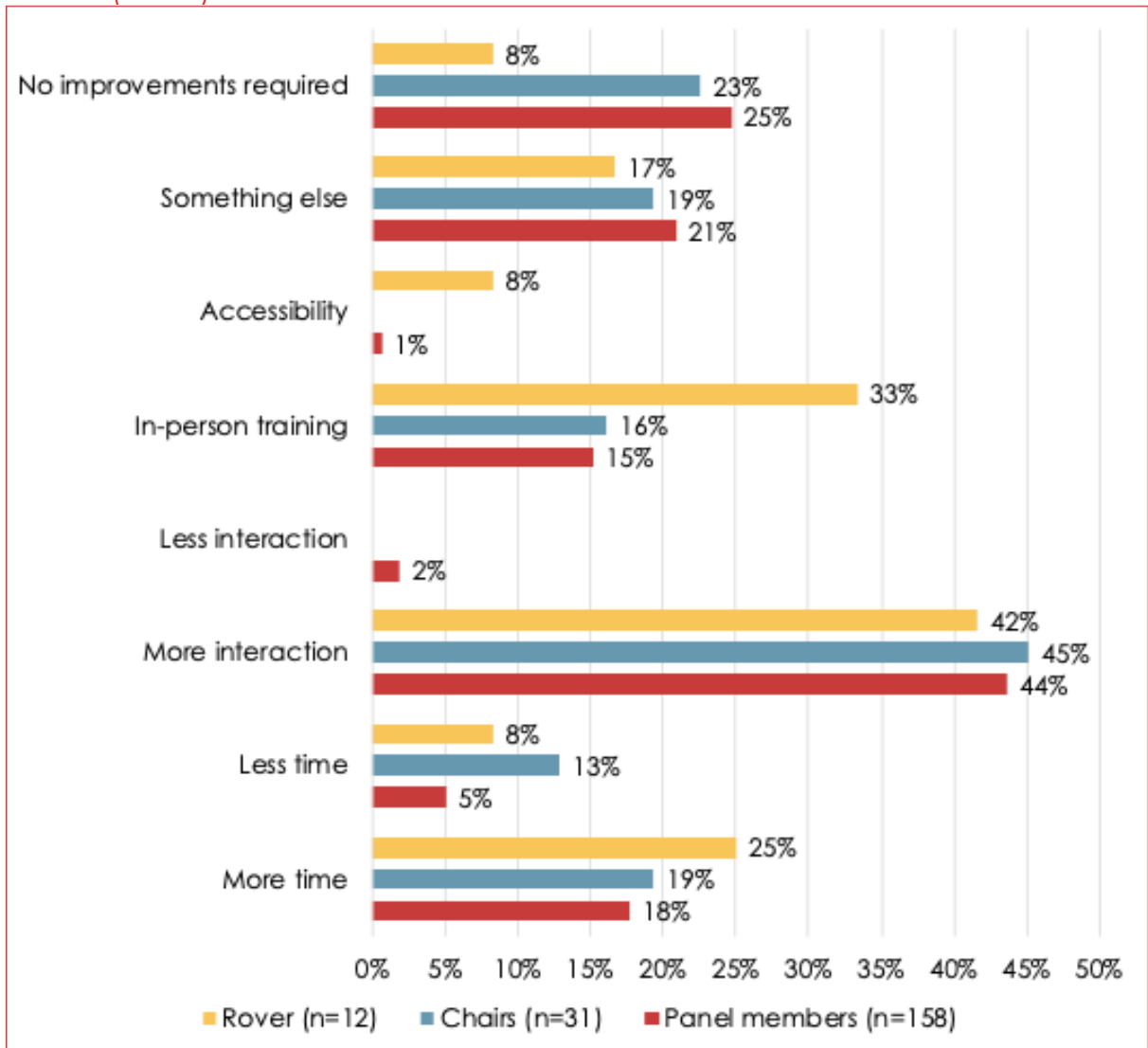
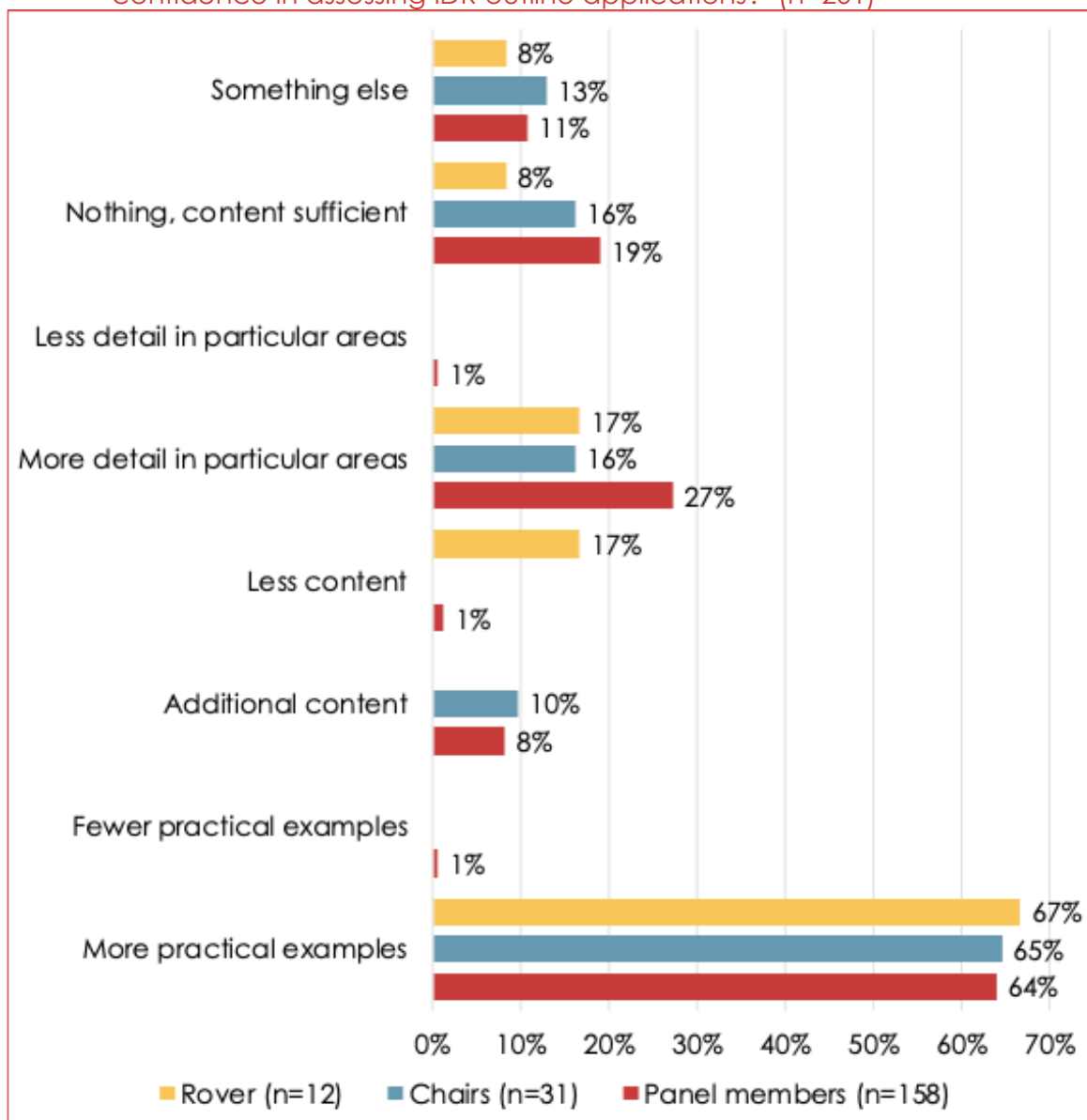


Figure 29 shows what respondents felt would increase their confidence in assessing IDR outline applications. Across all groups, the most frequently cited factor was the inclusion of more practical examples, selected by around two-thirds of respondents. A smaller proportion highlighted the need for more detail in particular areas, particularly among panel members (27%). Some respondents indicated that the existing content was sufficient, while relatively few suggested additional or less content, or fewer examples.

Figure 29 Reflecting on the contents that was covered during the training session you attended, what could be considered that would increase your confidence in assessing IDR outline applications? (n=201)



A.3.5. Outline assessment process

Figure 30 and Figure 31 show respondents' views on the effectiveness of the outline stage of the assessment process. Overall, perceptions were generally positive, although there was greater variation between respondent groups compared to earlier findings.

Many respondents across all groups agreed or strongly agreed that the outline stage would lead to the intended outcomes. This was most evident among rovers, where all respondents expressed agreement (100%), and panel members (84%). Chairs were less positive, with 58% agreeing or strongly agreeing, and a notable proportion expressing disagreement (26%).

Figure 30 In your view, do you think the outline stage of the assessment process will lead to the intended outcomes of this stage of the process. (n=201)

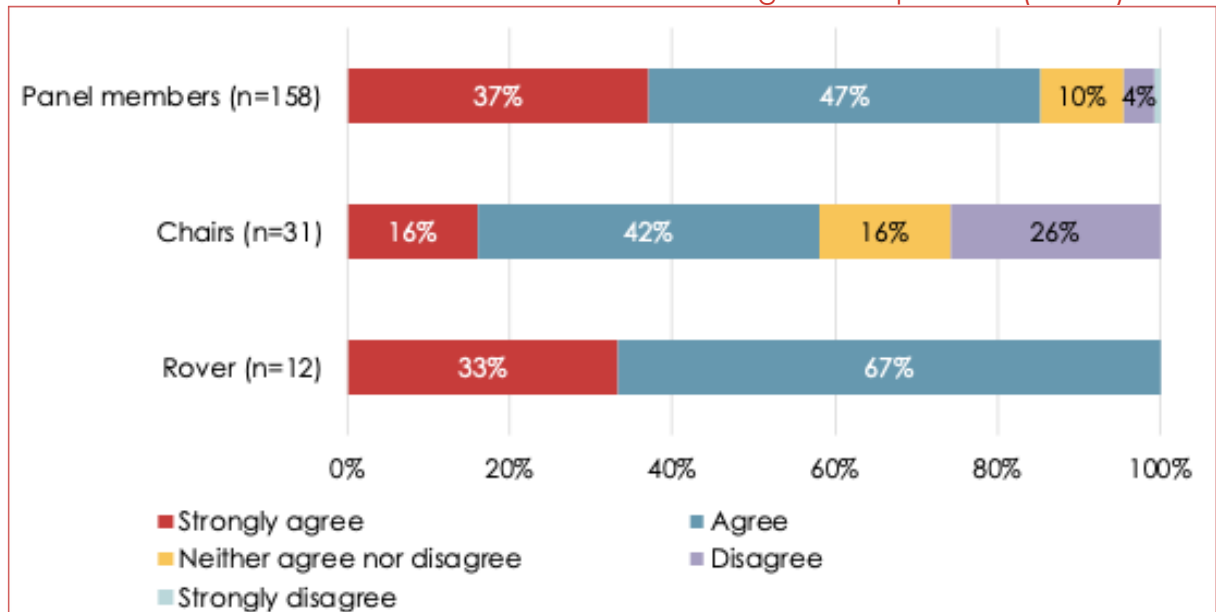
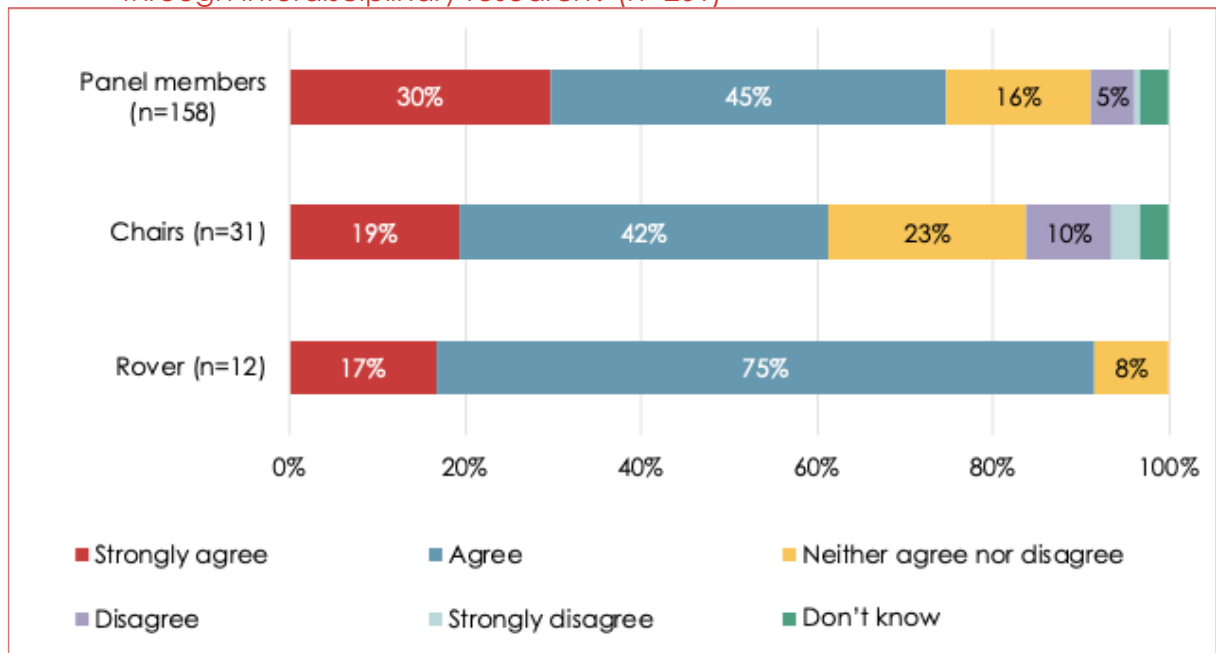
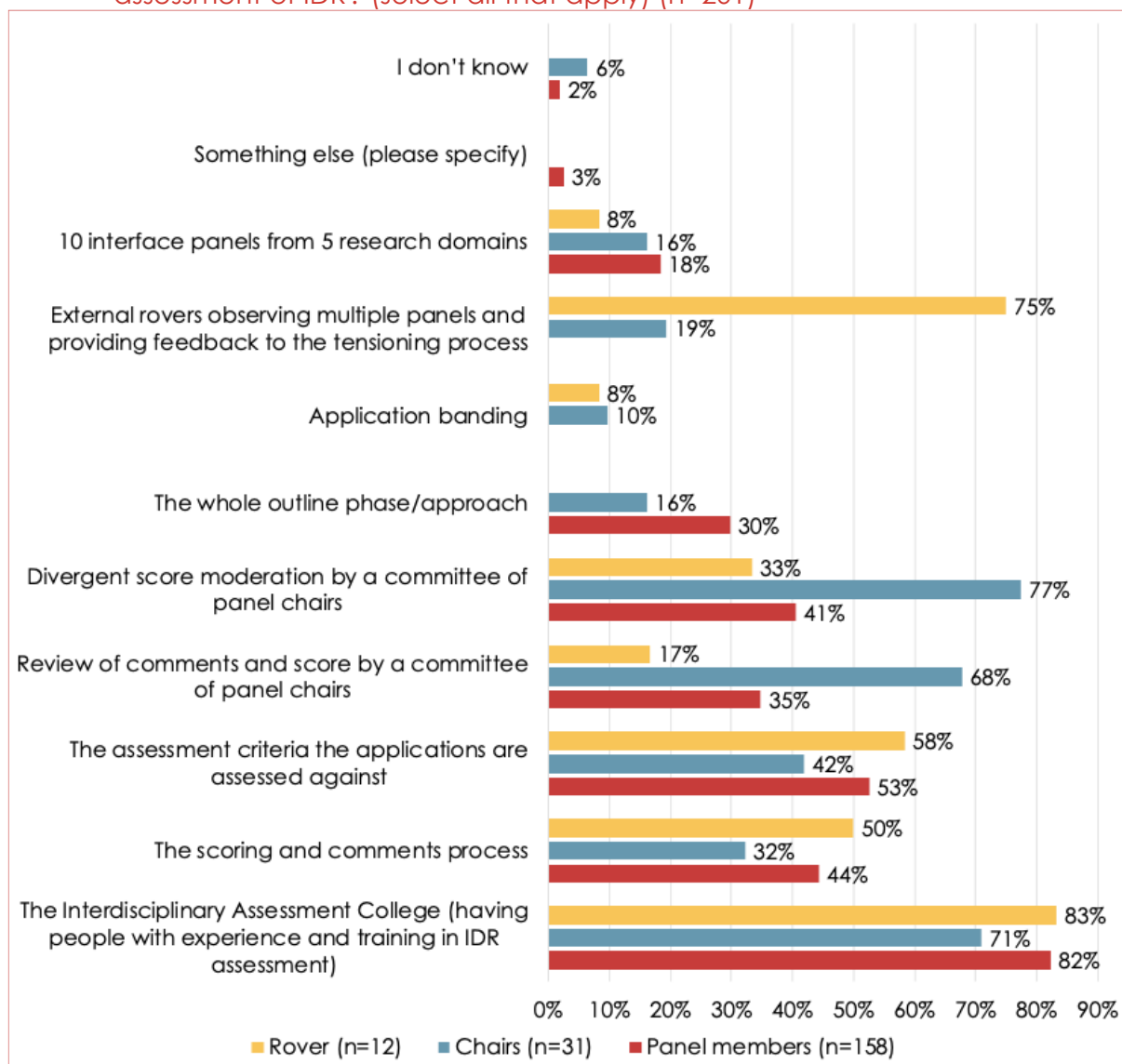


Figure 31 In your view, do you think the outline assessment process has enabled you to differentiate strong applications that have the potential to deliver ground-breaking and transformative outcomes that could only be achieved through interdisciplinary research? (n=201)



Similarly, most respondents felt that the outline assessment process enabled them to differentiate strong interdisciplinary applications. Agreement was highest among rovers (92%) and panel members (75%), while chairs again expressed more mixed views, with 61% agreeing or strongly agreeing and higher proportions selecting neutral or negative responses.

Figure 32 With respect to your role in the outline assessment phase, what aspect(s) of the process (so far) do you feel adds the most value to the fair assessment of IDR? (select all that apply) (n=201)



Overall, respondents identified multiple elements as contributing positively, although perceptions varied across groups. The Interdisciplinary Assessment College (IAC) was most frequently identified as adding value across all groups, particularly among panel members (82%) and rovers (83%) shown in Figure 32. Other commonly cited aspects included the assessment criteria and the scoring and comments process. Chairs placed particular emphasis on moderation-related processes, with 77% highlighting divergent score moderation and 68% the review of comments and scores by panel chairs. Rovers, in contrast, strongly emphasised the role of external rovers observing multiple panels (75%), a feature not identified by panel members.

Figure 33 With respect to your role in the outline assessment phase, what aspect(s) of the process (so far) do you feel adds the most value to the fair assessment of IDR? (select all that apply) (n=201)

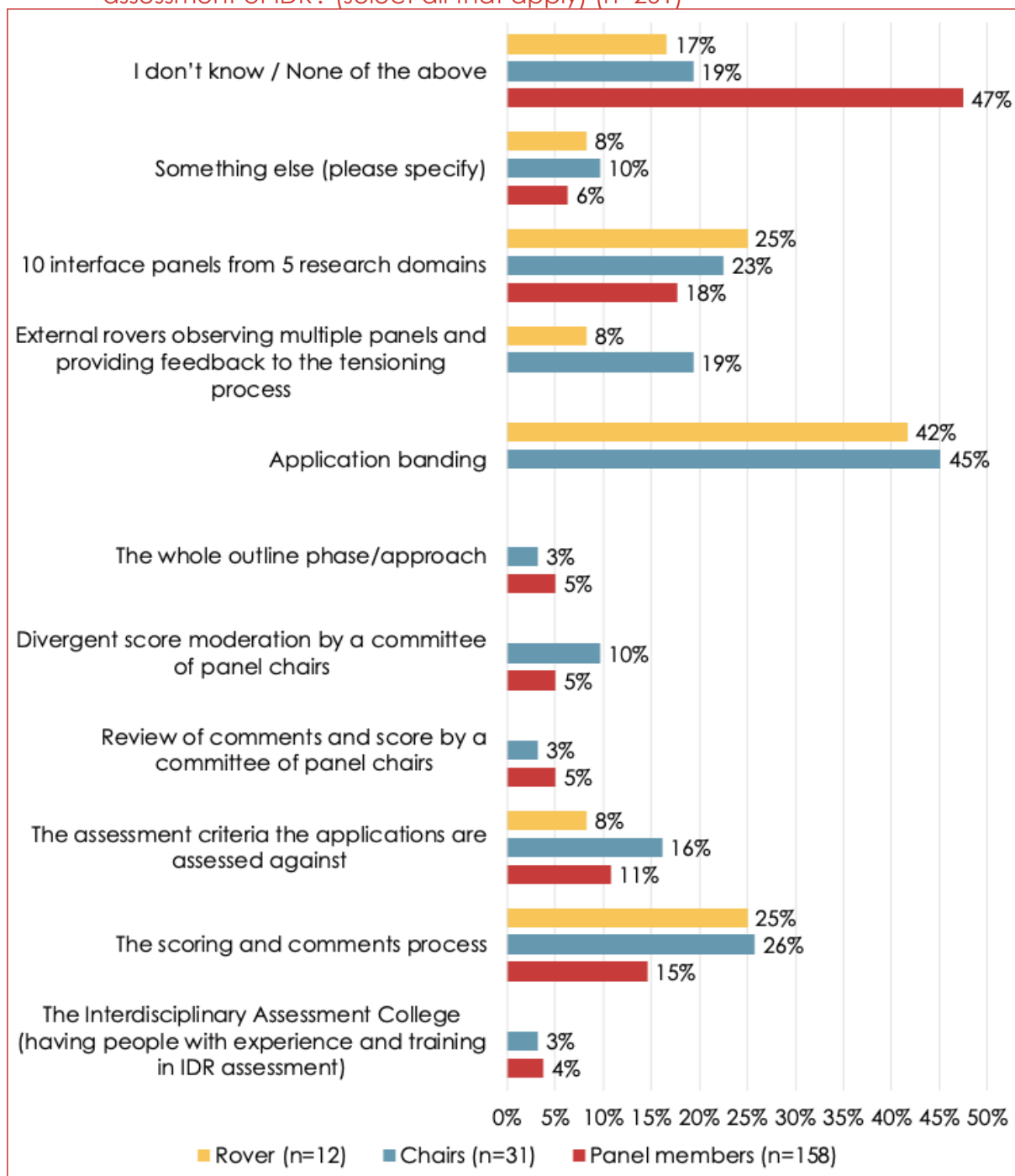


Figure 33 shows which aspects were perceived as adding least value. A substantial proportion of respondents, particularly panel members (47%), indicated that no specific aspect added little value or that they were unsure. Among those who did identify lower-value elements, application banding was most frequently cited by chairs (45%) and rovers (42%). Other aspects,

such as the scoring and comments process and assessment criteria, were mentioned by smaller proportions.

Figure 34, Figure 35 and Figure 36 present responses from panel members only on their expertise and confidence in assessing applications. Overall, panel members reported that many applications fell within or close to their area of expertise, with 47% indicating that more than half were within their expertise and a further 25% reporting that around half were.

Despite this, respondents were generally confident in assessing applications beyond their immediate expertise. Most reported feeling confident, with 64% either fairly or completely confident, and a further 27% somewhat confident. Only a small minority (9%) reported low confidence.

Figure 34 What proportion of applications did you consider to be within your own area of expertise? (select all that apply, panel members only (n=158))

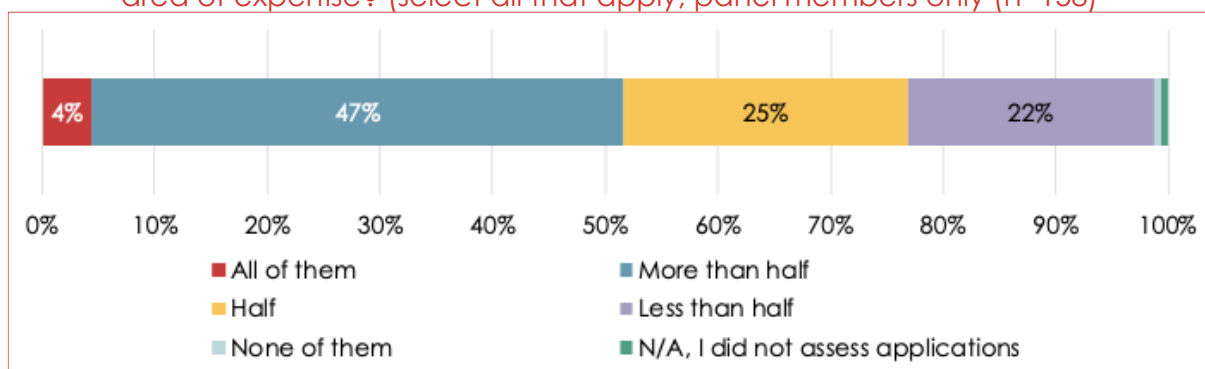


Figure 35 Where you have assessed applications outside your expertise, how confident were you in making valuable judgements against the criteria for outline proposals? Panel members only (n=158)

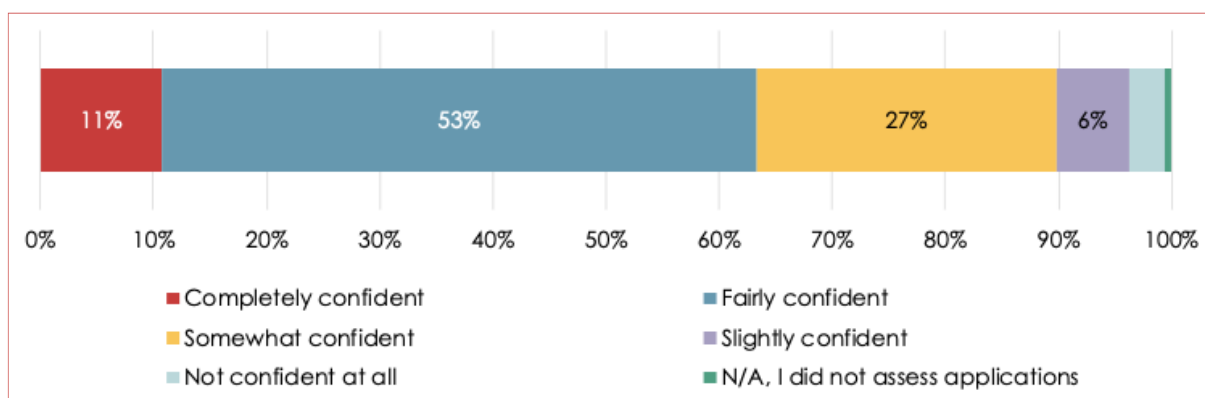
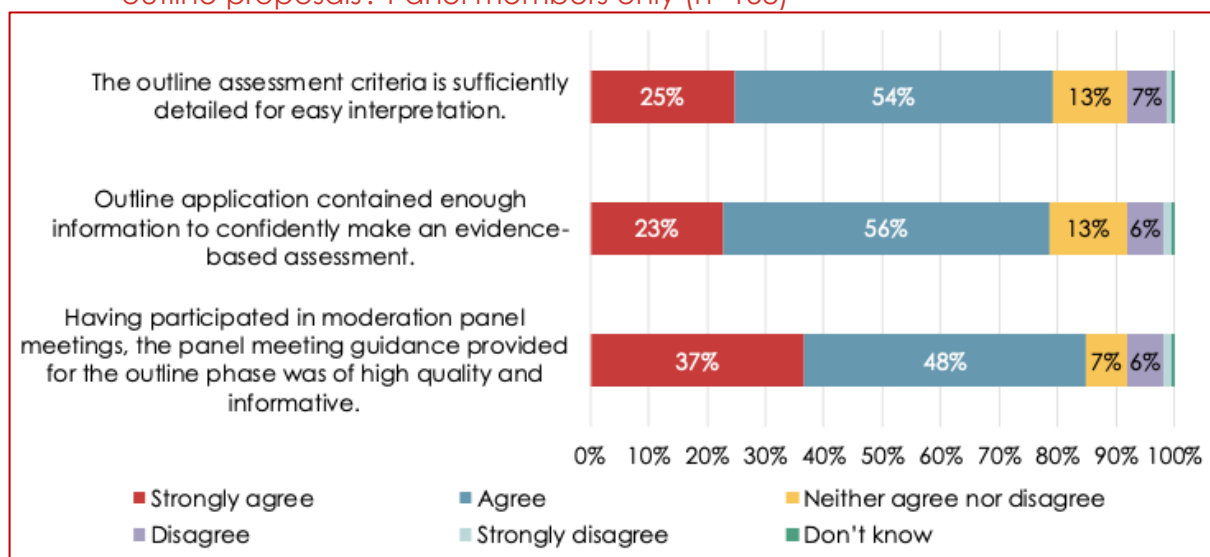


Figure 36 Where you have assessed applications outside your expertise, how confident were you in making valuable judgements against the criteria for outline proposals? Panel members only (n=158)



Views on the supporting materials and processes were also positive. A large majority agreed that the panel guidance was of high quality (85%), that applications contained sufficient information for assessment (79%), and that the criteria were clear and interpretable (79%). Levels of disagreement were low across all statements, indicating broad confidence in the assessment framework.

A.3.5.1 Views on fairness, consistency and moderation in the assessment process

Figure 37 to Figure 41 present views from chairs and rovers on the fairness and effectiveness of the outline assessment process.

Figure 37 The IAC appears to have a suitable breadth of IDR expertise and experience to make fair scores and comments. (n=43)

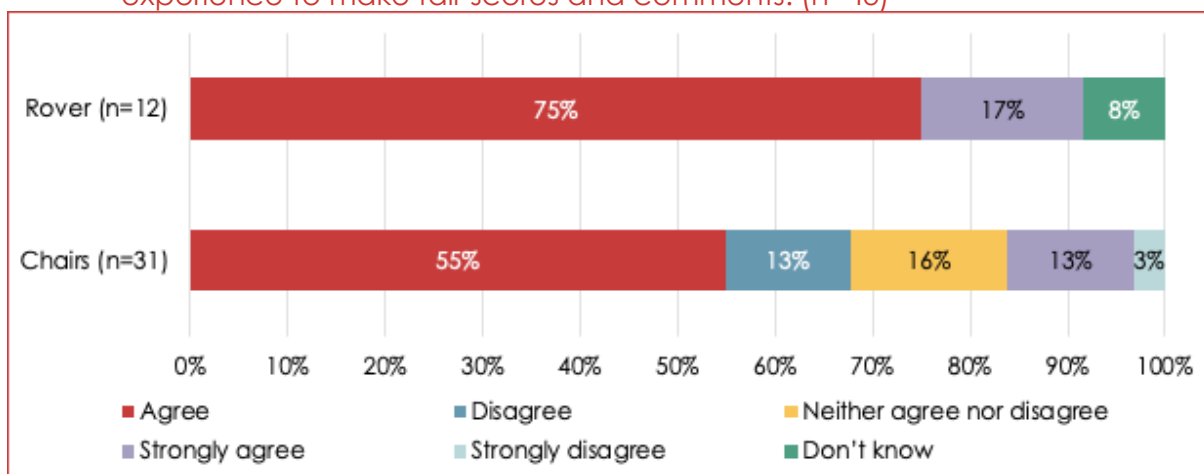


Figure 38 Applications placed in your interface panel were suitable for that panel. (n=43)

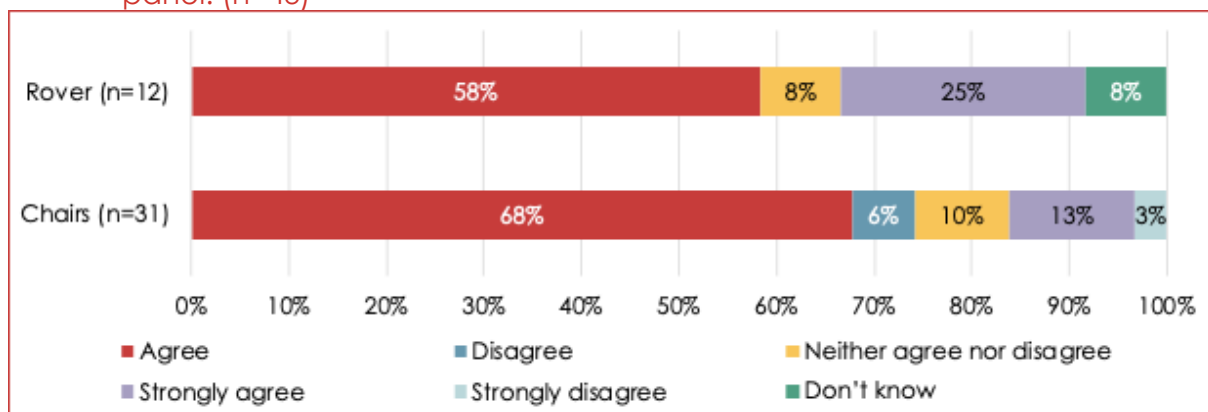
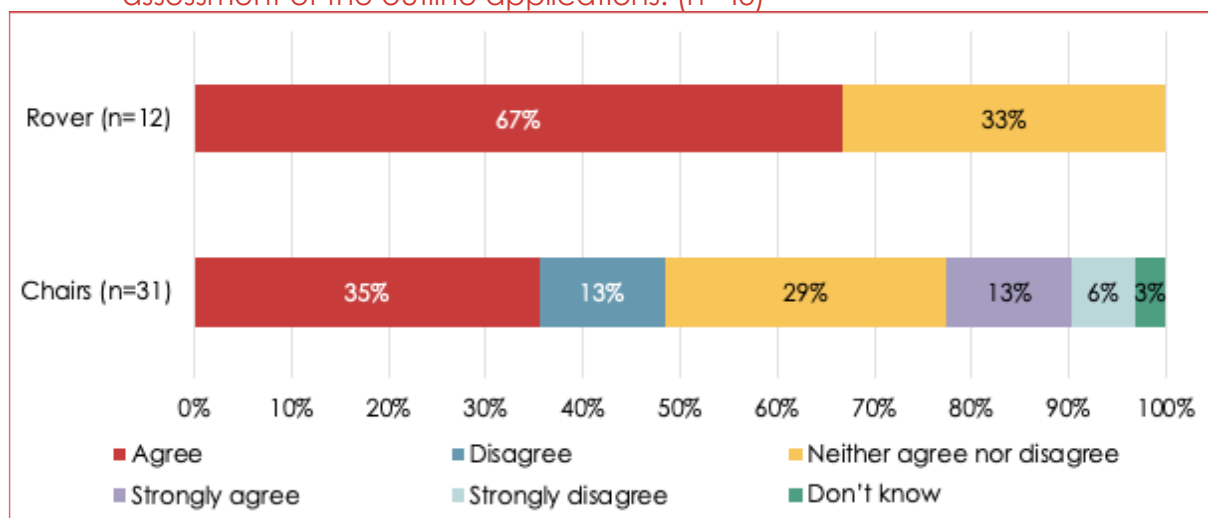


Figure 39 Overall, scoring and comments made by panel members were a fair assessment of the outline applications. (n=43)



Most respondents agreed that the IAC has a suitable breadth of expertise to support fair assessment, with 68% of chairs and 92% of rovers agreeing or strongly agreeing. Similarly, most respondents felt that applications were appropriately allocated to panels (81% of chairs and 83% of rovers agreeing or strongly agreeing).

Views were more mixed regarding the fairness and consistency of scoring. While 48% of chairs and 67% of rovers agreed that scoring and comments were fair, a notable proportion of chairs selected neutral or negative responses (48%). Perceptions of consistency were more evenly split, with only 36% of chairs and 42% of rovers agreeing, and similar proportions expressing disagreement or neutrality.

Views on the time available to review divergent scores showed clear differences between groups. While 61% of chairs agreed or strongly agreed that there was sufficient time, only 8% of rovers agreed. In contrast, 50% of

rovers disagreed or strongly disagreed, and a further 42% selected neutral responses, indicating considerably greater uncertainty and dissatisfaction among rovers regarding the time available.

Figure 40 Overall, scoring and comments were consistent across panel members. (n=43)

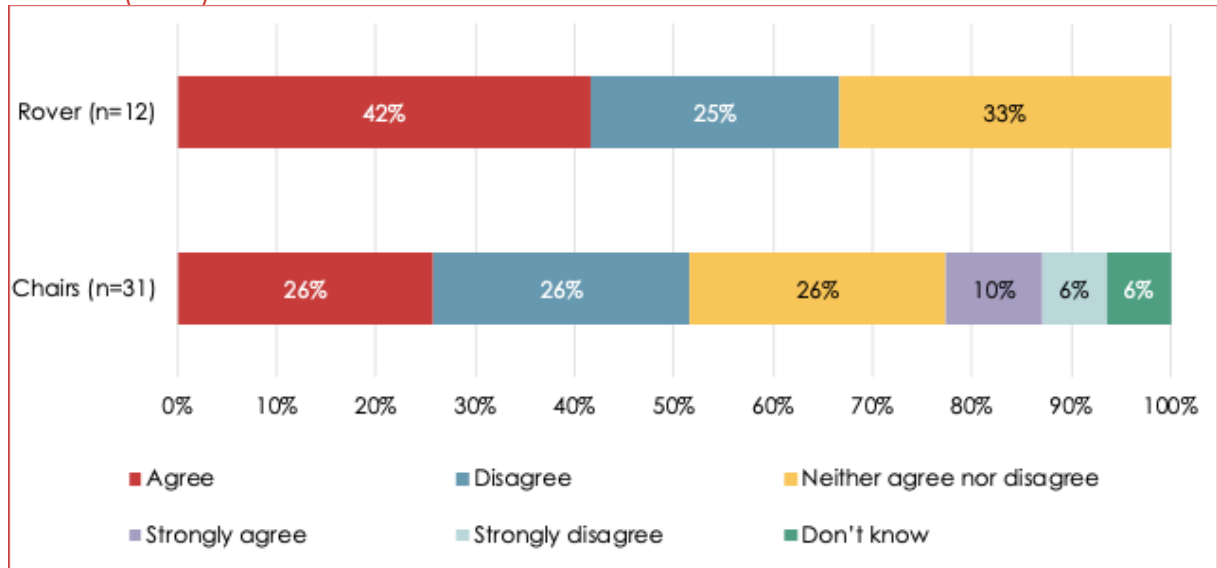


Figure 41 There was enough time to review the divergent scores and comments prior to the panel meetings. (n=43)

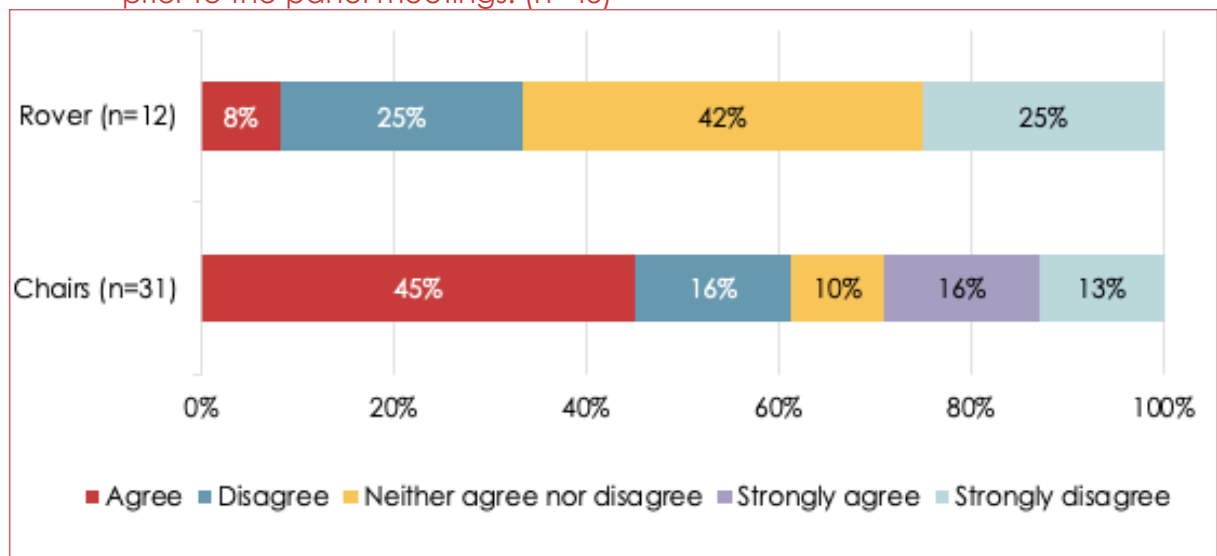


Figure 42 to Figure 45 present views from chairs and rovers on the moderation process and panel discussions. Overall, respondents reported positive perceptions of fairness and balance in discussions, although some variation is evident between groups.

A large majority agreed that discussions to resolve divergent scoring were balanced and fair, with 91% of chairs and 91% of rovers agreeing or strongly

agreeing (Figure 42). Similarly, most respondents felt that discussions to build consensus on banding were appropriate, with 81% of chairs and 58% of rovers agreeing or strongly agreeing, although a notable proportion of rovers selected neutral or uncertain responses (33%) (Figure 43).

Figure 42 Where scoring was divergent, discussion to build consensus and agreement to any changes to average scores were balanced, considered, and fair. (n=43)

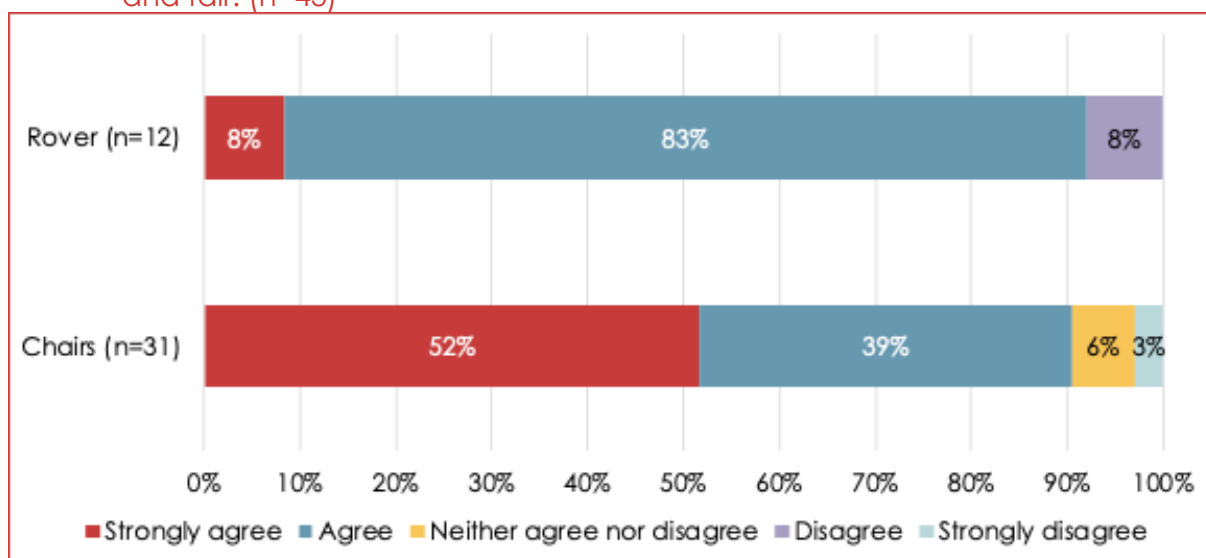
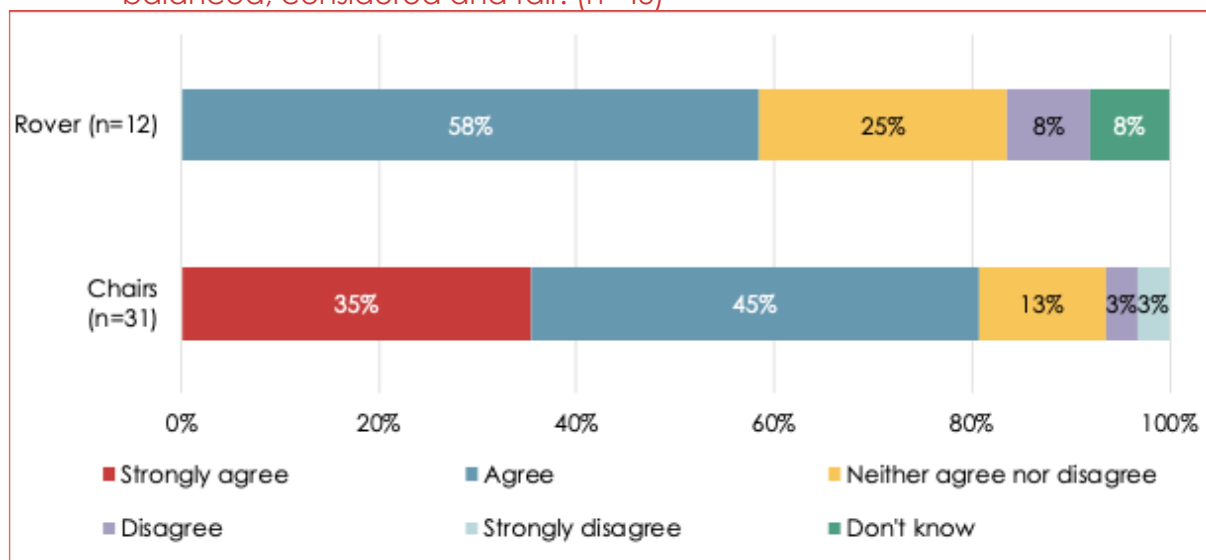


Figure 43 Discussions to build consensus on appropriate banding were well balanced, considered and fair. (n=43)



Views on whether there was sufficient time during panel meetings to build consensus were generally positive among chairs, with 78% agreeing or strongly agreeing. Among rovers, responses were more mixed, with 92%

agreeing but a further 25% selecting neutral responses and 8% disagreeing, indicating some variation in perceived adequacy of time (Figure 44).

Figure 44 There was enough time in the panel meetings for us to build consensus. (n=43)

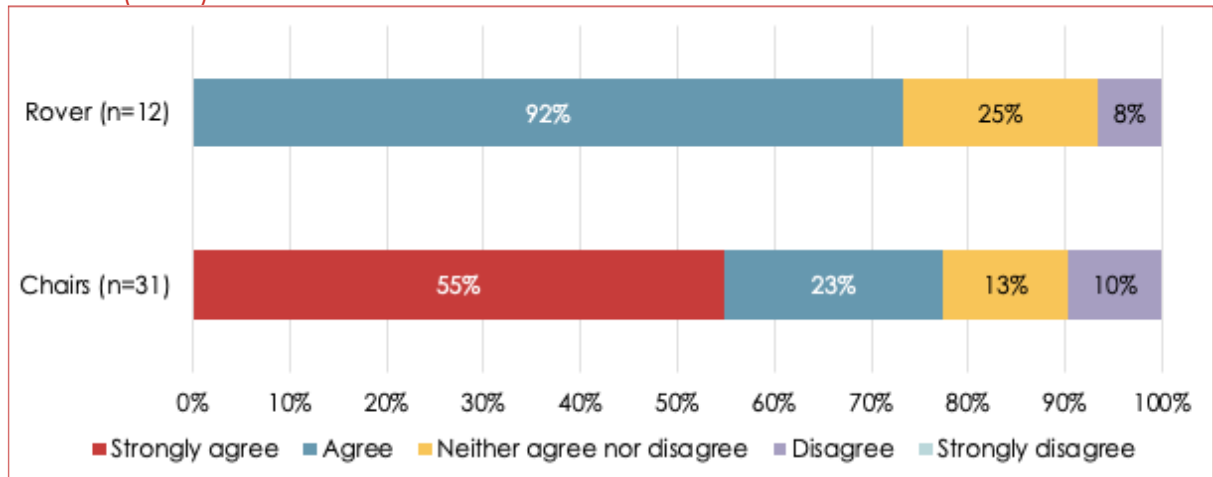
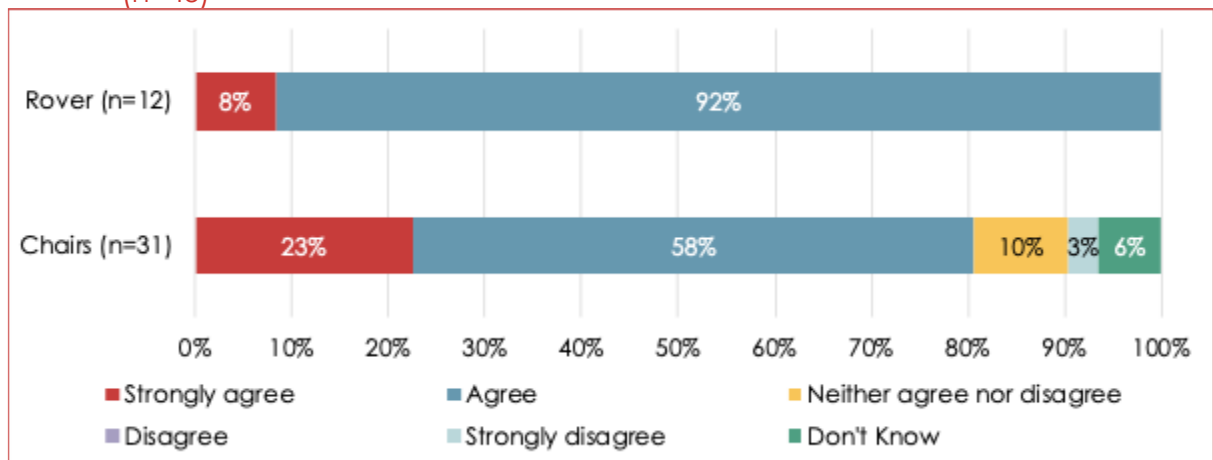


Figure 45 Having participated in moderation panel meetings, the panel meeting guidance provided for the outline phase was of high quality and informative. (n=43)



Finally, respondents were broadly positive about the quality of panel meeting guidance. A large majority of chairs (81%) and all rovers (100%) agreed or strongly agreed that the guidance was of high quality and informative, with very limited disagreement (Figure 45).

Appendix B Survey analysis for CRCRM Round 1 full stage

B.1. Introduction

Members of the Interdisciplinary Assessment College (IAC), including panel members, chairs, deputy chairs, and rovers, were invited to complete a survey reflecting on their experiences and opinions of the Round 1 full stage assessment process. The survey gathered their views on different aspects of the process, as well as their perceptions of the scheme more broadly. A parallel survey was also issued to applicants, asking comparable questions. The applicant survey was run immediately following closure of the Round 1 full stage application window and closed before outcomes were communicated. IAC members received the survey when their assessment role had ended for Round 1 full stage.

This summary presents the findings from the quantitative responses provided across the two surveys for the Round 1 full stage applications. The first section presents the responses from the applicant survey, whilst the second section presents the consolidated results from the IAC survey.

Readers should note the small sample sizes throughout — there were 152 applicant respondents and 90 panel members, however the sample sizes were small for rovers ($n = 11$) and chairs/ deputy chairs ($n = 13$) in the IAC survey. Percentages have been provided in most cases, but it should be noted that these are less relevant for the chairs/deputy chairs and rovers due to the small sample sizes. With this in mind, caution is necessary when drawing conclusions from the results. Additionally, some percentages may not sum to 100% due to rounding.

B.2. Applicant survey

B.2.1. Overview of participants

Figure 46 and Figure 47 show the breakdown of participants in the applicant survey. The greatest number (46%) described themselves as in the advanced stages of their careers, closely followed by the mid-stage of their careers (42%). The vast majority of applicants worked in a project lead function (84%).

Figure 46 What is your career stage? (n=152)

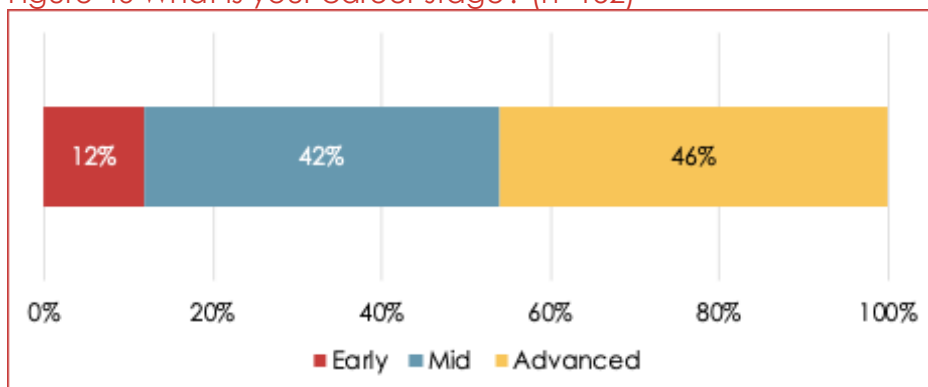
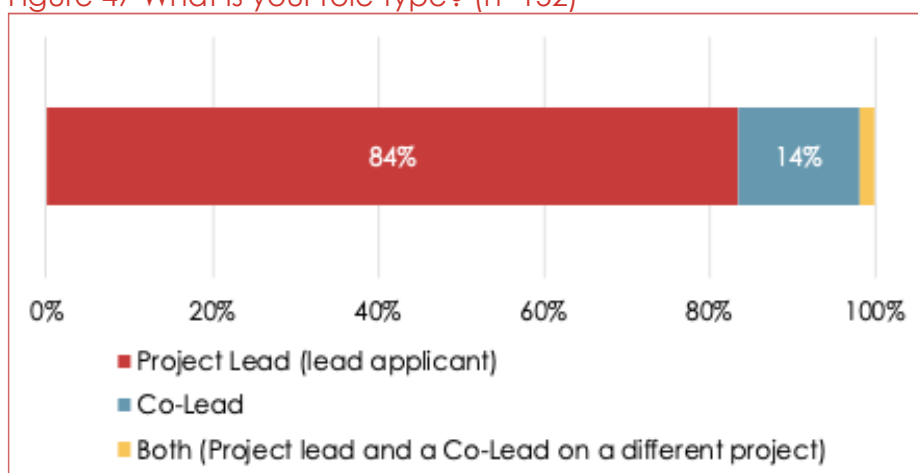


Figure 47 What is your role type? (n=152)



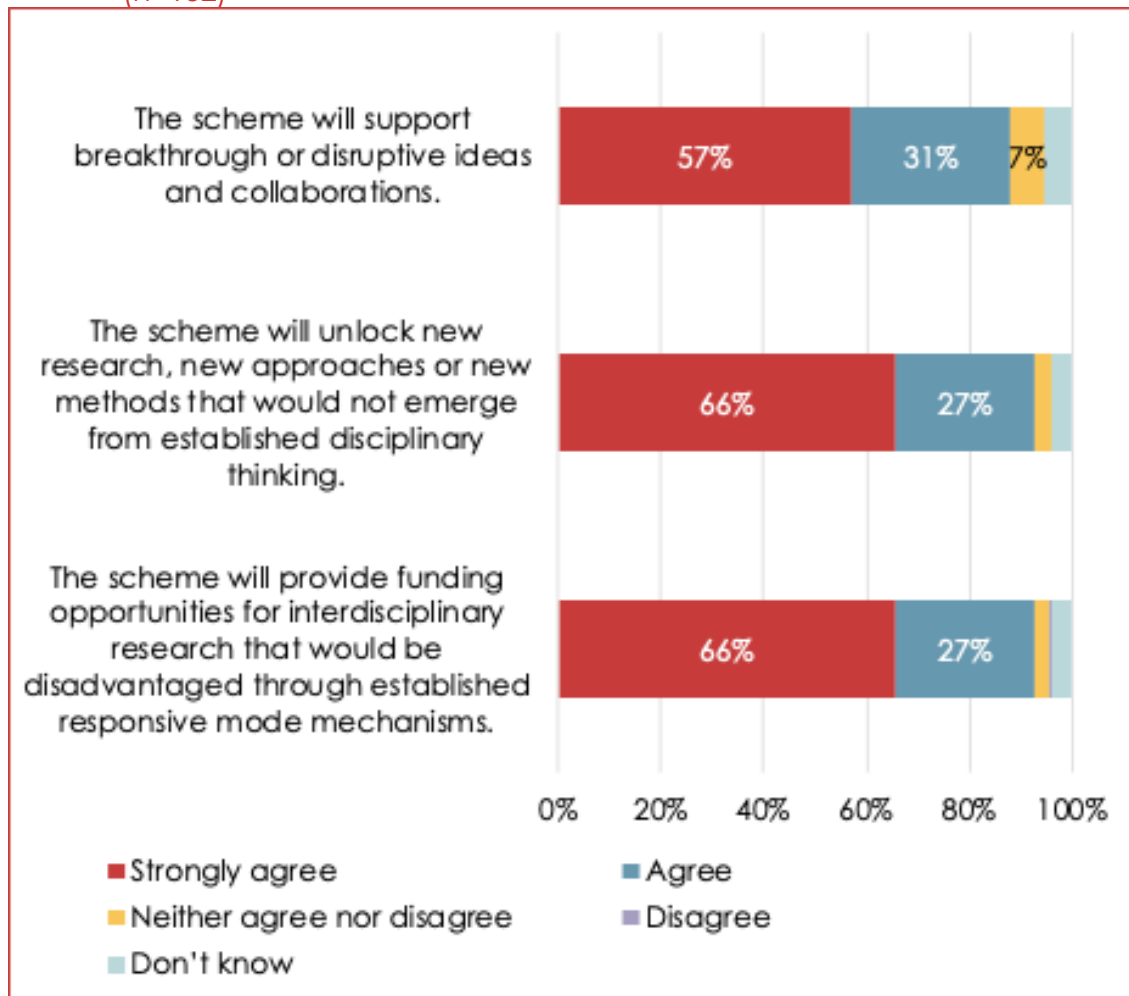
B.2.2. Belief in the opportunities provided by the scheme

The next set of questions addressed participants' views about the scheme's potential for future impact. Participants generally strongly agreed with the three statements in Figure 48, with a very limited number expressing disagreement. A majority believed the scheme would:

- Provide funding opportunities for interdisciplinary research that may be disadvantaged through established processes
- Enable the funding of new research, approaches or methods and unlock these in a way that would not emerge from established disciplinary thinking
- Support breakthrough or disruptive ideas and collaborations.

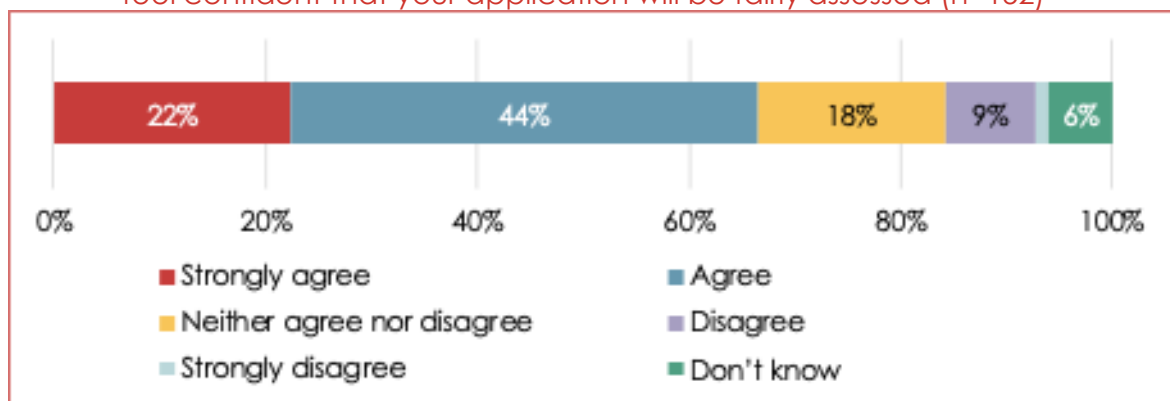
The greatest percentage of applicants strongly agreed with the first two points (66%).

Figure 48 Questions addressing views about the scheme's potential for future impact (n=152)



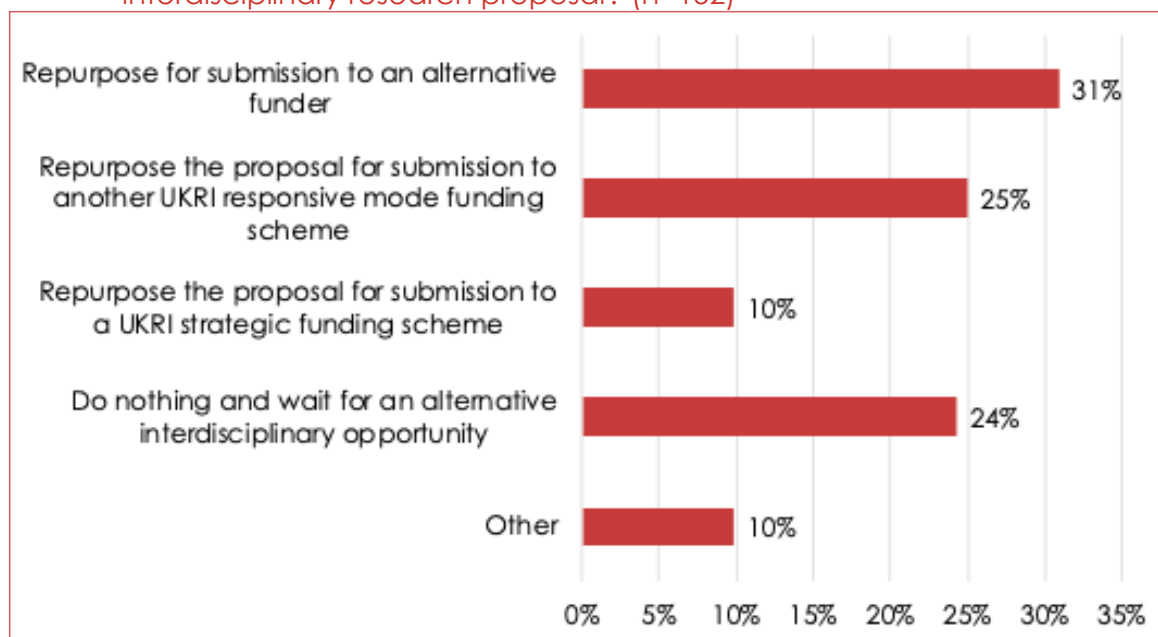
As shown in Figure 49, 66% of applicants either agreed or strongly agreed that they felt **confident that their application will be fairly assessed**, as it will be assessed by an IAC with experience in interdisciplinary research.

Figure 49 Knowing that your application will be assessed by an interdisciplinary assessment college with experience in interdisciplinary research makes you feel confident that your application will be fairly assessed (n=152)



Applicants were asked what they would do with their interdisciplinary research proposal in the absence of the CRCRM pilot scheme (Figure 50). The greatest proportion of applicants (31%) would repurpose their interdisciplinary research proposal in the absence of the CRCRM pilot scheme to an alternative funder, followed by 24% of applicants doing nothing and waiting for an alternative opportunity.

Figure 50 In the absence of the CRCRM pilot scheme, what would you do with your interdisciplinary research proposal? (n=152)

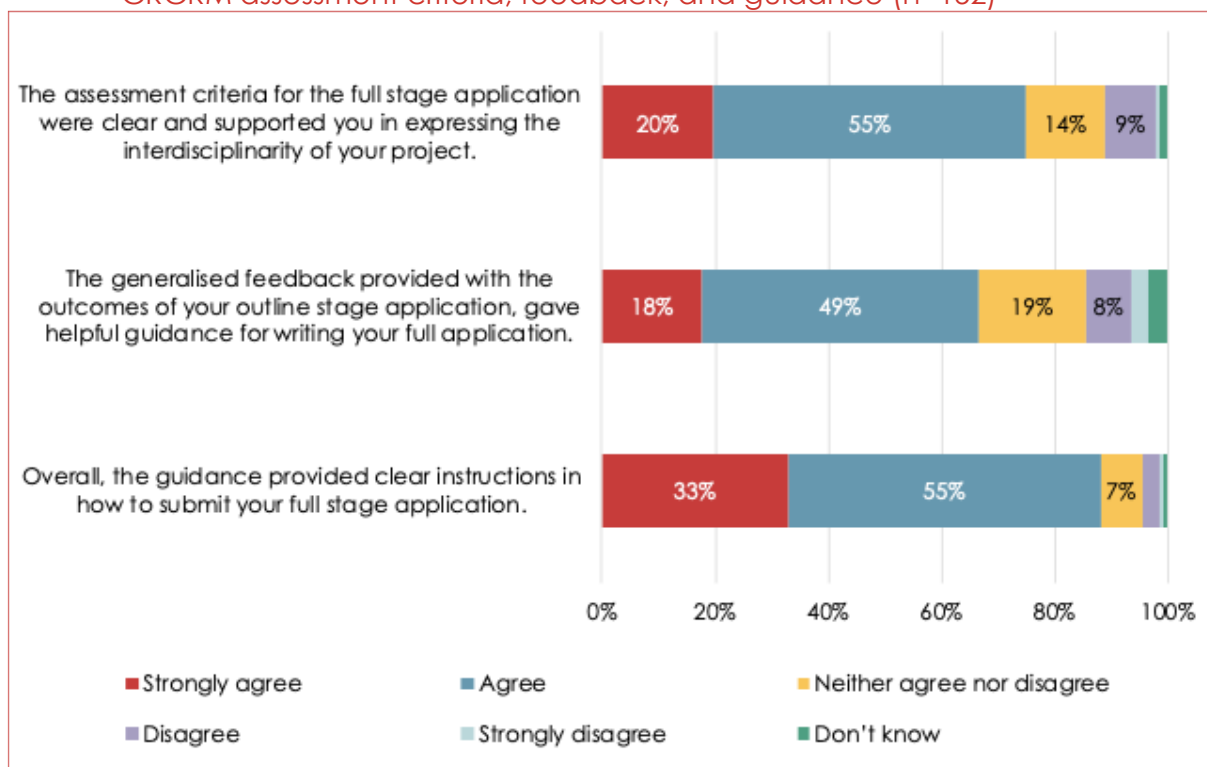


B.2.3. Full stage application process

Survey respondents generally viewed the application process positively, mostly agreeing with the three positive statements shown in Figure 51. The proportion of respondents agreeing and strongly agreeing was consistent across the three positive statements.

Of the four statements, the greatest disagreement was with the claim that “The assessment criteria for the full stage application were clear and supported you in expressing the interdisciplinarity of your project”: 9% disagreed. However, this is still a relatively small proportion.

Figure 51 Questions addressing applicants' views on clarity and helpfulness of the CRCRM assessment criteria, feedback, and guidance (n=152)



Overall, under half of respondents (45%) found the guidance for completing the Resume for Research and Innovation section in their application clear and complete, as shown in Figure 52. Of the remaining respondents, 34% found the guidance neutral, and 20% found the guidance unclear.

Figure 52 How clear and complete was the guidance for completing the Resume for Research and Innovation (R4RI) (Capability to Deliver) section of your interdisciplinary project application? (n=152)

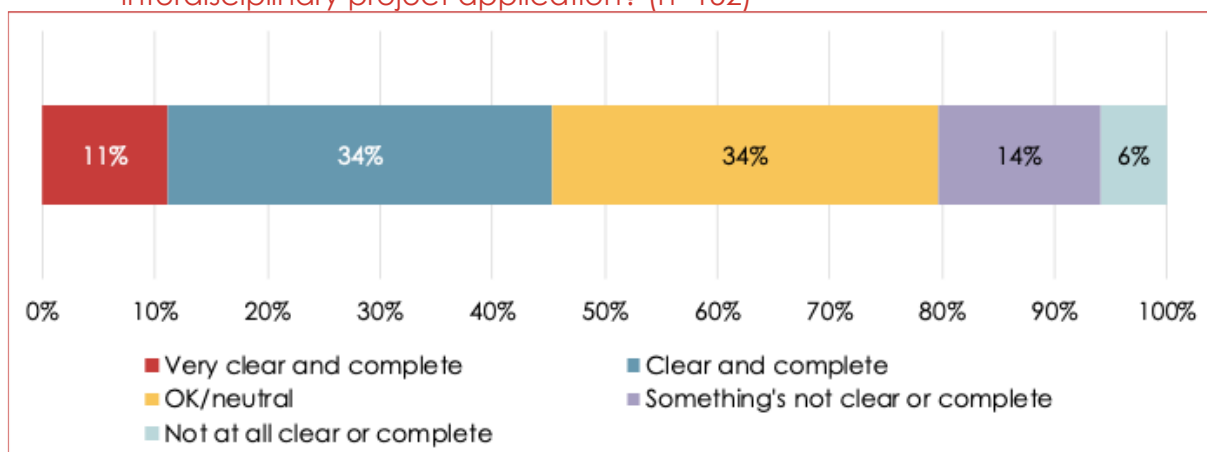
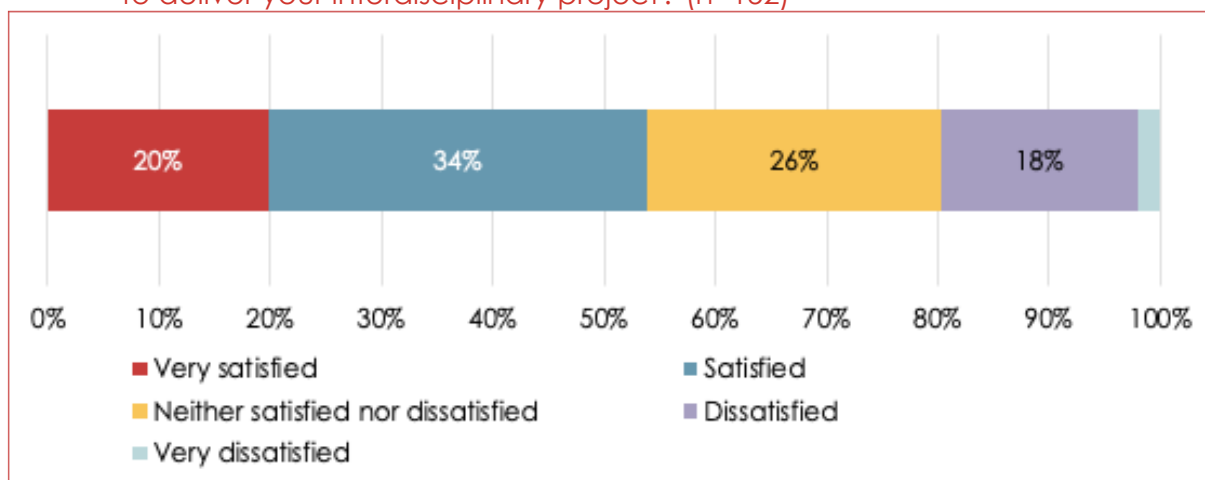


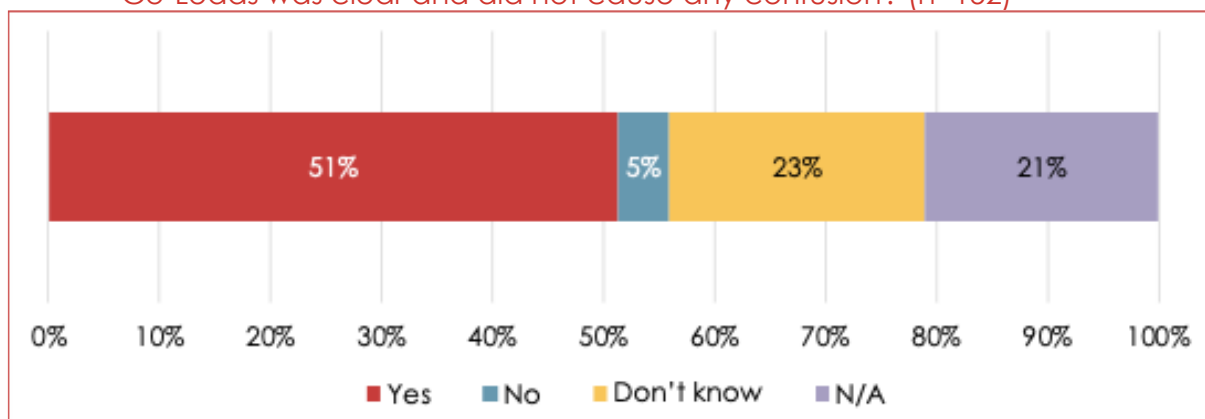
Figure 53 shows that the majority of respondents (54%) were satisfied that the section gave them an opportunity to demonstrate skills and experience. A smaller percentage overall (20%) were dissatisfied or very dissatisfied.

Figure 53 How satisfied were you that the R4RI / Capability to Deliver gave you an opportunity to demonstrate your team's and your own skills and experience to deliver your interdisciplinary project? (n=152)



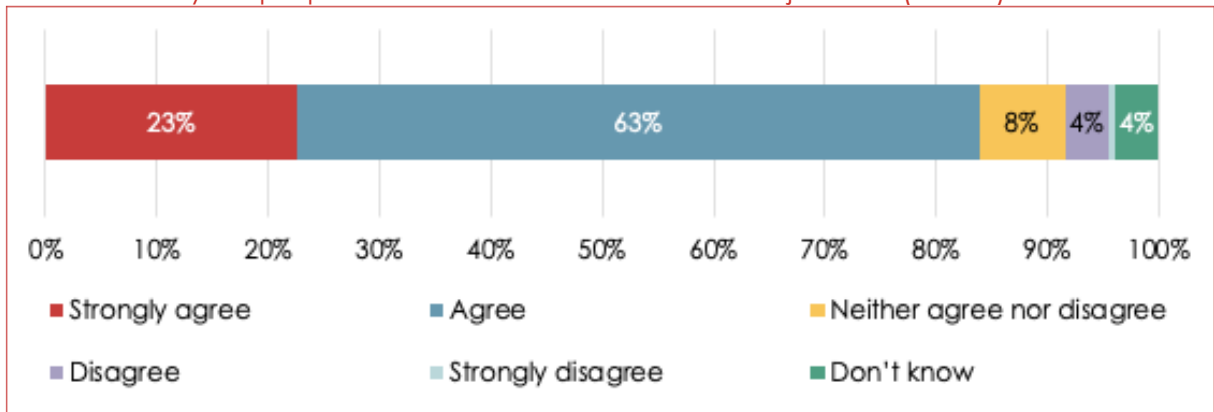
Half of respondents (51%) agreed that the eligibility guidance for the inclusion of international Co-Leads was clear. Only 5% disagreed. As shown in Figure 54, the remaining respondents did not know (23%), or the question was not applicable to them (21%).

Figure 54 Do you agree that the eligibility guidance for the inclusion of international Co-Leads was clear and did not cause any confusion? (n=152)



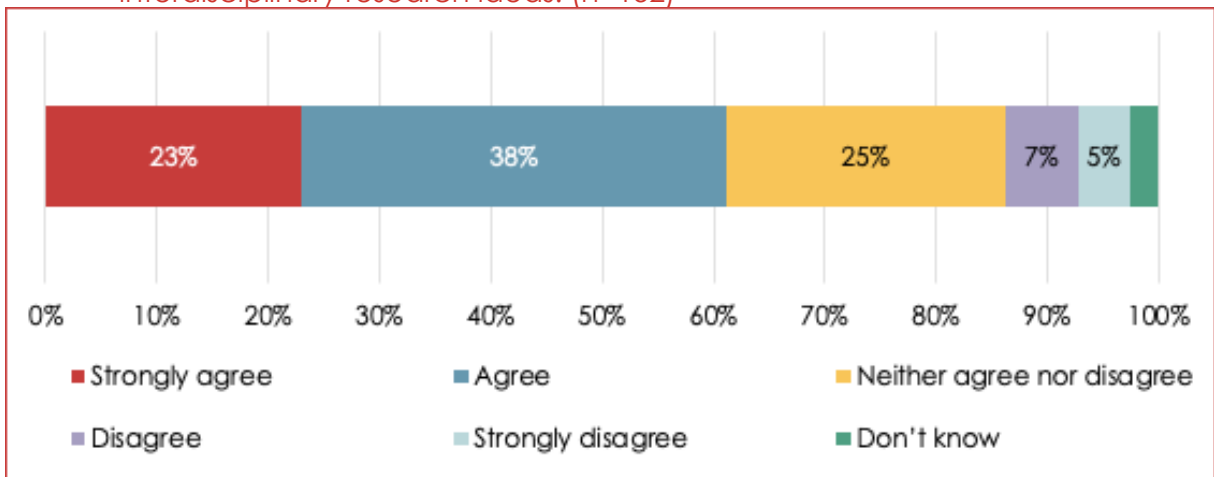
The vast majority of respondents in Figure 55 agreed (63%) or strongly agreed (23%) that the full-stage guidance was sufficient to support them in demonstrating how their proposal would meet the scheme objectives.

Figure 55 The guidance at full stage was sufficient to support you in demonstrating how your proposal would meet the scheme objectives (n=152)



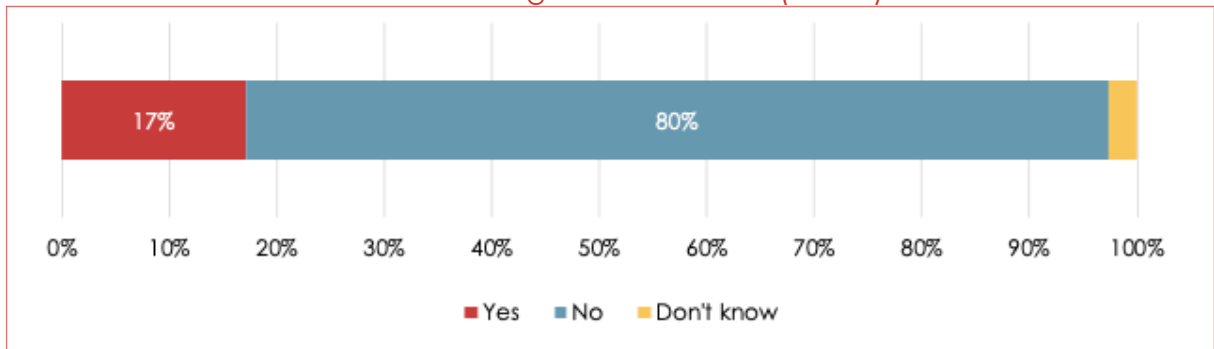
The majority of respondents agreed or strongly agreed that there was support in their host organisation to develop their interdisciplinary research ideas (61%), Figure 56. Only 12% of respondents disagreed.

Figure 56 There was support available in your host organisation to develop your interdisciplinary research ideas. (n=152)



Most respondents (80%) did not have facilities that they wanted to include in their application but were unable to due to the high level of costs (Figure 57).

Figure 57 Were there facilities that you wanted to include in your application but were unable to due to the high level of costs? (n=152)

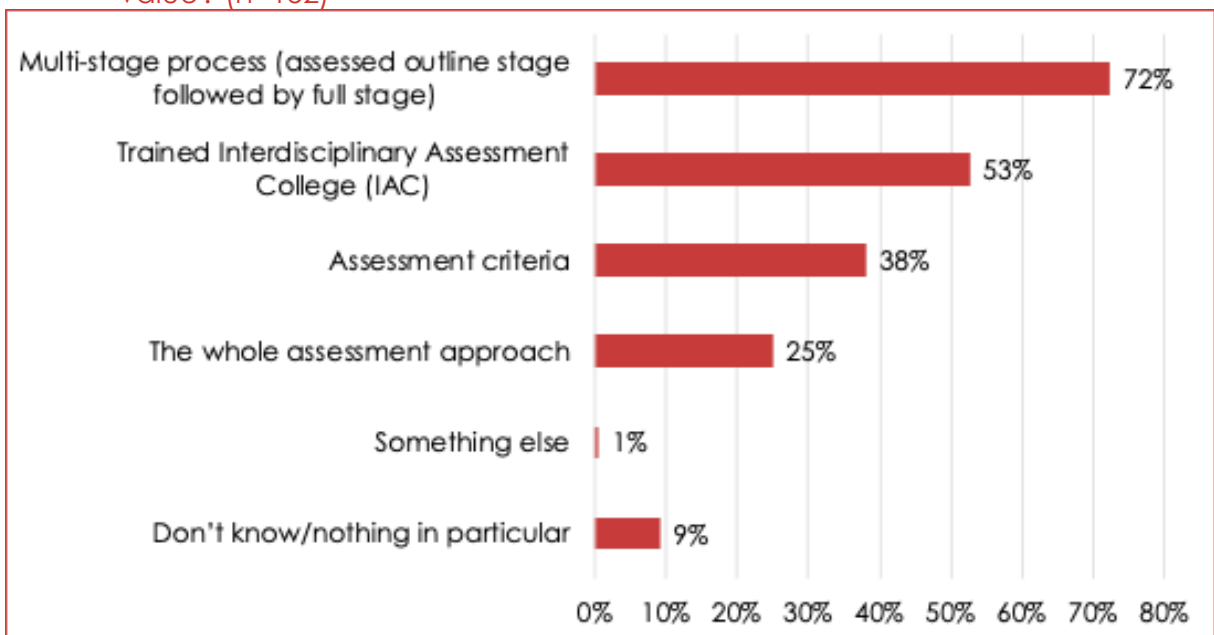


B.2.4. Full stage assessment process

The next set of questions addressed applicants' views on the most valuable aspect/s of the assessment process, with responses displayed in Figure 58.

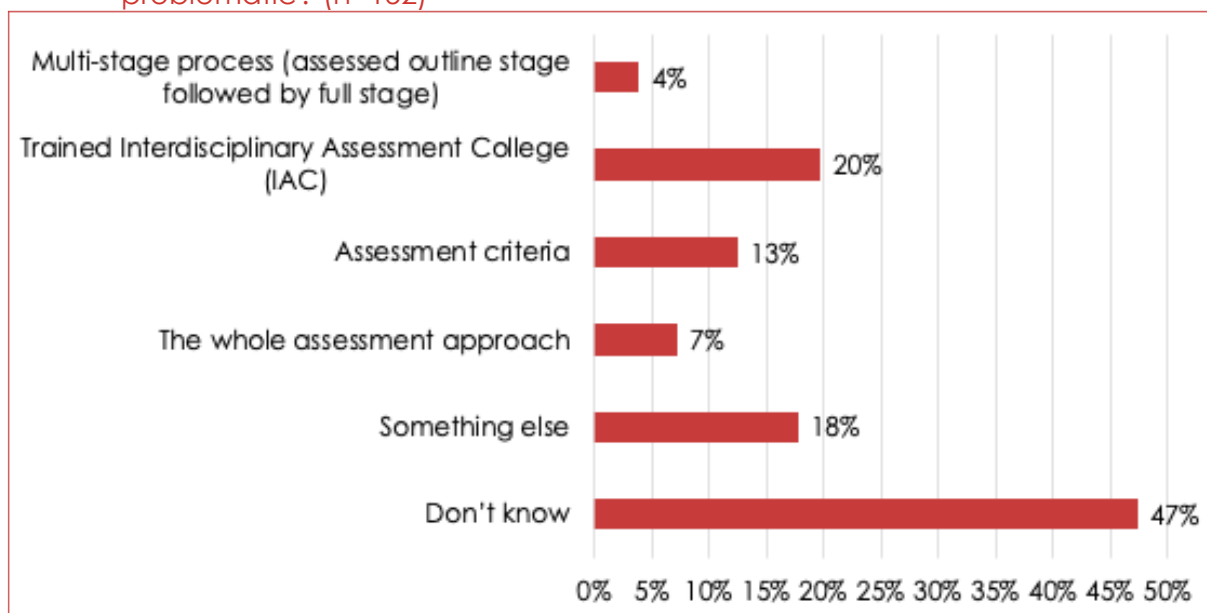
The multi-stage process was found to be the most valuable by 72% of respondents, followed by the trained IAC (53%), and the assessment criteria (38%).

Figure 58 What aspect/s of the assessment process do you see as adding the most value? (n=152)



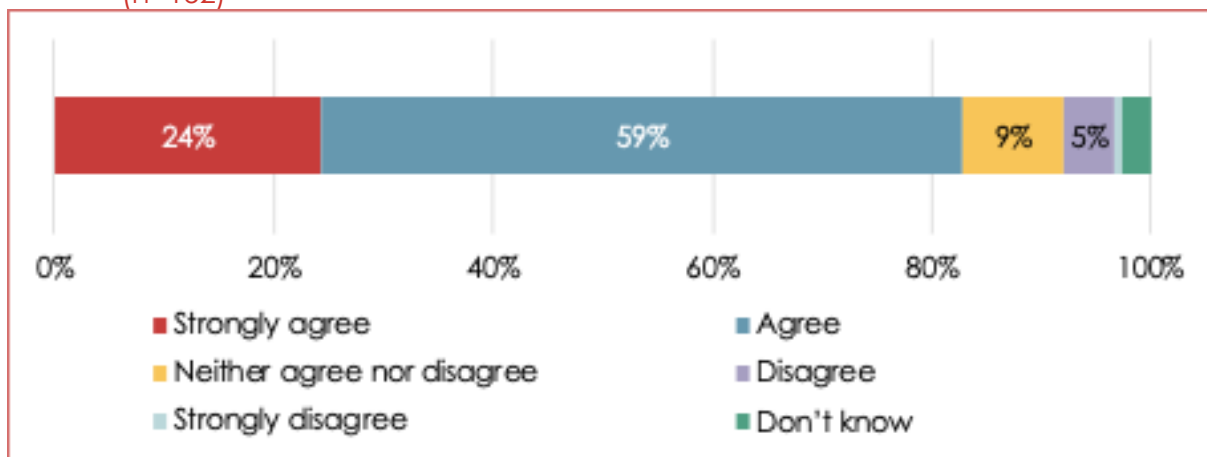
Applicants were then asked which aspect/s of the assessment process they found potentially problematic (Figure 59). Most respondents did not know (47%), but 20% of respondents thought the trained IAC was potentially problematic.

Figure 59 What aspect/s of the assessment process do you see as potentially problematic? (n=152)



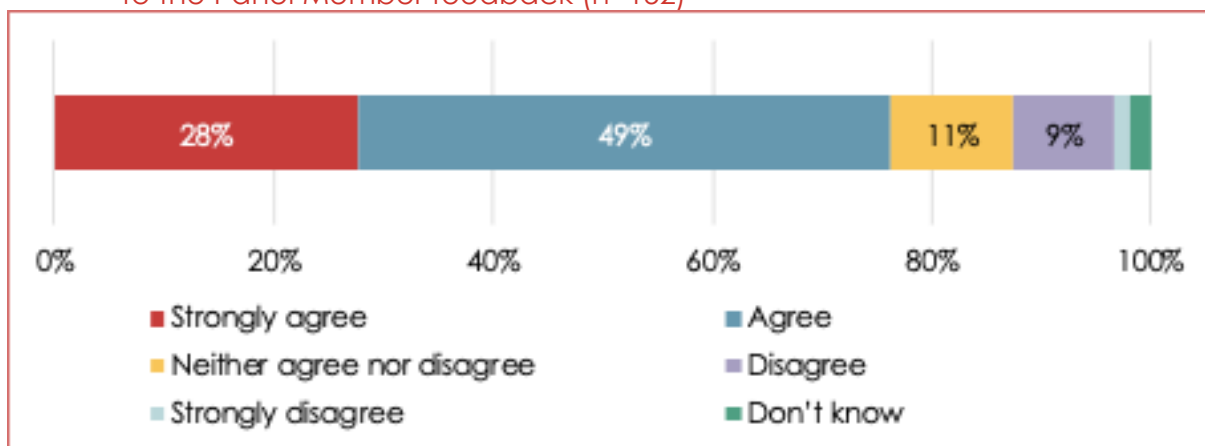
In Figure 60, the majority of respondents (83%) considered that the full-stage assessment process was clearly communicated, with only a small percentage disagreeing (5%).

Figure 60 The assessment process for the full stage was clearly communicated (n=152)



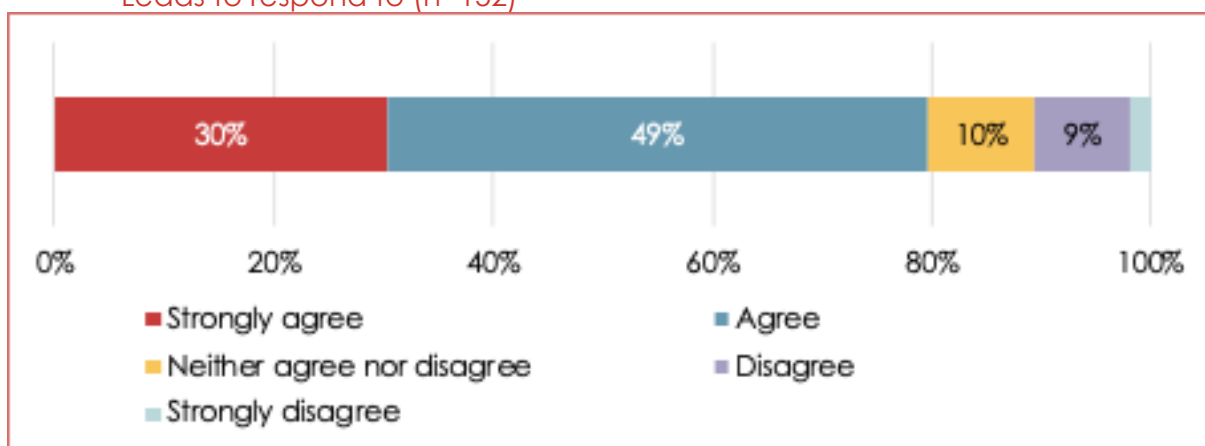
As shown in Figure 61, 77% of respondents agreed or strongly agreed that the guidance for the Project Lead response was clear on how to respond to the Panel Member feedback. A smaller proportion disagreed (9%).

Figure 61 The guidance for the Project Lead response was clear on how to respond to the Panel Member feedback (n=152)



The majority of respondents agreed or strongly agreed (79%) that the feedback provided by assessors clearly identified areas for Project Leads to respond to.

Figure 62 The feedback provided by assessors clearly identified areas for Project Leads to respond to (n=152)



Next, most respondents found that there was sufficient time allowed to fully address assessor feedback in the Project Lead response (19% strongly agree; 62% agree; Figure 63). Over half of respondents (53%) then agreed in Figure 64 that the round 1 full stage timeline was in line with other UKRI funding processes. There was a notable proportion of respondents who disagreed or strongly disagreed (39%).

Figure 63 Sufficient time was allowed to fully address assessor feedback in the Project Lead response (n=151, one respondent did not answer)

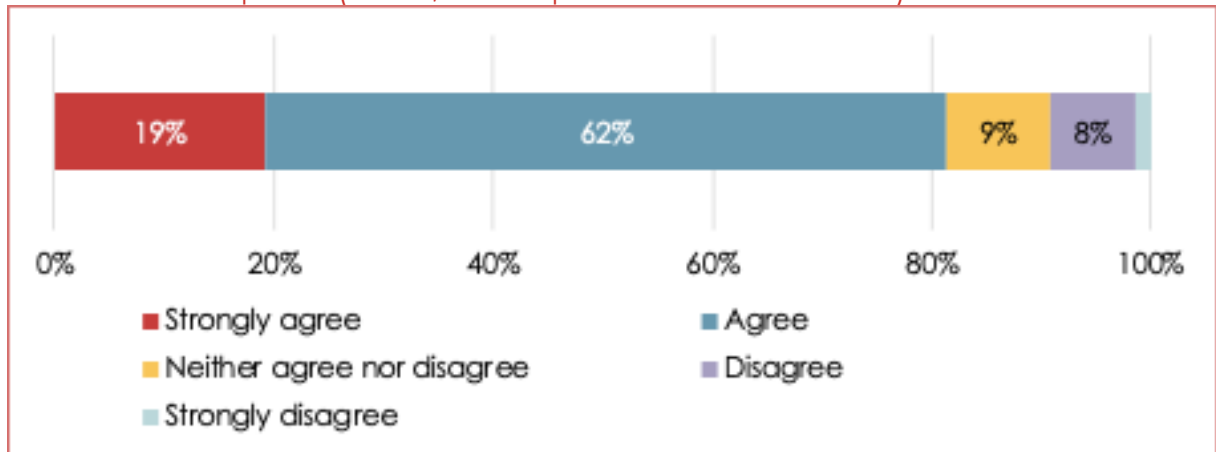
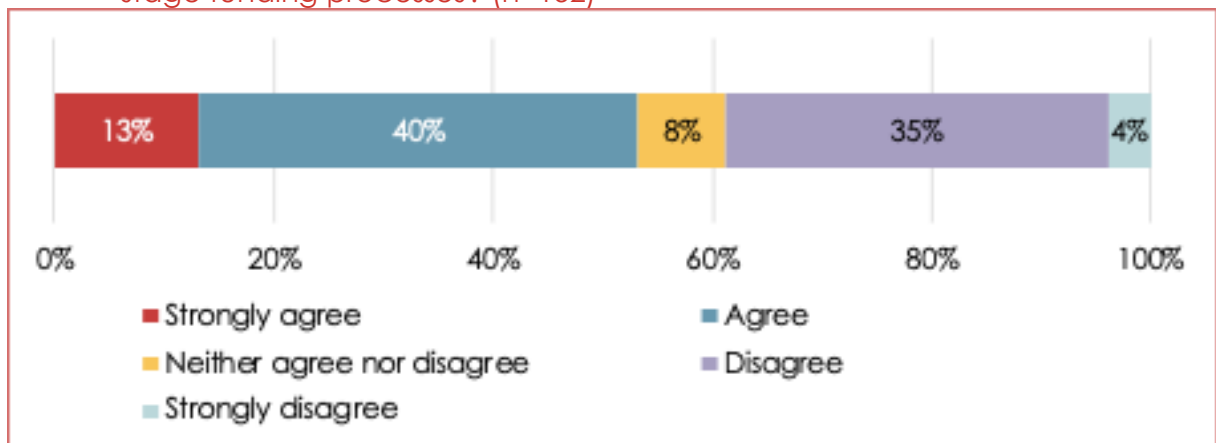
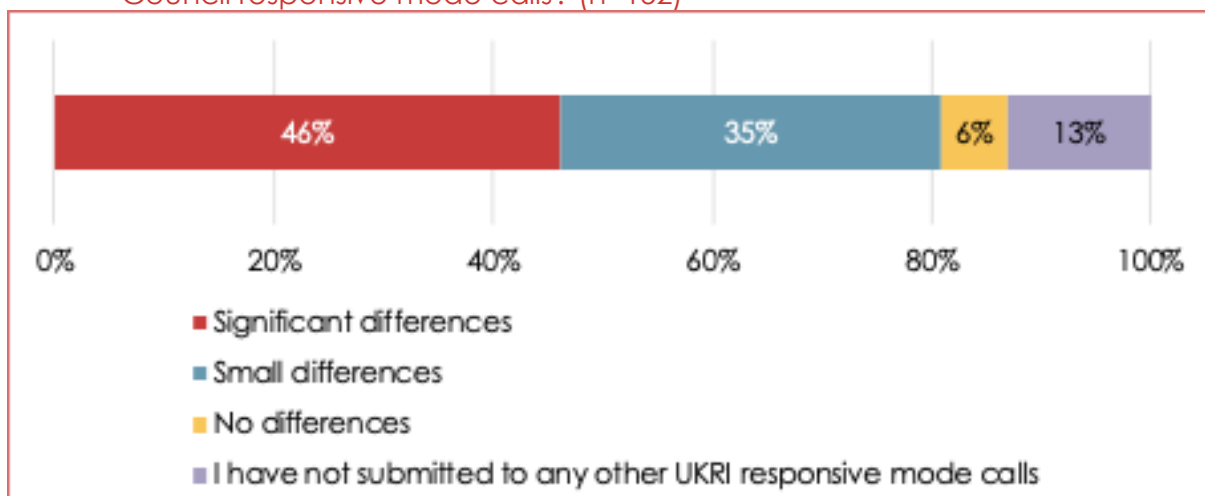


Figure 64 Applicants were notified of the outcomes of their outline applications in December 2023 and invited to submit their full stage application by 8 February 2024. Would you agree that this timeline is in line with other UKRI 2 stage funding processes? (n=152)



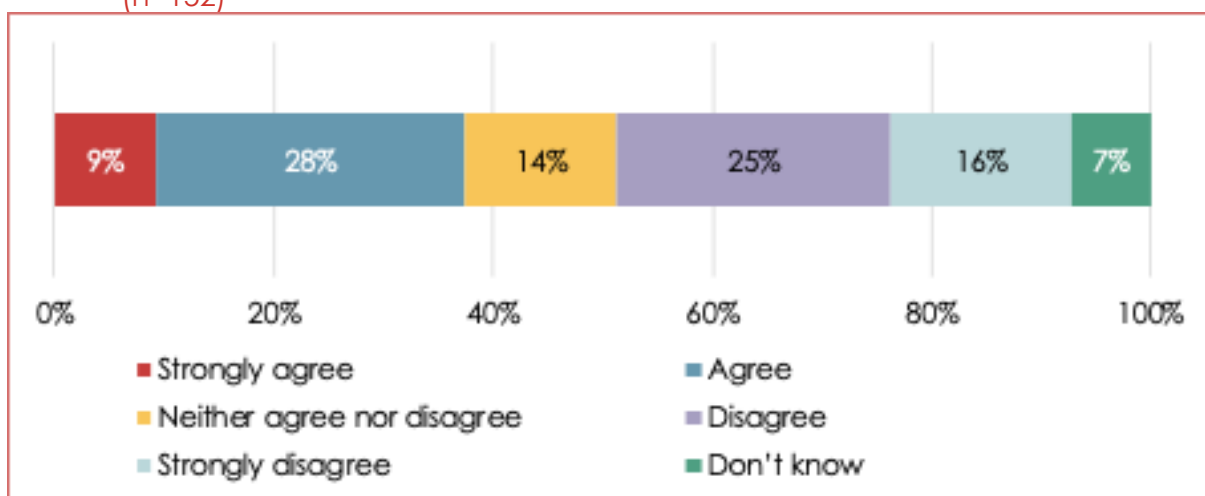
The majority of respondents (81%) noted differences between developing and communicating their CRCRM research proposal compared to applications to individual UKRI Council responsive mode calls. 46% of these respondents found significant differences, and 35% of respondents found small differences, shown in Figure 65.

Figure 65 Were there any differences in developing and communicating your CRCRM research proposal compared to applications to individual UKRI Council responsive mode calls? (n=152)



Similar proportions of applicants disagreed (41%) and agreed (37%) that partial randomisation is a fair process for the awarding of CRCRM funding (Figure 66).

Figure 66 Partial randomisation is a fair process for the awarding of CRCRM funding (n=152)



B.3. IAC members survey

A total of 114 responses were received spanning the following IAC roles:

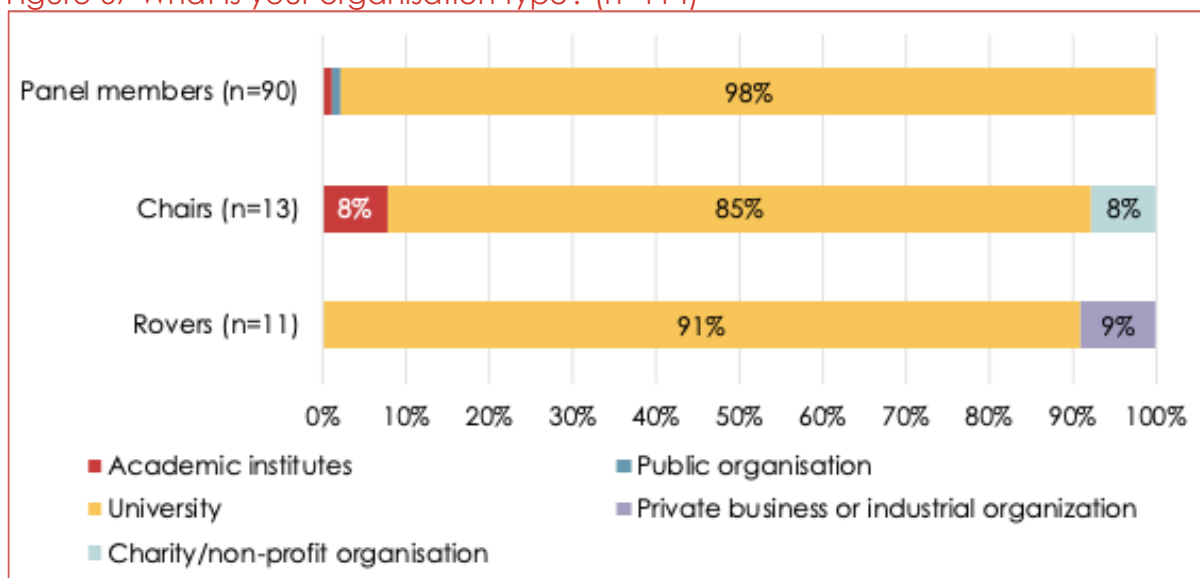
- Panel member (n=90, 79%)
- Chair (n=6, 5%)
- Rover (n=11, 10%)
- Deputy chair (n=7, 6%)

We combine the answers of chairs and deputy chairs in the subsequent questions as 'chair'.

B.3.1. Participant overview

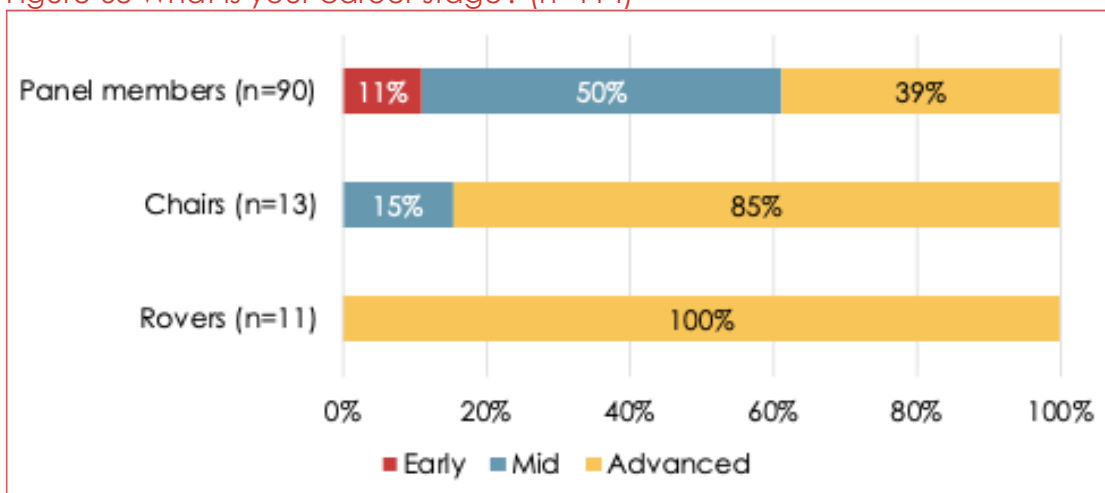
As stated, sample sizes were notably small for these surveys, particularly in the chair/deputy chair and rover surveys. As shown in Figure 67, the vast majority of respondents worked in universities, with very small numbers working in other organisation types.

Figure 67 What is your organisation type? (n=114)



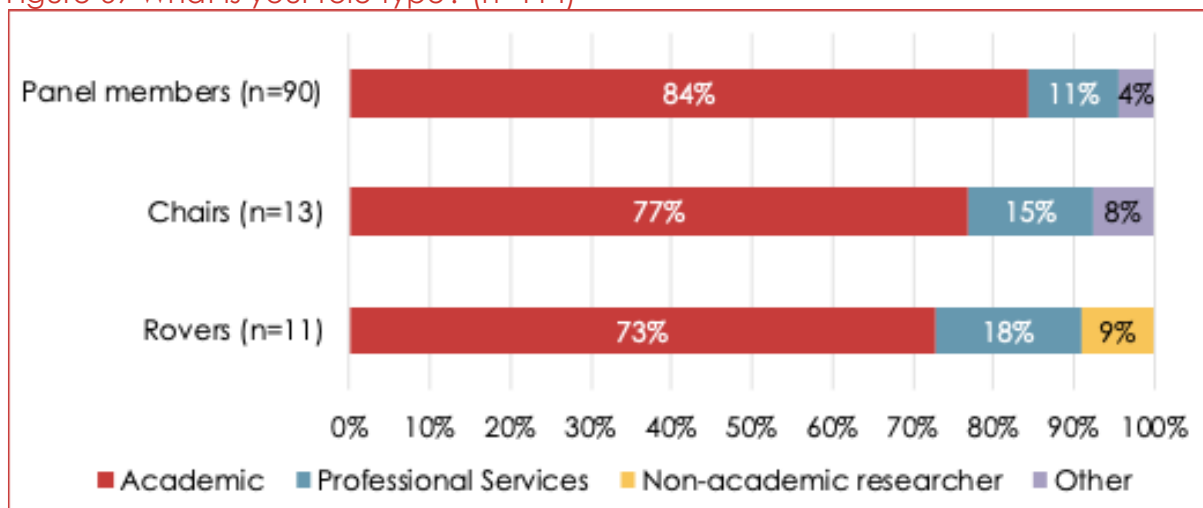
Regarding career stages (shown in Figure 68), 11 out of 13 chairs were in the advanced stages of their careers, as were all 11 rovers. Panel members were more mixed, with 35 in the advanced stages of their careers, 45 in the mid stages of their careers, and 10 in the early stages.

Figure 68 What is your career stage? (n=114)



Regarding roles, the majority were academics, including 77% of chairs, 73% of rovers, and 84% of panel members. The second most prevalent role type was professional services, including 18% of rovers, 15% of chairs, and 11% of panel members.

Figure 69 What is your role type? (n=114)



B.3.2. Experience as an IAC member

IAC respondents found that interdisciplinary research is fairly assessed across disciplinary boundaries and council remits, with the majority of respondents agreeing across the three stakeholder groups (Figure 70).

Figure 70 The IAC ensures that interdisciplinary research is fairly assessed across disciplinary boundaries/council remits (n=114)

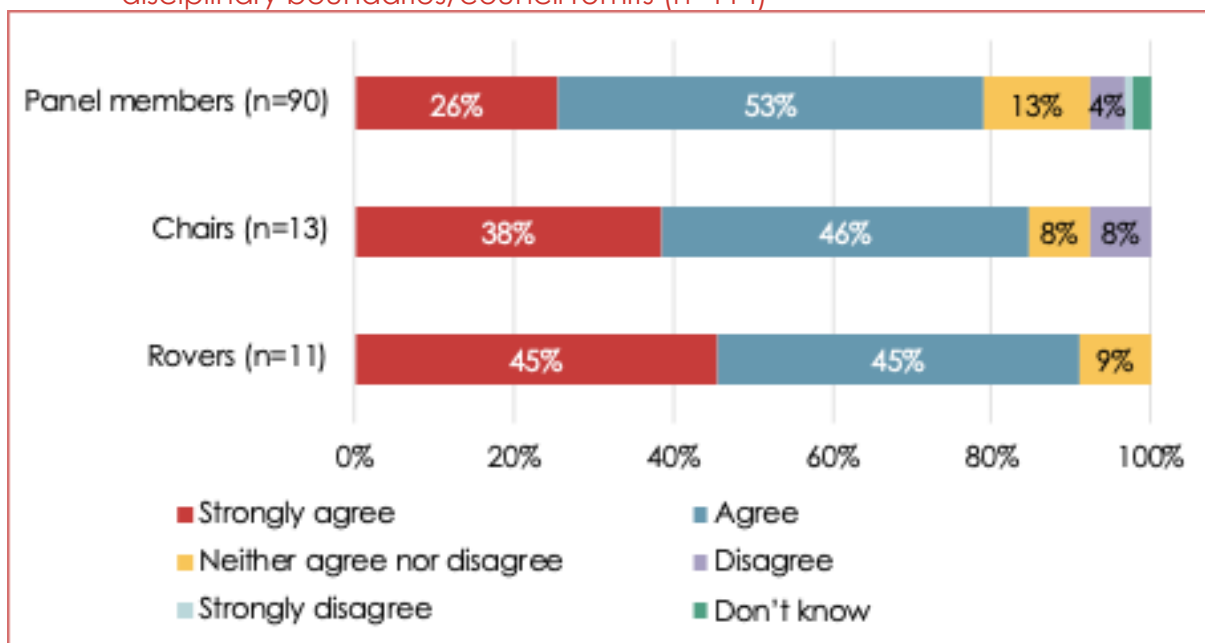
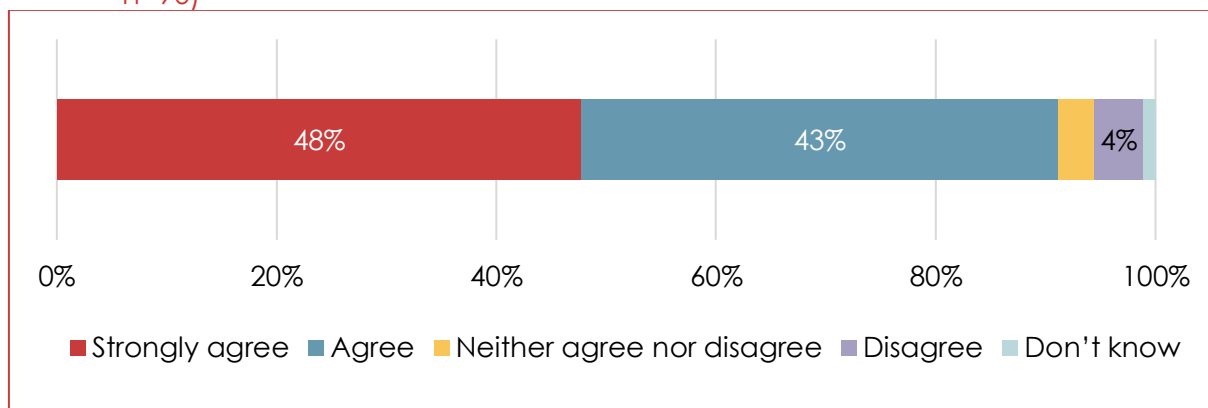


Figure 71 shows that 92% of panel members agreed or strongly agreed that the process for applying to the IAC was straightforward. There was very little disagreement.

Figure 71 The process for applying to the IAC was straightforward (Panel members; n=90)



Survey respondents were then asked their top three motivators for continuing to be part of the IAC in Figure 72. Most chairs (77%) and rovers (73%) were motivated to be part of the IAC to support UKRI's commitment to supporting excellent IDR. Rovers were also highly motivated by the opportunity to learn about a different approach to assessing IDR (64%). Panel members were fairly evenly split across categories, being motivated by supporting UKRI's commitment to supporting excellent IDR (46%) and wanting the opportunity to be part of an interdisciplinary assessment college (43%).

Figure 72 What were your top three motivators for continuing to be part of the IAC?
(n=114)

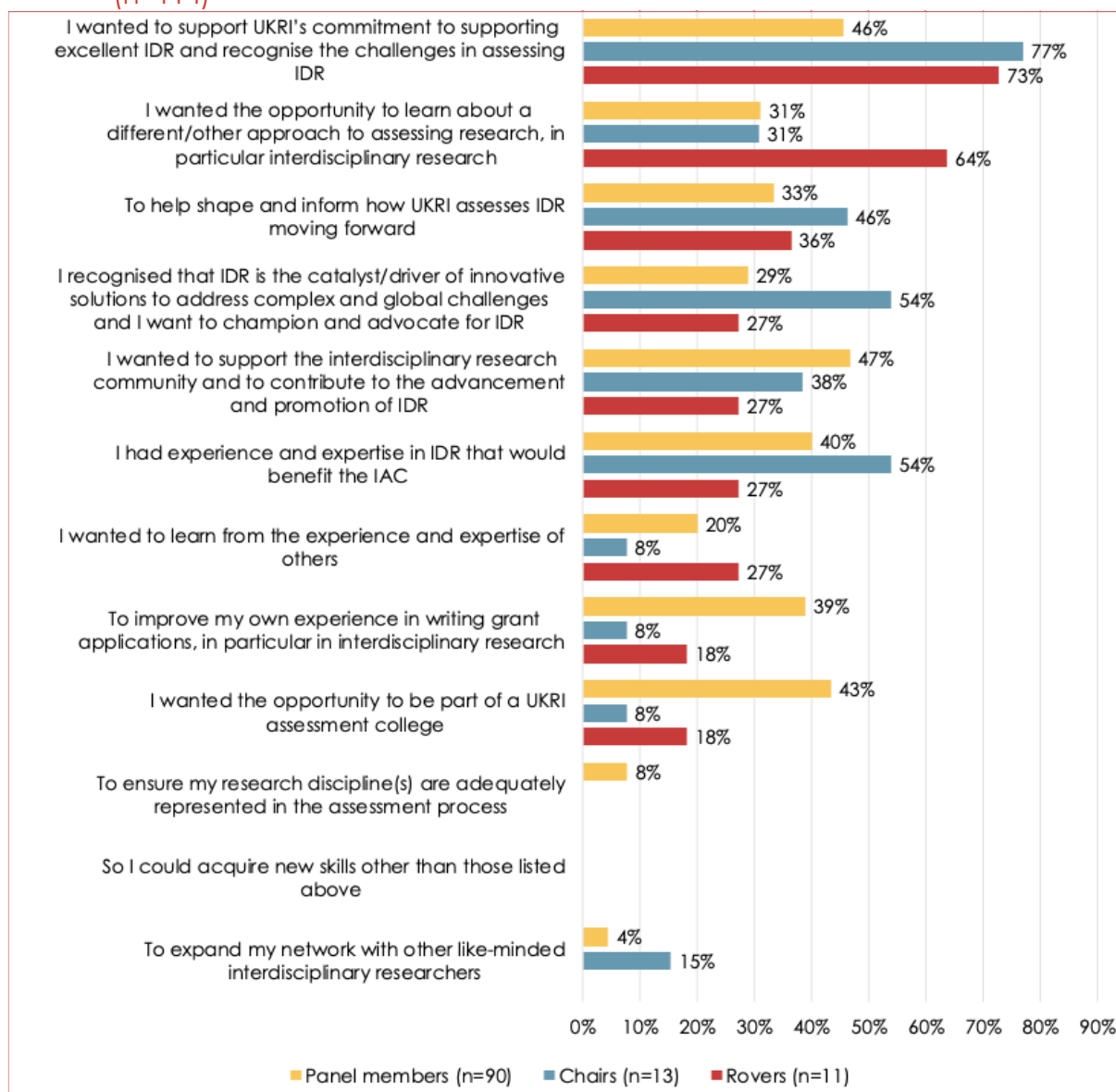


Figure 73 and Figure 74 demonstrate the level of satisfaction of respondents with their participation in the IAC.

Almost all respondents found that their involvement in the assessment of round 1 applications met their motivations for applying to the IAC and continuing in their participation. Additionally, all rovers, 93% of chairs, and 86% of panel members would recommend being part of the IAC to colleagues (Figure 74).

Figure 73 Reflecting on your decision to apply to the IAC and continuing in your participation, your involvement in the assessment of round 1 applications has met your motivations (n=114)

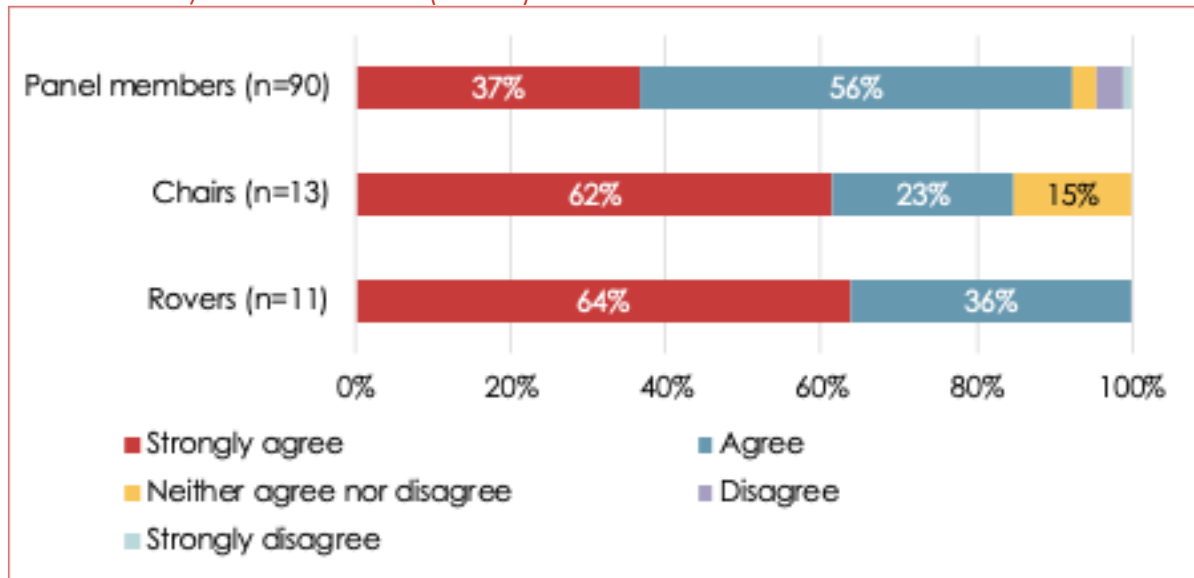
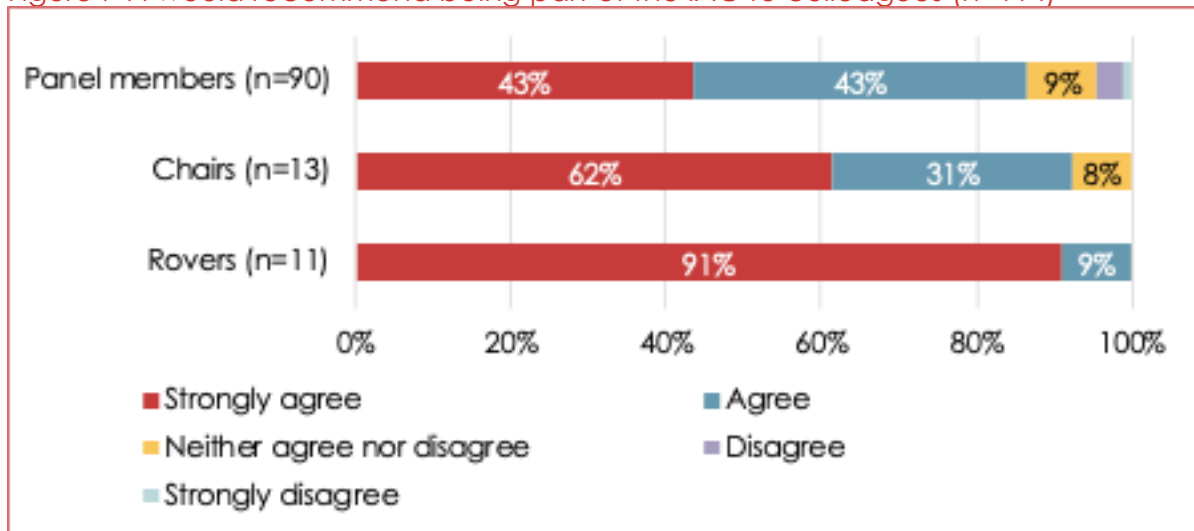


Figure 74 I would recommend being part of the IAC to colleagues (n=114)



B.3.3. Views on training and guidance materials provided

Figure 75 and Figure 76 show the levels of agreement with a set of statements on the training and guidance materials across the three surveys. There is relatively little variation across the three statements: virtually all respondents agreed or strongly agreed with the following two statements:

- Overall, the training and guidance materials provided were sufficient in preparing you for your role in the CRCRM scheme full stage panels
- The panel guidance for the full stage phase was of high quality and informative.

Figure 75 Overall, the training and guidance materials provided were sufficient in preparing you for the assessment and scoring of CRCRM scheme full stage applications (n=114)

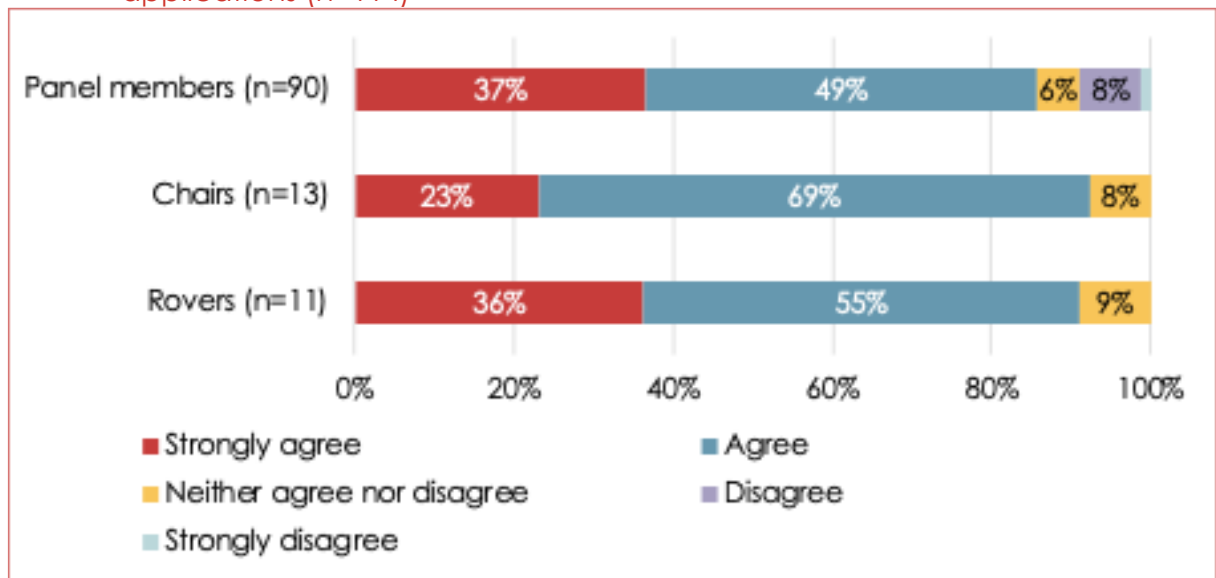
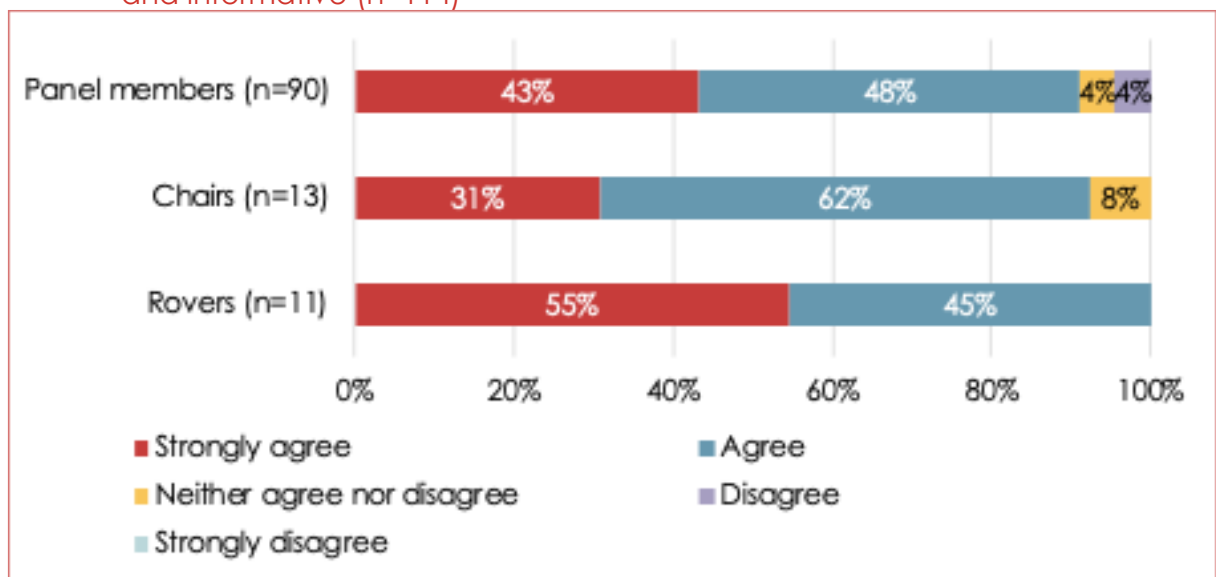


Figure 76 The panel guidance provided for the full stage phase was of high quality and informative (n=114)



The next set of questions addressed the extent to which respondents found various resources to be useful: these are presented in Figure 77, Figure 78, Figure 79, and Figure 80. Overall, respondents across the three surveys found the four following resources to be useful:

- The presentation on the full stage assessment process by UKRI
- The training section facilitated by Catherine Lyall and Samantha Aspinall
- The breakout room activity on 'Exploring the Language of Interdisciplinary Applications'

- The breakout room activity on 'Moving from Good to Excellent'

The presentation on the full stage assessment process by UKRI was found to be the most useful, with the majority of respondents finding it “very useful” across rovers, panel members and chairs. Though results were a little more mixed for the other three resources, most respondents still found them to be either “very” or “to some extent” useful. A substantial percentage of respondents were “undecided” about the two breakout room activities.

Figure 77 How useful was the presentation on the full stage assessment process by UKRI? (n=114)

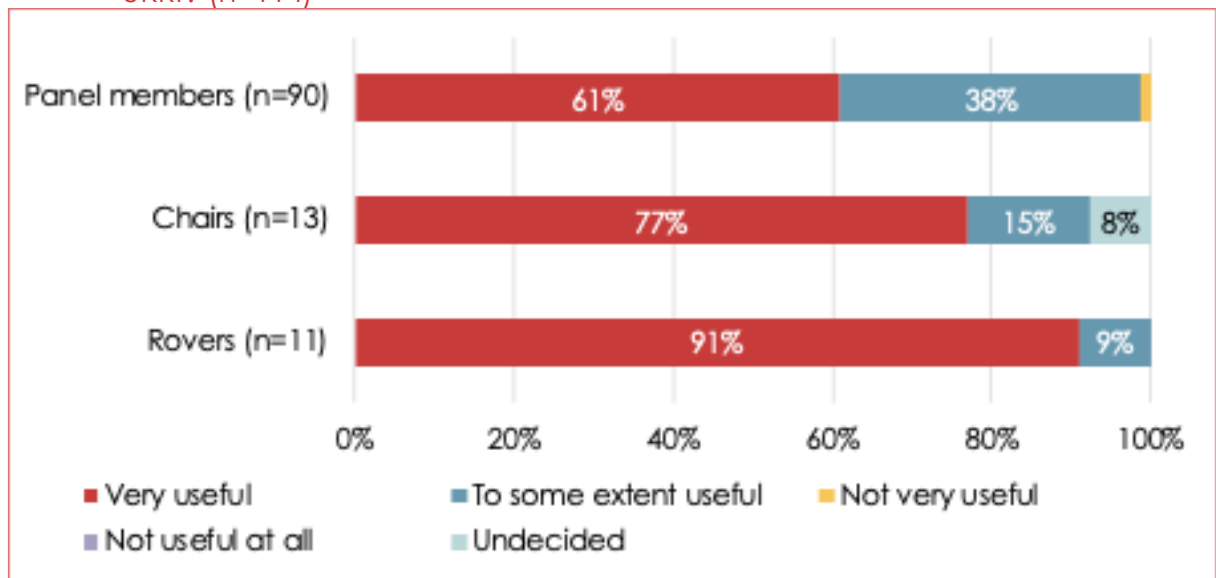


Figure 78 How useful was the training section facilitated by Catherine Lyall and Samantha Aspinall? (n=114)

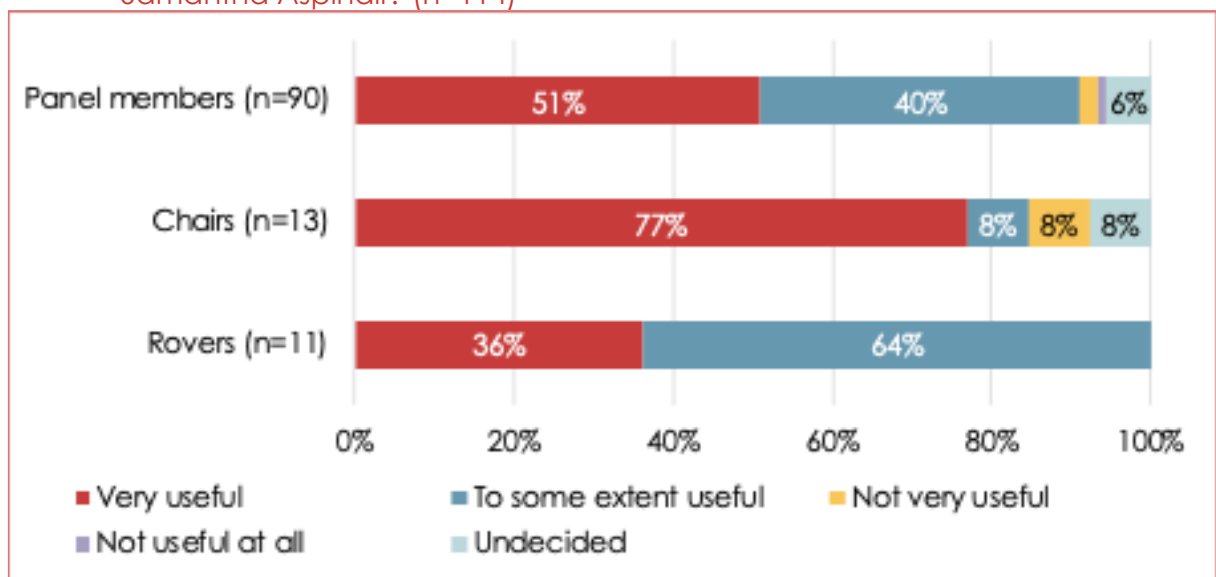


Figure 79 With regards to helping you to understand best practice in the assessment of interdisciplinary research, how useful was the breakout room activity on 'Exploring the Language of Interdisciplinary Applications'? (n=114)

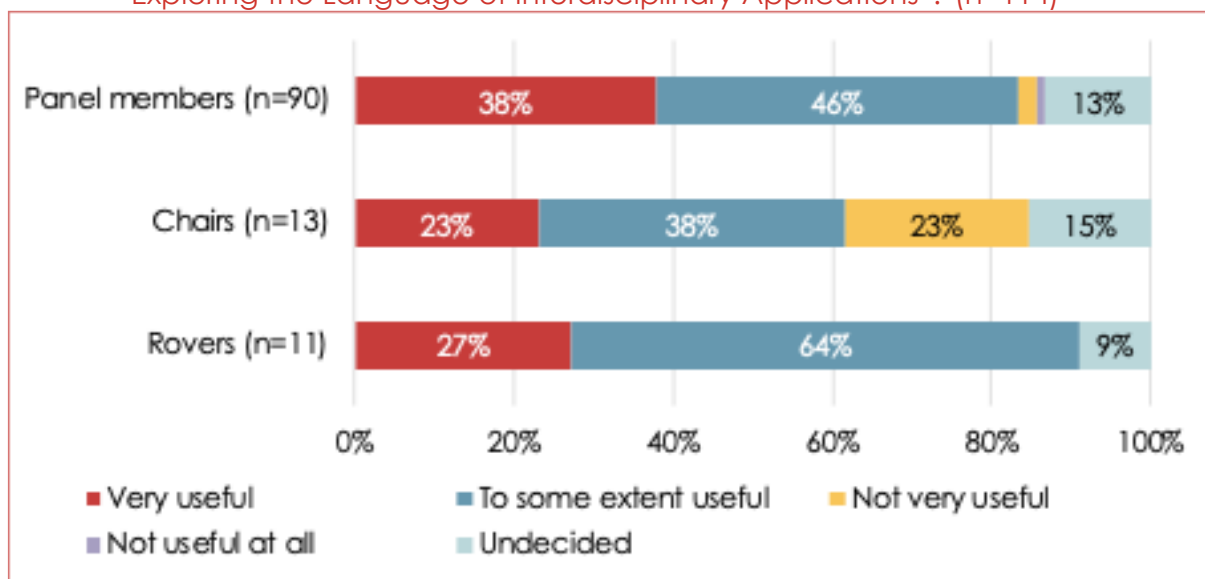
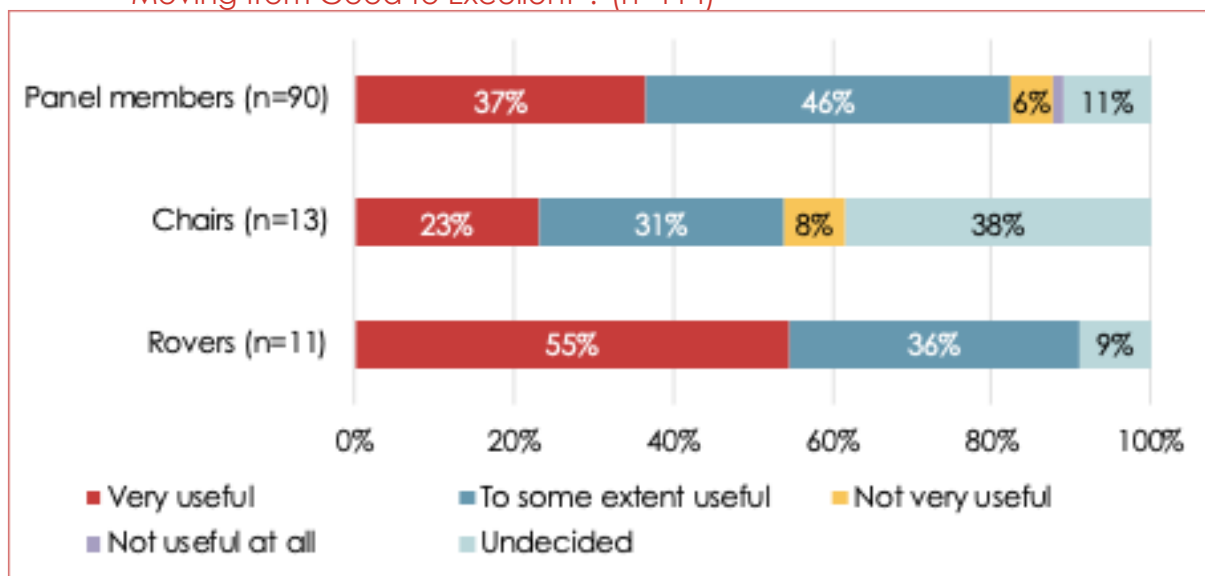
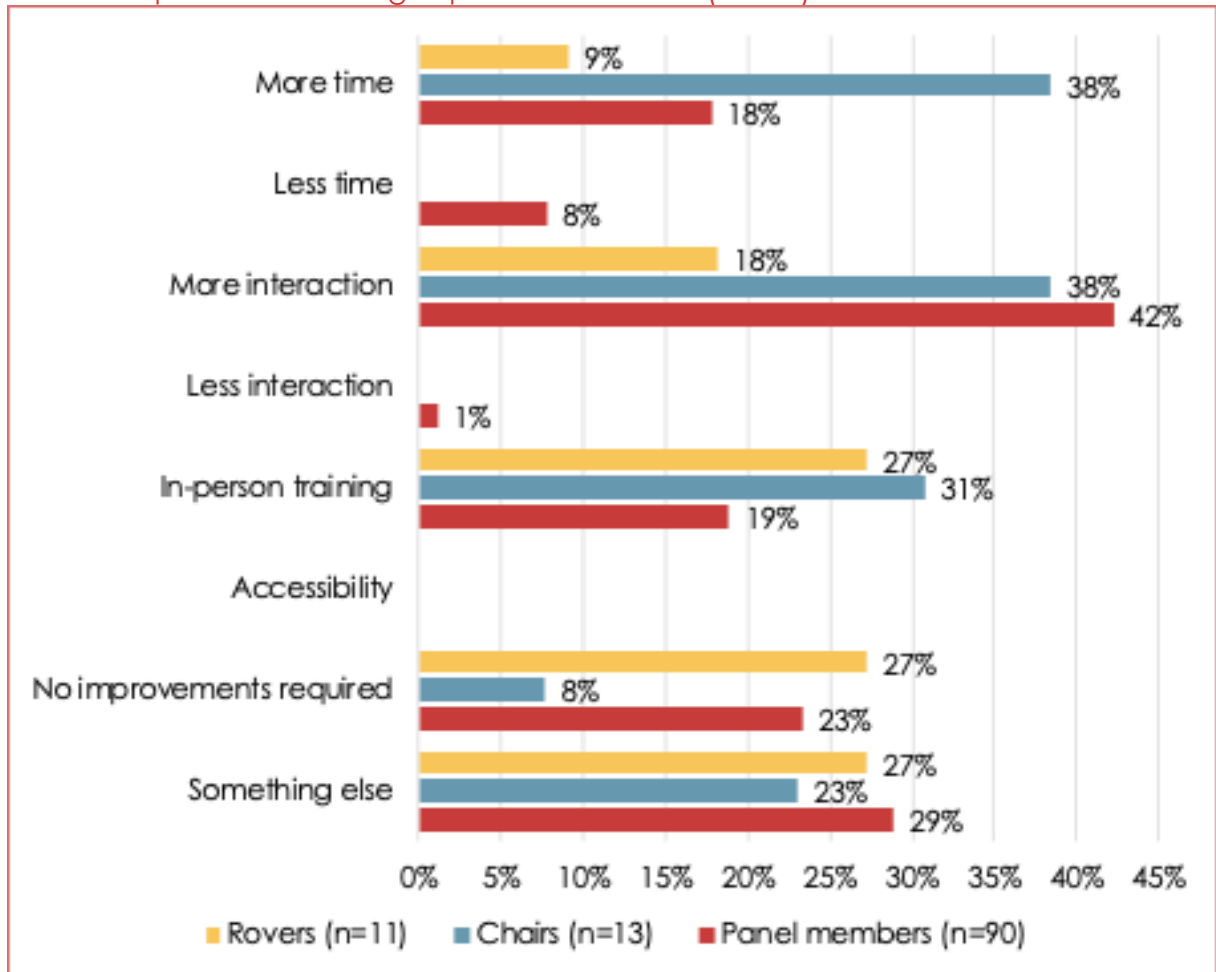


Figure 80 With regards to helping you to understand best practice in the assessment of interdisciplinary research, how useful was the breakout room activity on 'Moving from Good to Excellent'? (n=114)



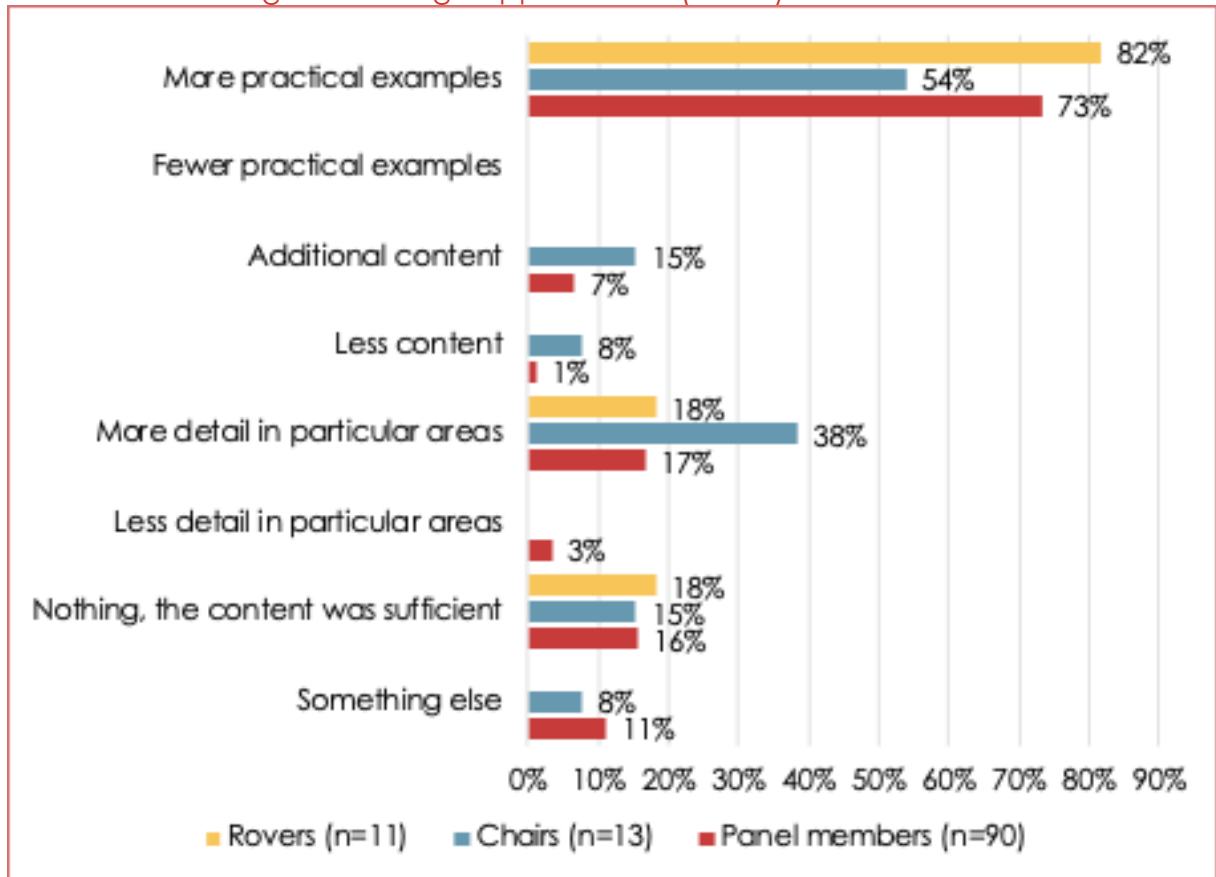
Regarding the training session, participants were asked about what could be included to improve the training experience overall — as shown in Figure 81. Chairs (38%) and panel members (42%) felt they could have benefitted from more interaction, with chairs (38%) also feeling they could have benefitted from more time. Rovers (27%) and chairs (31%) also felt they could have benefitted from in-person training.

Figure 81 Reflecting on the training session you attended, what could be included to improve the training experience overall? (n=114)



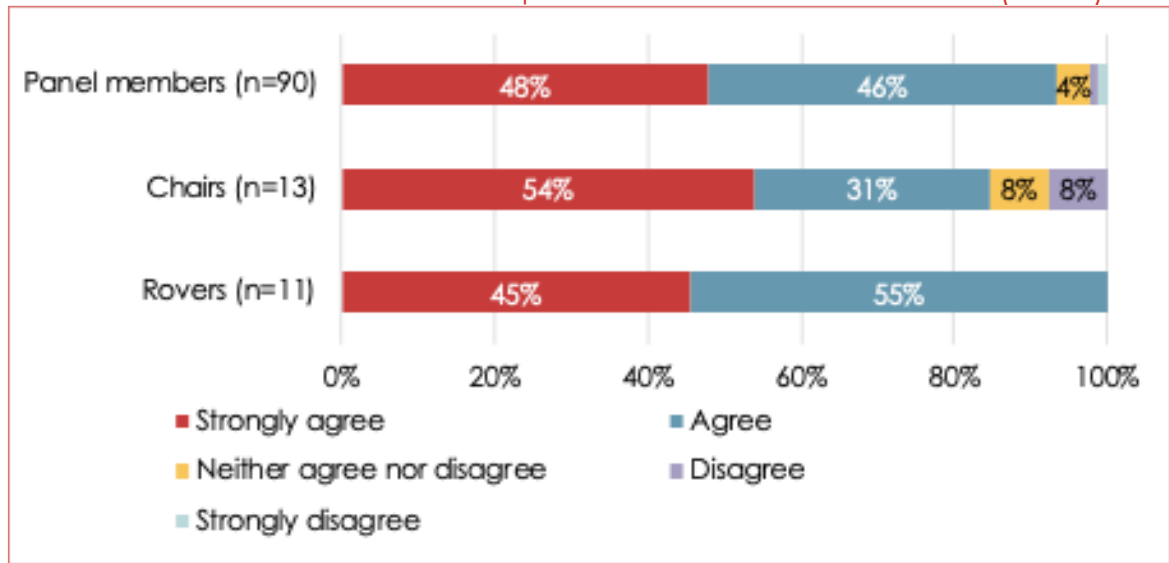
When participants were asked what could be considered to increase their confidence in observing the assessment of IDR full stage applications, the majority of rovers (82%) and panel members (73%) felt that having more practical examples would have increased their confidence in assessing IDR full stage applications (Figure 82). Just over half of the panel members also agreed (54%). A notable proportion of chairs (38%) also felt that more detail in particular areas would have increased their confidence in assessing IDR full stage applications.

Figure 82 Reflecting on the content that was covered during the training session you attended, what could be considered that would increase your confidence in assessing IDR full stage applications? (n=114)



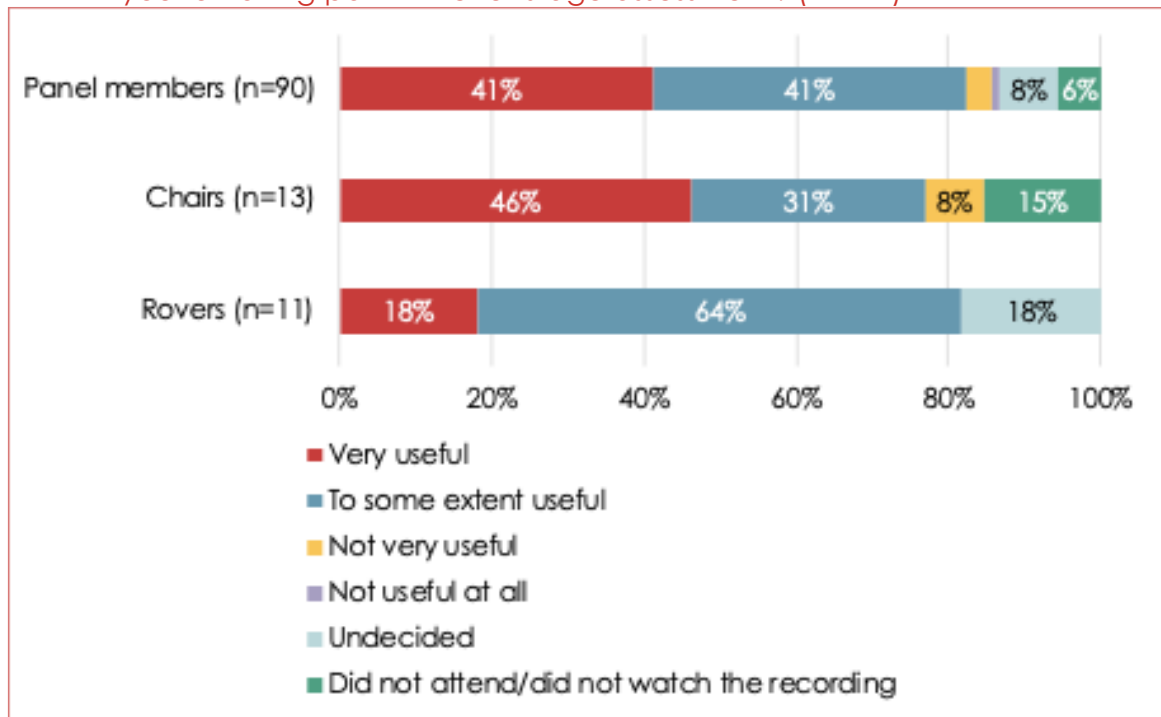
In Figure 83, respondents were asked if their confidence in assessing IDR proposals for the CRCRM had improved since the scheme started. All rovers, 94% of panel members, and 85% of chairs agreed or strongly agreed that their confidence had improved.

Figure 83 Your confidence in assessing interdisciplinary research proposals for the UKRI CRCRM scheme has improved since the scheme started (n=114)



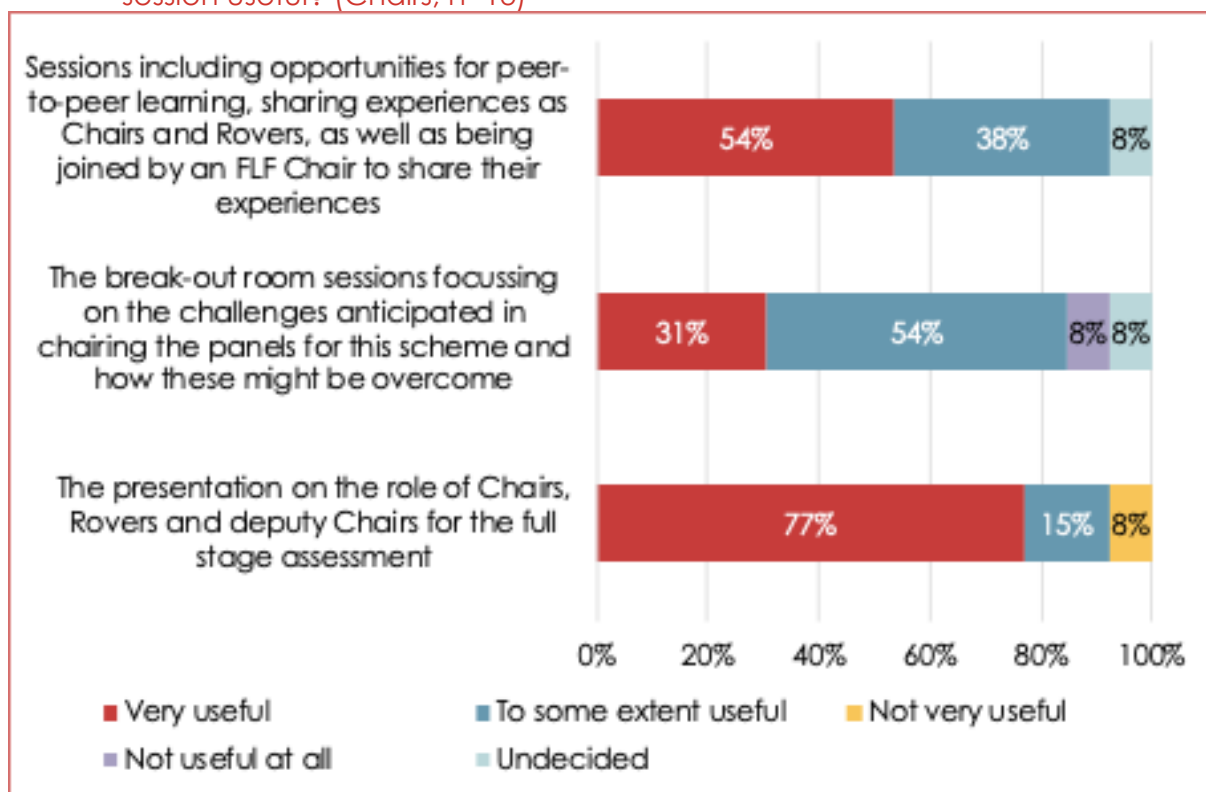
The majority of respondents found the Extranet technical briefing session very useful or to some extent useful in preparing them for taking part in the full stage assessment. As shown in Figure 84, 46% of chairs and 41% of rovers found the resource very useful.

Figure 84 How useful did you find the Extranet technical briefing session in preparing you for taking part in the full stage assessment? (n=114)



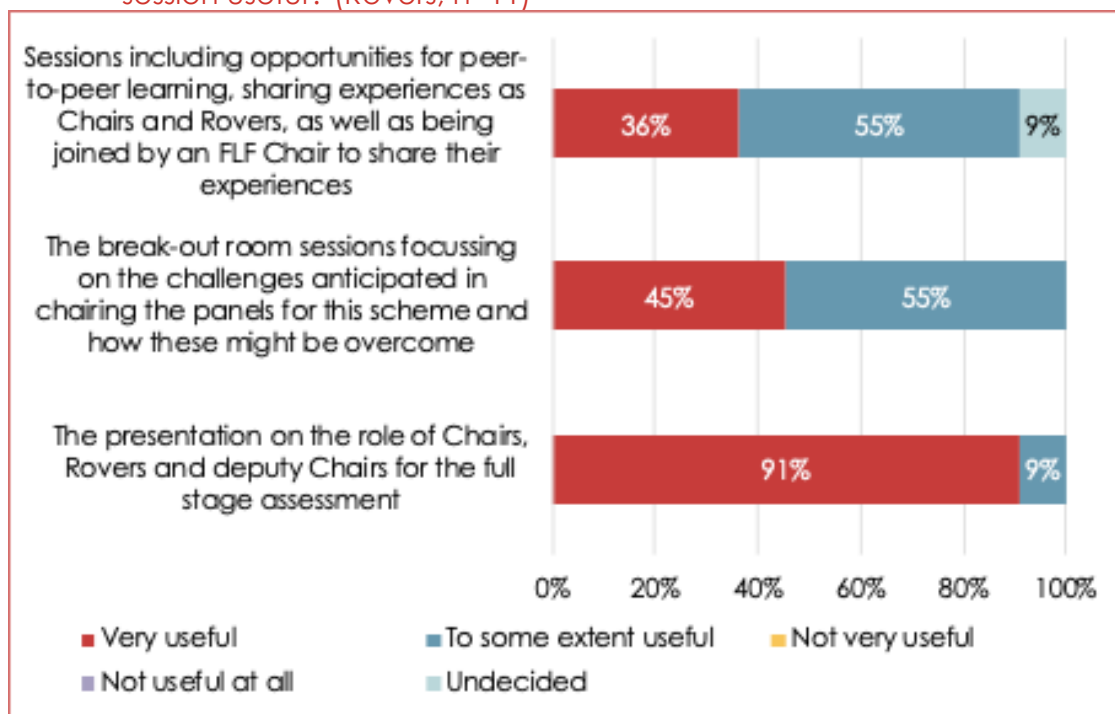
Chairs were then asked the extent to which the following aspects of the Chairs and Rovers training session were useful. The majority of chairs (77%) found the presentation on the role of Chairs, Rovers and Deputy Chairs very useful for the full stage assessment. Chairs found the other two resources either very useful or to some extent useful overall (Figure 85).

Figure 85 To what extent were the following aspects of the Chairs and Rovers training session useful? (Chairs; n=13)



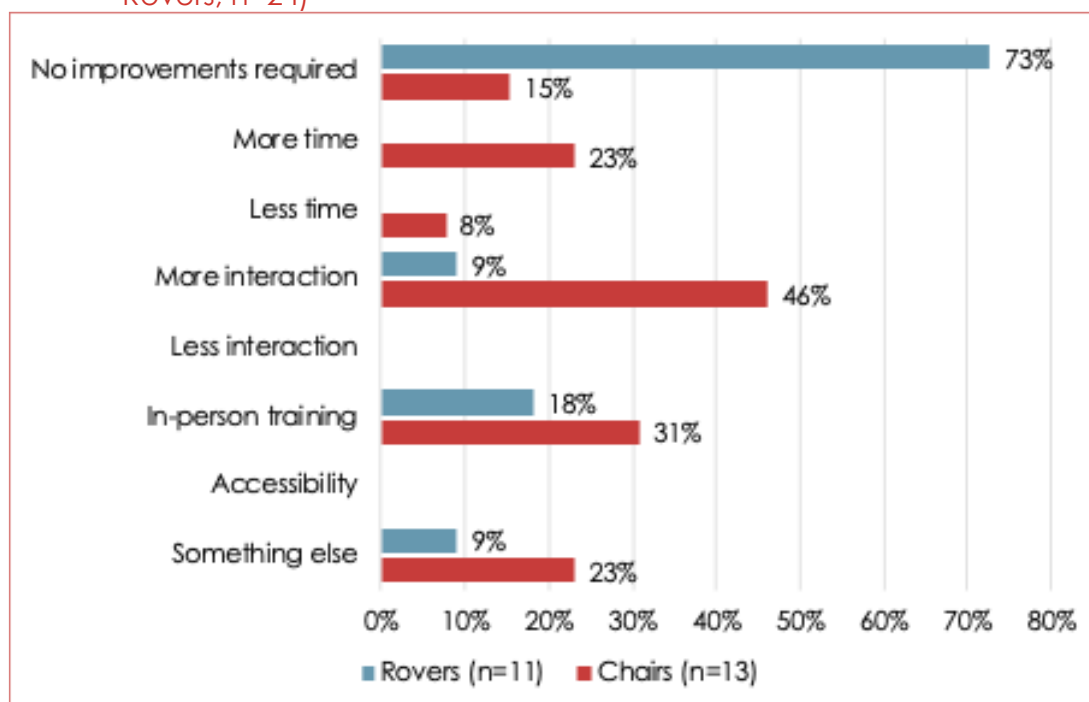
Rovers were asked the same questions, regarding the extent to which the following aspects of the Chairs and Rovers training session were useful. Similarly, as shown in Figure 86, rovers found the presentation on the role of Chairs, Rovers and Deputy Chairs very useful overall for the full stage assessment (91%).

Figure 86 To what extent were the following aspects of the Chairs and Rovers training session useful? (Rovers; n=11)



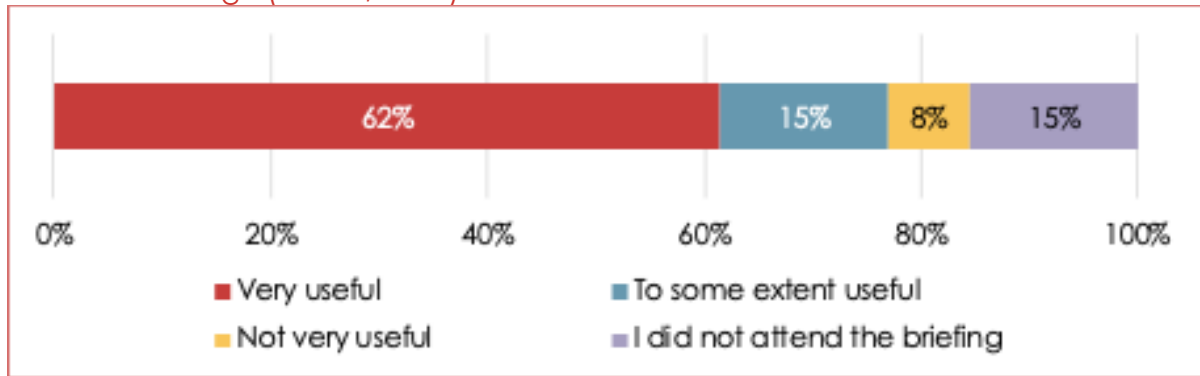
Shown in Figure 87, 46% of chairs felt that more interaction would improve the Chairs and Rovers training session overall. The majority of rovers (73%) felt that no improvements were required.

Figure 87 Reflecting on the Chairs and Rovers training session you attended, what could be included to improve the training experience overall? (Chairs and Rovers; n=24)



Most chairs found the pre-panel briefing for Chairs with the senior managers of the CRCRM scheme very useful (62%), or to some extent useful (15%). 15% of chairs did not attend the meeting (Figure 88).

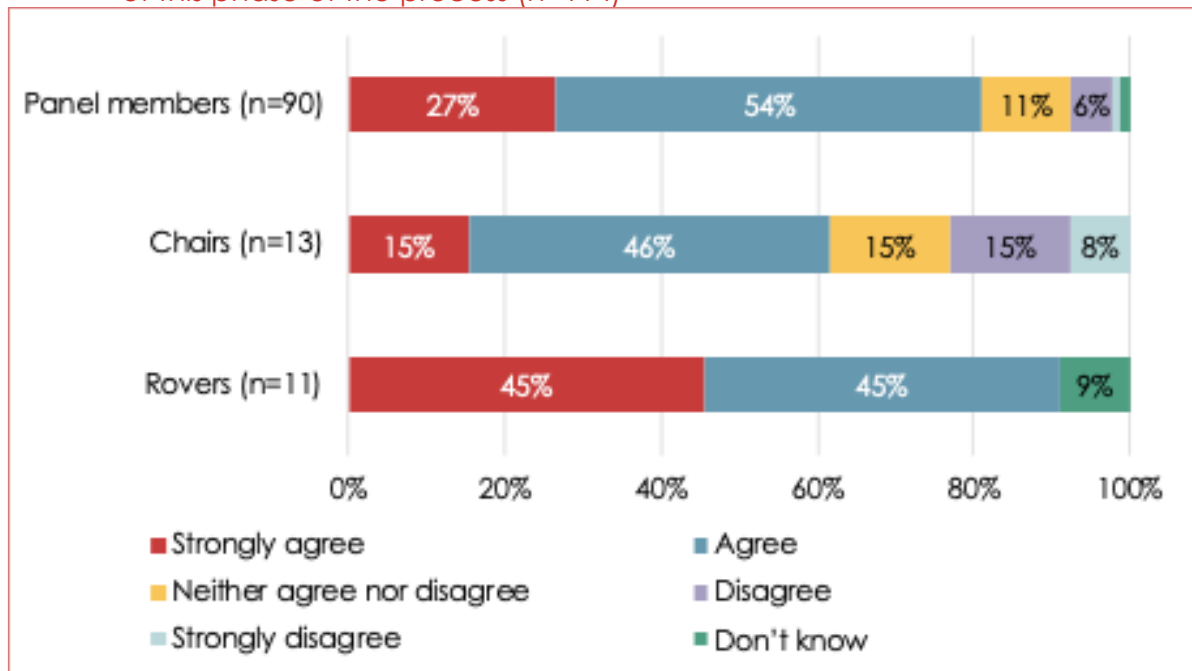
Figure 88 How useful was the pre-panel briefing for Chairs with the senior managers of the CRCRM scheme, and meeting the convenor of the panel before the meeting? (Chairs; n=13)



B.3.4. Full stage assessment process

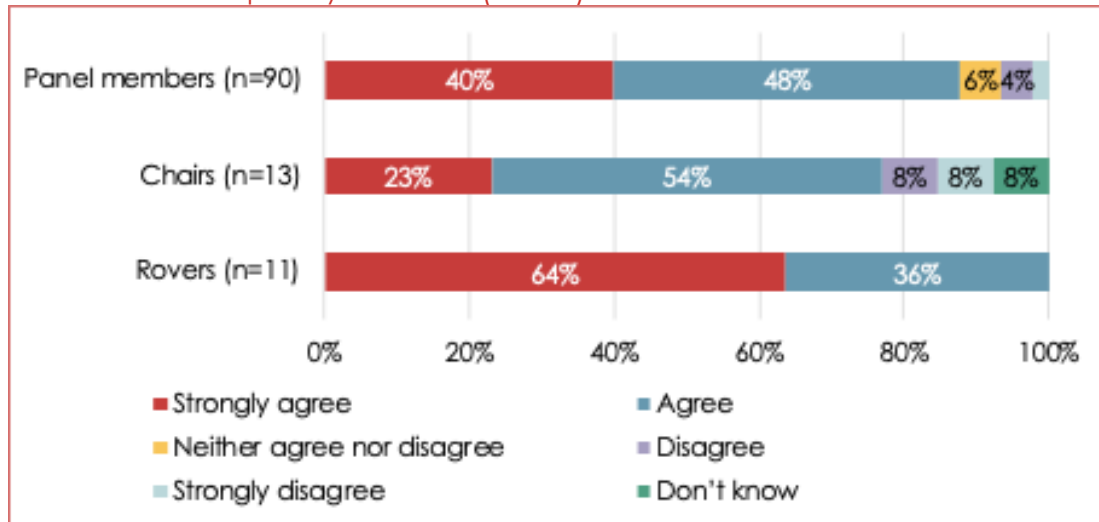
Survey respondents were then asked a series of questions about the full stage assessment process. The majority of respondents felt that the full stage of the assessment process would lead to the intended outcomes of this phase of the process, with 90% of rovers agreeing or strongly agreeing (Figure 89).

Figure 89 The full stage of the assessment process will lead to the intended outcomes of this phase of the process (n=114)



All rovers, 88% of panel members, and 77% of chairs agreed or strongly agreed that the full stage assessment process has enabled panels to differentiate strong applications with the potential to deliver transformative outcomes, that could only be achieved through IDR (Figure 90).

Figure 90 The full stage assessment process has enabled panels to differentiate strong applications that have the potential to deliver ground-breaking and transformative outcomes that could only be achieved through interdisciplinary research (n=114)



Respondents were then asked which aspect of the process they feel adds the most value to the fair assessment of IDR. All stakeholder groups found the IAC to be adding the most value to the fair assessment of IDR (91% of rovers; 62% of chairs; 71% of panel members). The assessment criteria were also found to add value (82% of rovers; 46% of chairs; 57% of panel members). The other aspects varied between stakeholder groups as shown in Figure 91.

Figure 91 With respect to your role in the full stage assessment phase, what aspect of the process do you feel adds the most value to the fair assessment of IDR? (n=114)

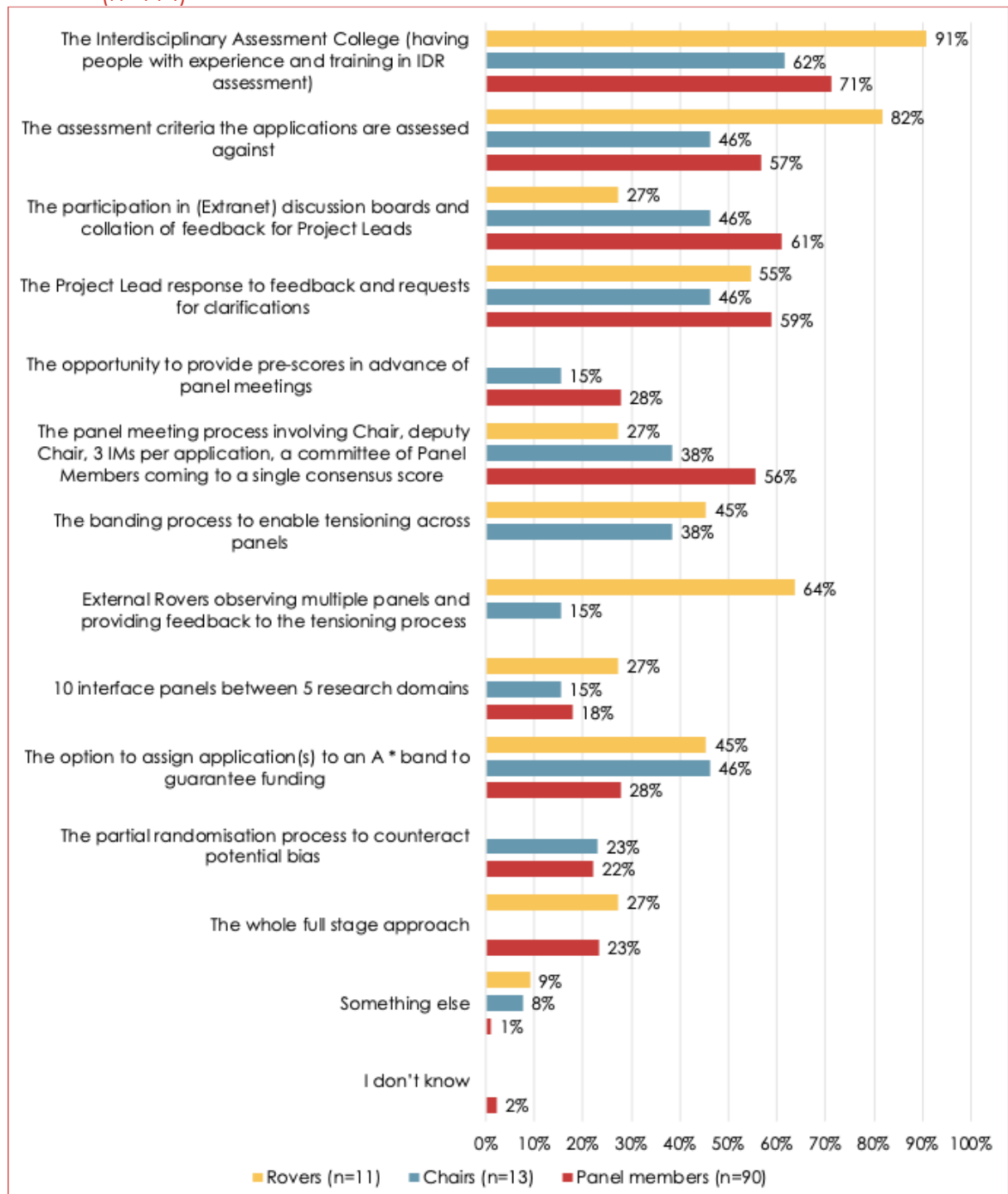
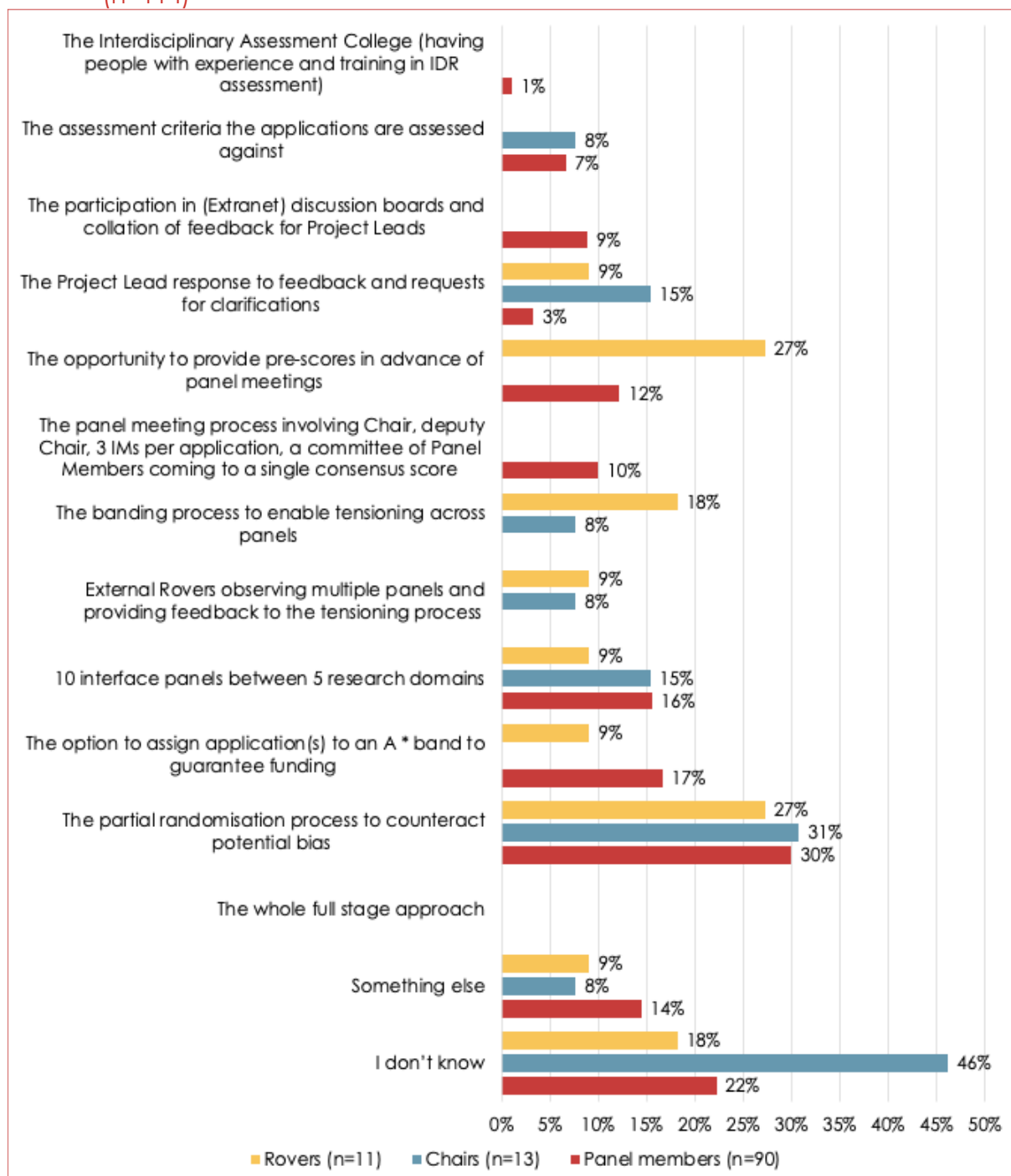


Figure 92 With respect to your role in the full stage assessment phase, what aspect of the process do you feel adds the least value to the fair assessment of IDR? (n=114)



When respondents were asked which aspect of the process they feel adds the most value to the fair assessment of IDR (Figure 92), the greatest number of respondents across all stakeholder groups found the partial randomisation process the least valuable (27% of rovers; 31% of chairs; 30% of panel members). However, overall, respondents seemed to find the various aspects to add value.

Chairs were then asked questions about the assessment process, shown from Figure 93 to Figure 96. Chairs felt positively about the following three areas of the assessment process:

- Most chairs agreed or strongly agreed (69%) that there is an appetite for awarding high-risk/high-gain applications through the CRCRM scheme (Figure 93)
- The vast majority of chairs (85%) were satisfied or extremely satisfied that awards prioritised for funding are the most deserving (Figure 94)
- 77% of chairs found the meeting of Chairs with CRCRM Project Board members to be valuable (Figure 96)

However, chairs had a more mixed view on whether the randomisation approach was fair, with an equal 23% of chairs feeling extremely satisfied, satisfied, neither satisfied or dissatisfied, and dissatisfied (Figure 95).

Figure 93 To what extent do you agree that there is an appetite for awarding high-risk/high-gain applications through the CRCRM scheme? (Chairs; n=13)

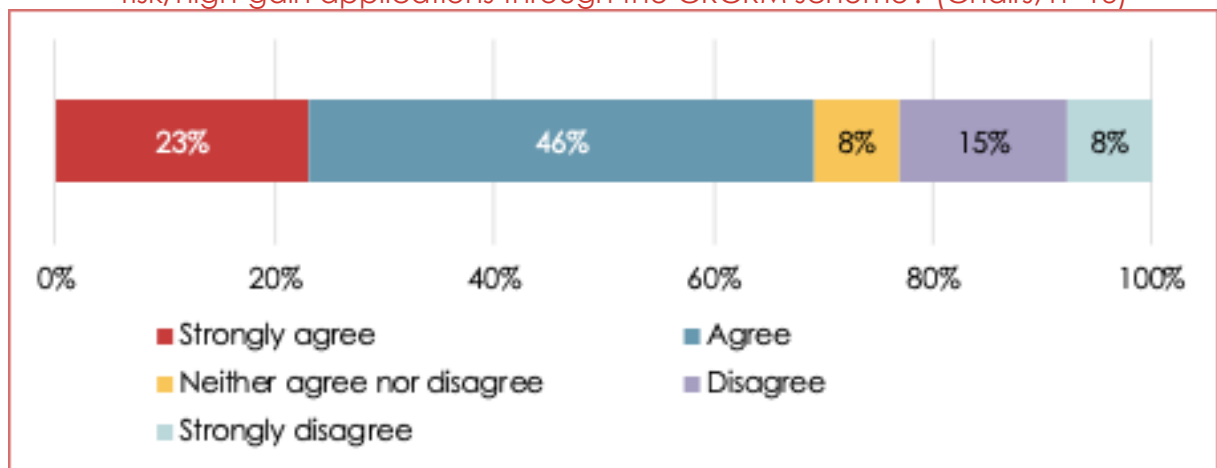


Figure 94 How satisfied are you that awards prioritised for funding (i.e. those banded A* and A) are the most deserving? (Chairs; n=13)

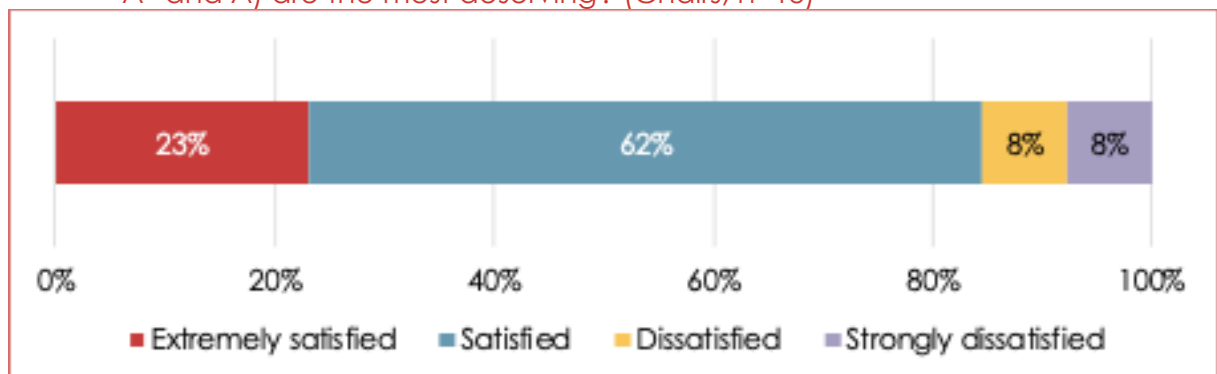


Figure 95 How satisfied are you that the randomisation approach was fair? (Chairs; n=13)

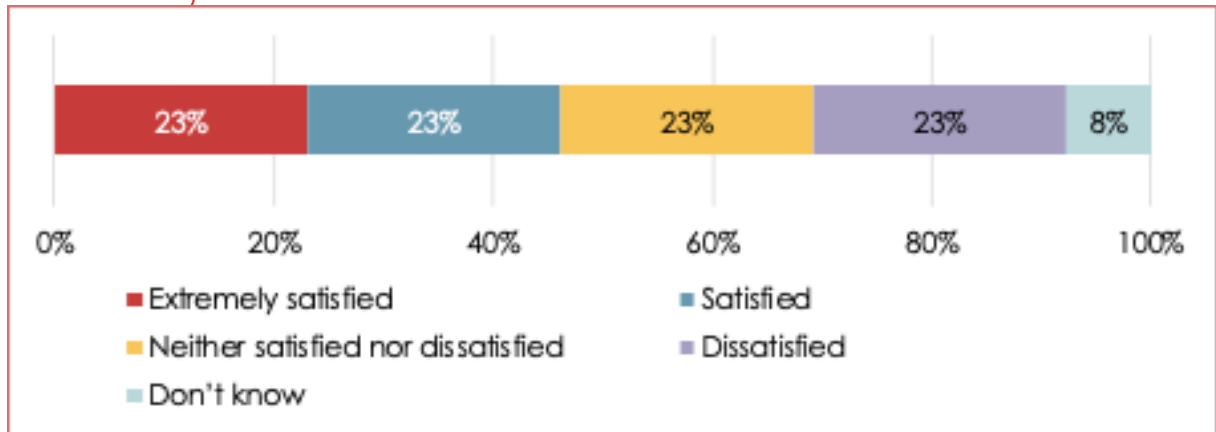
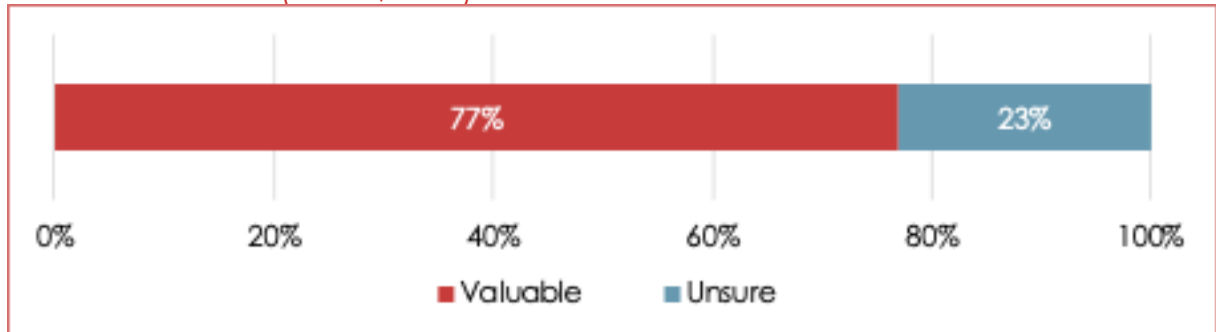
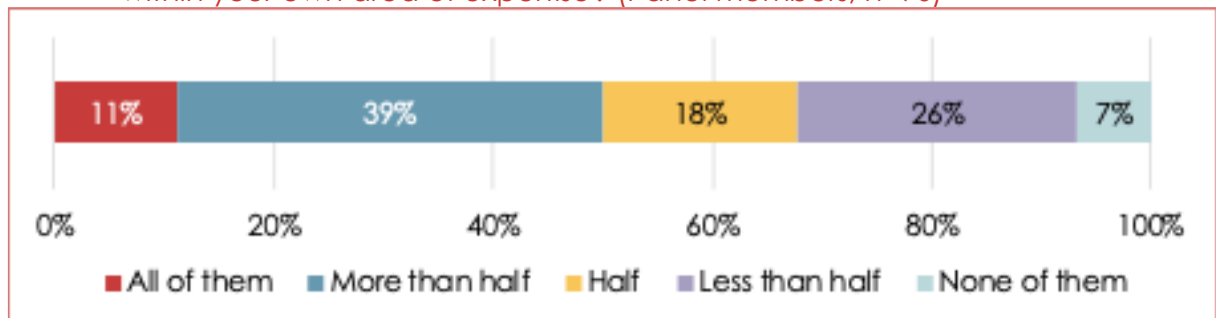


Figure 96 How valuable was the meeting of Chairs with CRCRM Project Board members? (Chairs; n=13)



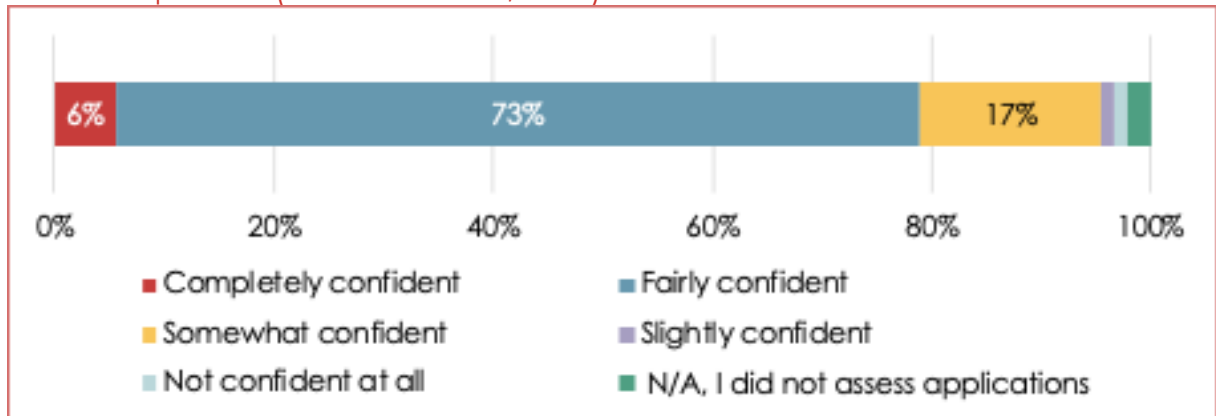
Panel members were asked the proportion of the applications that they assessed, that they consider to be within their own area of expertise, shown in Figure 97. Most panel members selected 'more than half' (39%), but their responses were largely split amongst categories.

Figure 97 What proportion of the applications you assessed did you consider to be within your own area of expertise? (Panel members; n=90)



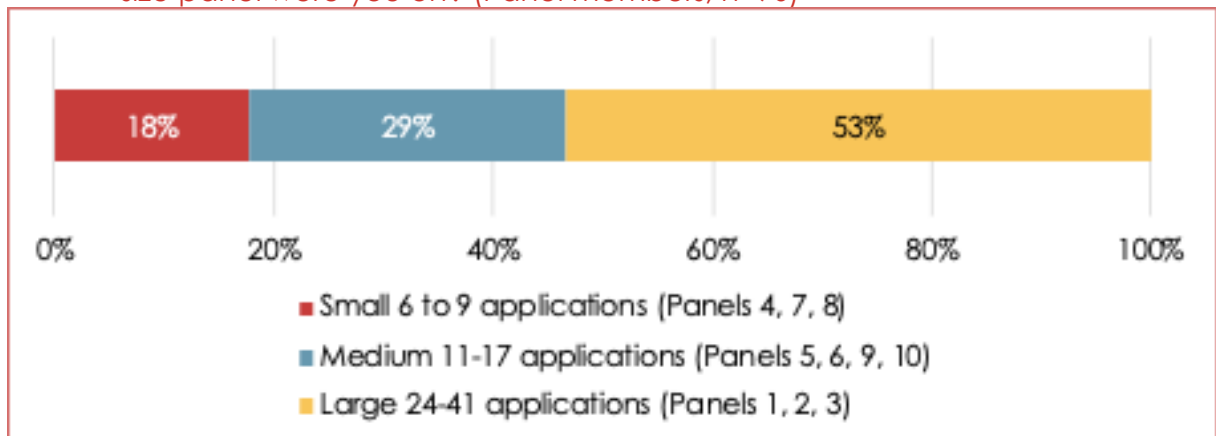
The vast majority of panel members felt fairly confident (73%) in making valued judgements against the criteria for full stage applications, when assessing applications outside their own expertise (Figure 98).

Figure 98 How confident were you in making valued judgements against the criteria for full stage applications, where you assessed applications outside your expertise? (Panel members; n=90)



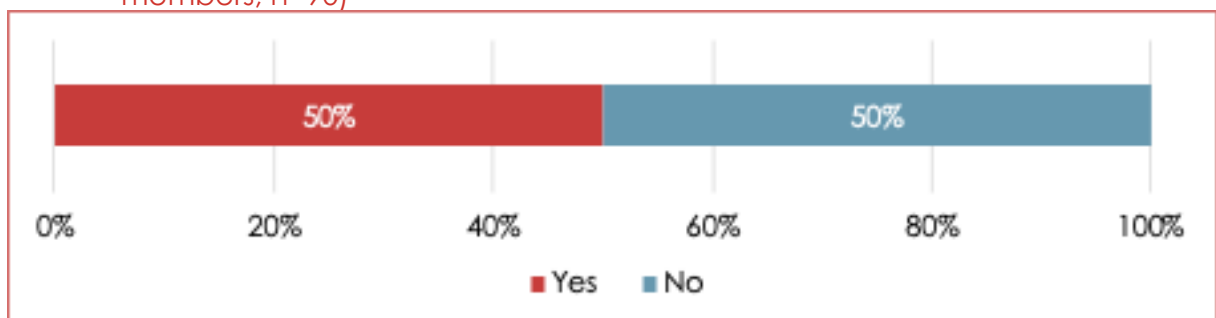
Most panel members (53%) were on large panels (1,2,3), with 24-41 applications, shown in Figure 99.

Figure 99 The full stage panel meetings in May 2024 had various sized panels. Which size panel were you on? (Panel members; n=90)



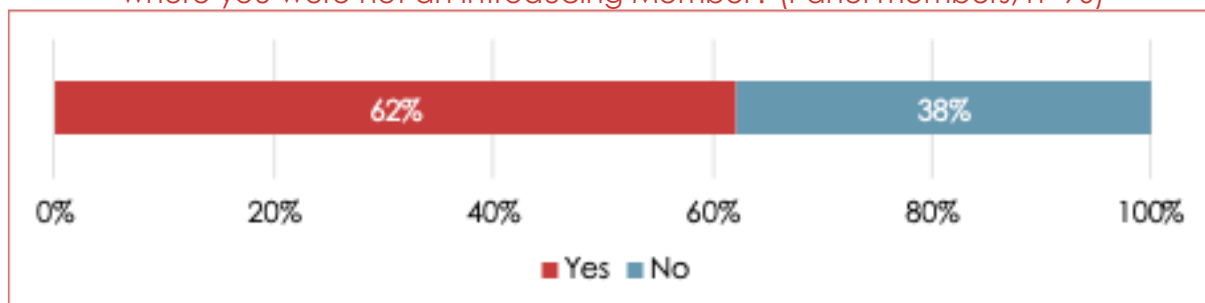
Exactly half of all panel members had read other applications than those assigned to them, and half had not (Figure 100).

Figure 100 Did you read any other applications than those assigned to you? (Panel members; n=90)



The majority of panel members (62%) felt they were able to contribute to discussions where they were not an Introducing Member, shown in Figure 101.

Figure 101 During the panel meetings, did you feel able to contribute to discussions where you were not an Introducing Member? (Panel members; n=90)



In Figure 102, over half of panel members (52%) were willing to assess more applications (approximately 7-8 in total). Additionally, 69% of panel members were willing to read applications not assigned to them to enable them to participate in discussions beyond the three IMs (Figure 103).

Figure 102 Would you be willing to assess more applications (approximately 7-8 in total)? (Panel members; n=90)

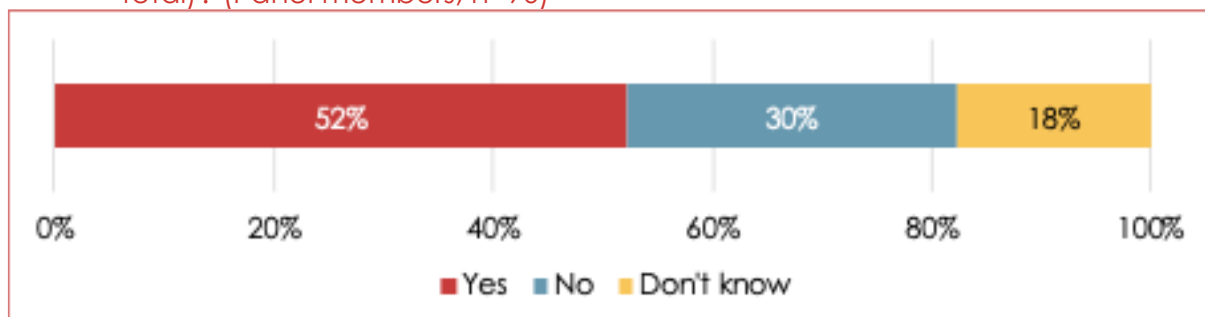
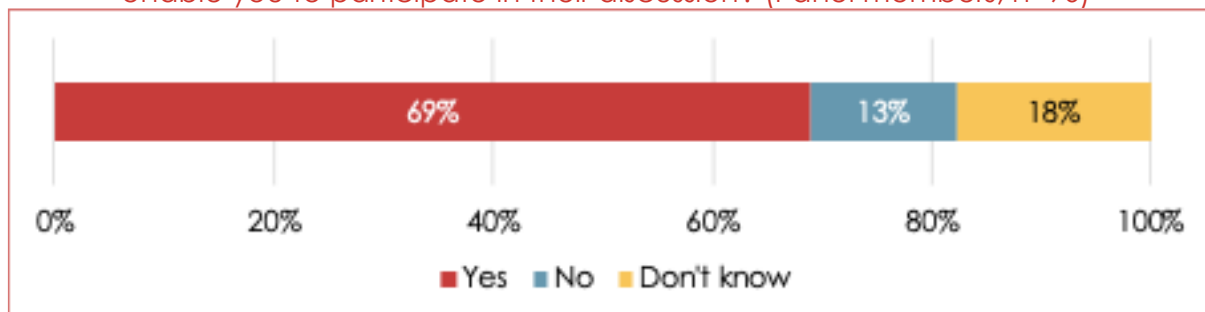


Figure 103 For R2, the panel compositions may be changed to optimise the number of applications and allow a broader discussion of applications beyond the three IMs. Would you be willing to read applications not assigned to you to enable you to participate in their discussion? (Panel members; n=90)



B.3.5. Observations from panel meeting discussions

Chairs and rovers were then asked to reflect on their experience of observing panel meeting discussions, by providing the extent to which they agree with the four statements shown from Figure 104 to Figure 107. Overall, the majority of chairs and rovers agreed or strongly agreed with the following three statements:

- The panels appeared to have a suitable breadth of IDR expertise and experience to provide fair scores and comments (Figure 104)
- Applications placed in the interface panels you observed were suitable for that panel (Figure 105)
- Overall, final scores agreed by panels were a fair assessment of the full stage applications (Figure 107)

Most chairs and rovers also agreed or strongly agreed that the discussions between IMs to create a collated response for Project Leads were fair and enabled points to be clarified that made for a fairer assessment during the panel meetings (Figure 106), but there was a notable proportion of respondents who neither agreed nor disagreed.

Figure 104 The panels appeared to have a suitable breadth of IDR expertise and experience to provide fair scores and comments (Chairs and Rovers; n=24)

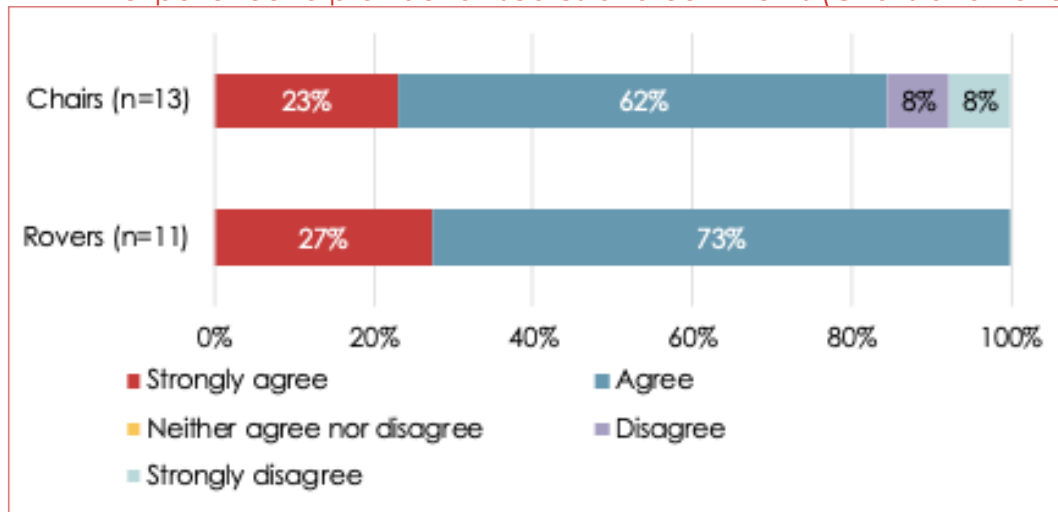


Figure 105 Applications placed in the interface panels you observed were suitable for that panel (Chairs and Rovers; n=24)

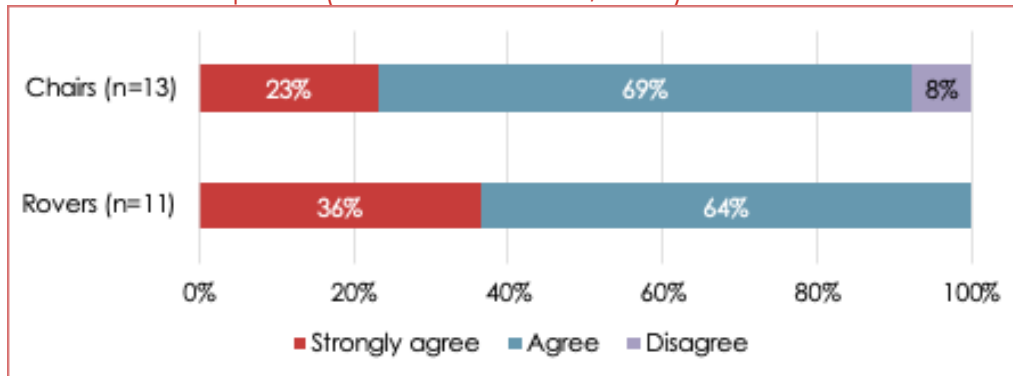


Figure 106 The discussions between Introducing Members (IMs) to create a collated response for Project Leads were well-balanced and fair and enabled points to be clarified that made for a fairer assessment during the panel meetings (Chairs and Rovers; n=24)

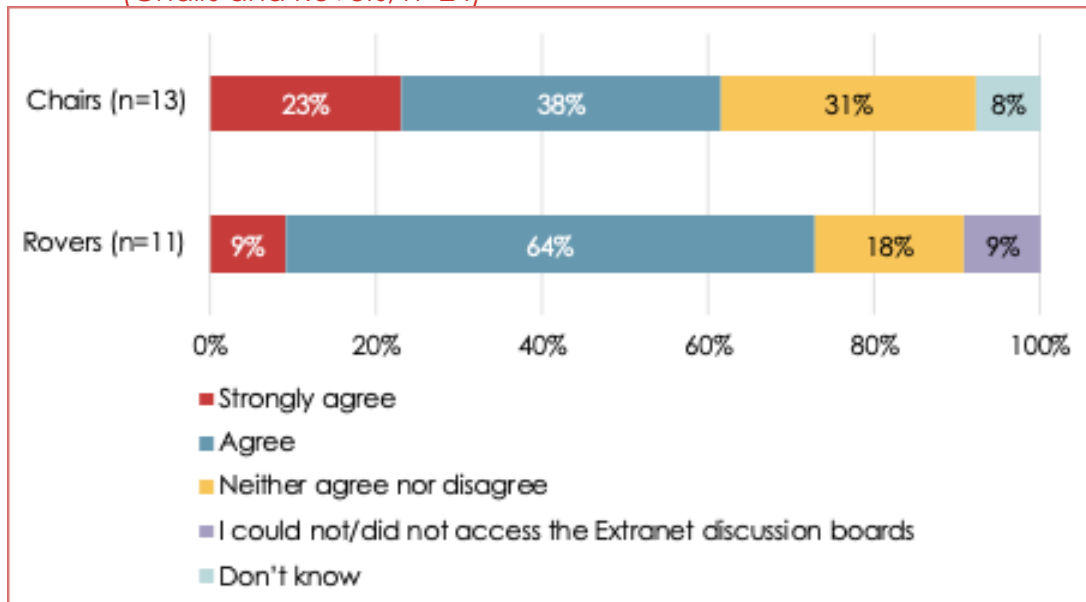
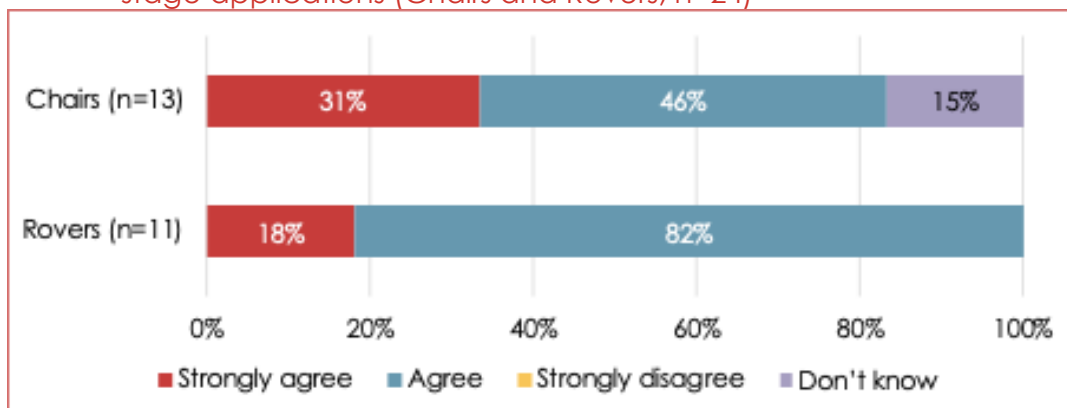


Figure 107 Overall, final scores agreed by panels were a fair assessment of the full stage applications (Chairs and Rovers; n=24)



B.3.6. Assessing full stage applications

Panel members were then asked to comment on their level of agreement with four statements, regarding their assessment of full stage applications, displayed from Figure 108 to Figure 111. Overall, panel members agreed or strongly agreed that:

- There was sufficient time to assess, score and provide comments
- The full stage application contained enough information to enable panel members to make an evidence-based assessment with confidence
- The assessment criteria for the full stage application were clear and enabled panel members to assess the applications fairly
- The assessment process for the full stage was a constructive way of providing feedback for the Project lead to respond to and enabling panel members to request clarifications

There was some disagreement (18%) to the first statement, and the fourth statement (9%), but overall panel members felt positively about their assessment of full stage applications.

Figure 108 There was sufficient time to assess, score and provide comments to all the applications you were allocated (Panel members; n=90)

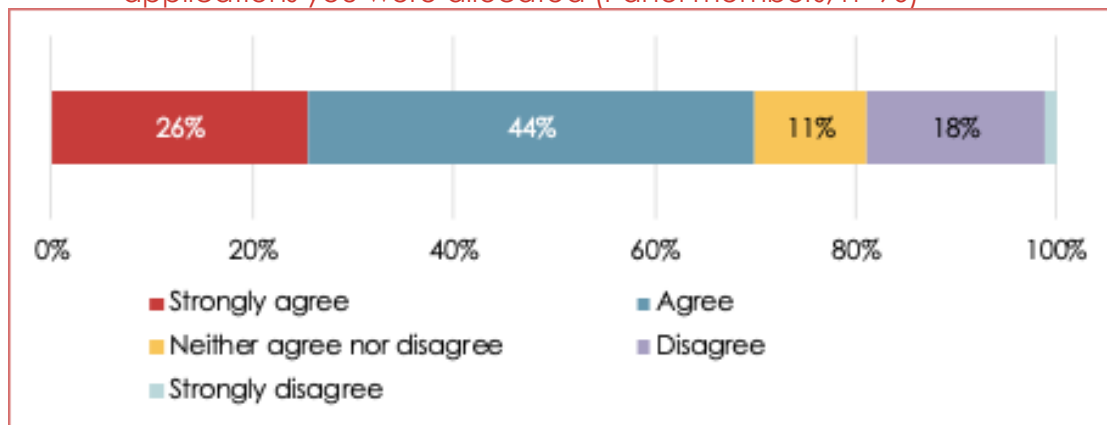


Figure 109 The full stage application contained enough information to enable you to make an evidence-based assessment with confidence (Panel members; n=90)

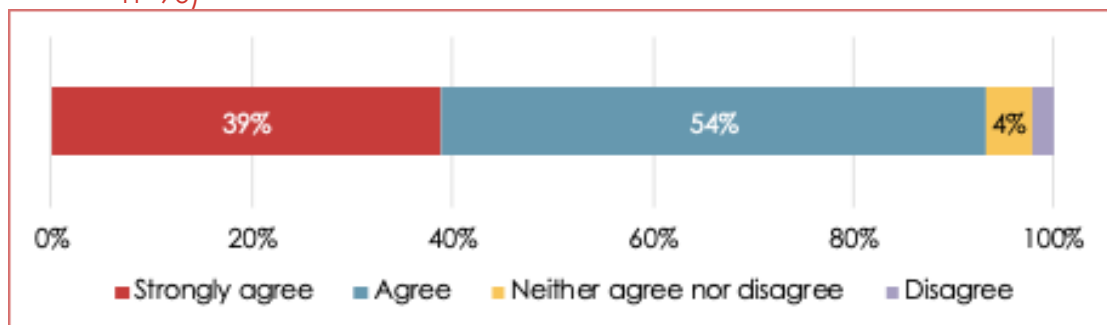


Figure 110 The assessment criteria for the full stage application were clear and enabled you to assess the applications fairly, in particular the interdisciplinarity of the projects (Panel members; n=90)

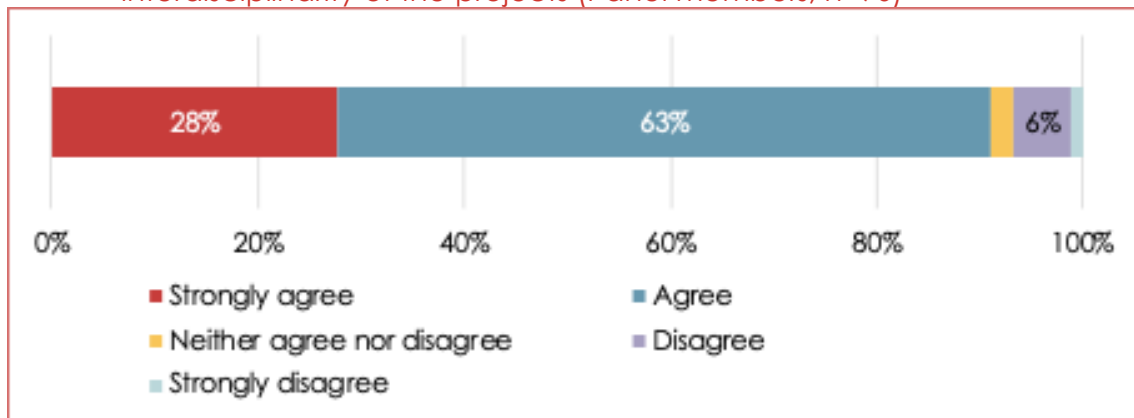
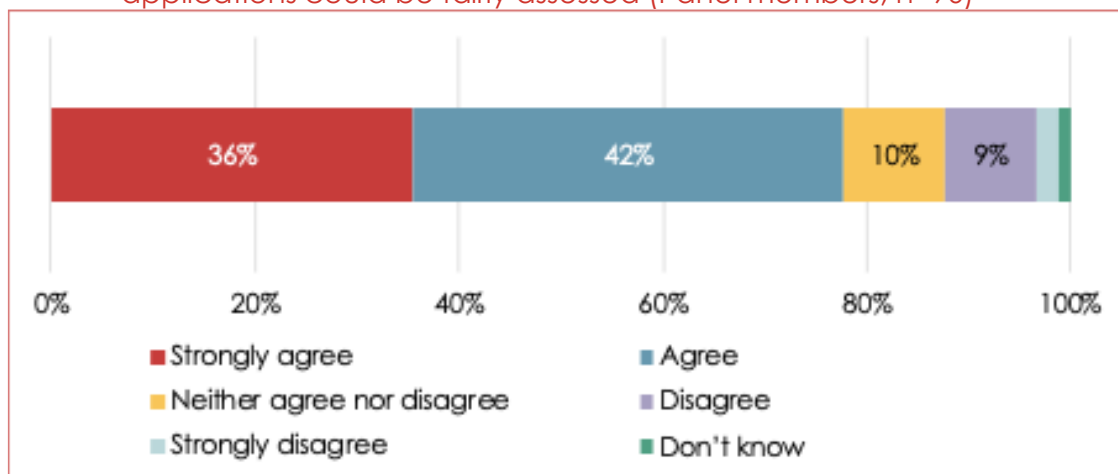
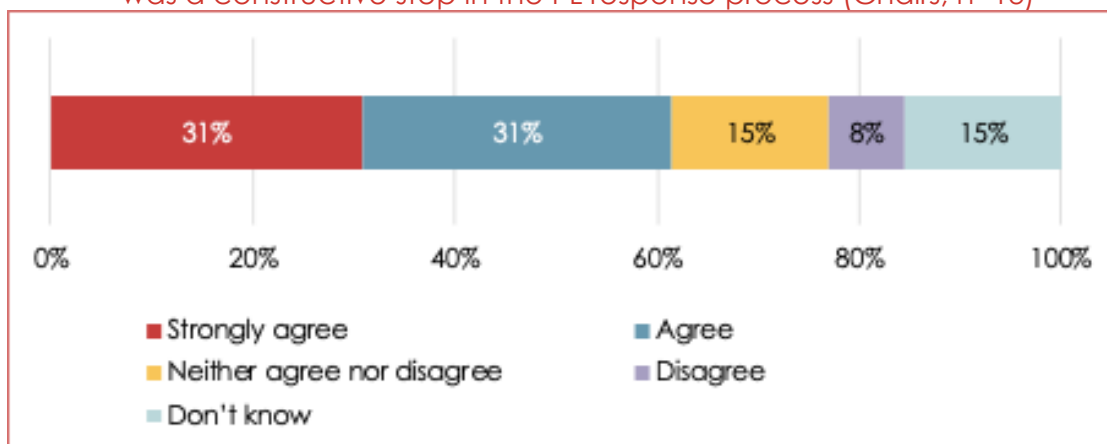


Figure 111 The assessment process for the full stage, including use of the Extranet discussion boards to compile feedback for Project Leads, was a constructive way of providing feedback for the Project lead to respond to and enabling panel members to request clarifications and further information so that the applications could be fairly assessed (Panel members; n=90)



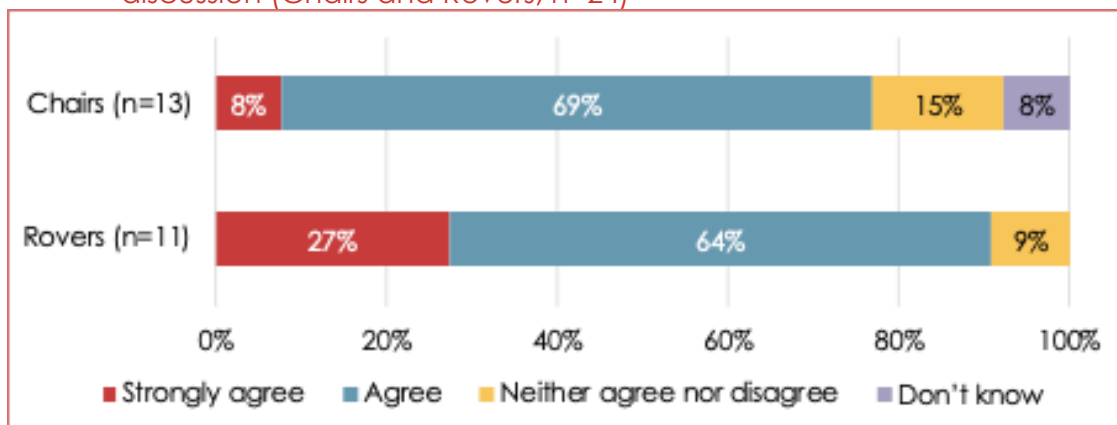
In Figure 112, chairs broadly agreed and strongly agreed (62%) that signing off the feedback to be sent to Project Leads was a constructive step in the PL response process, with some respondents neither agreeing nor disagreeing (15%) or disagreeing (8%).

Figure 112 Your role as Chair in signing off the feedback to be sent to Project Leads was a constructive step in the PL response process (Chairs; n=13)



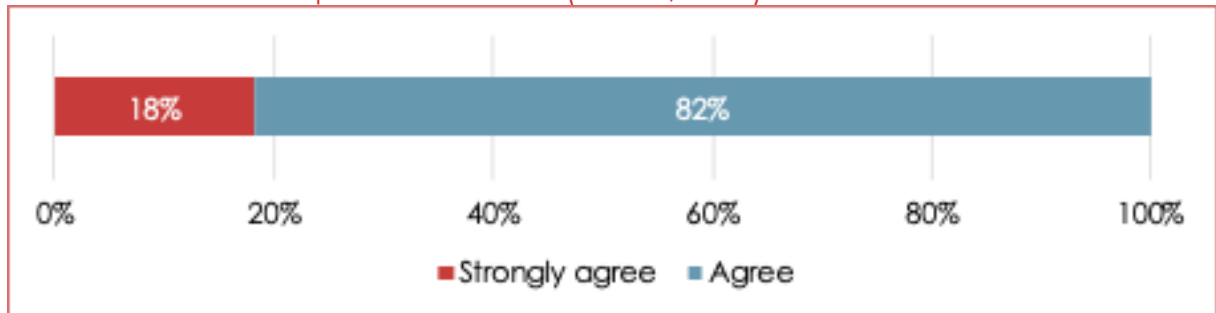
Most chairs (77%) and rovers (91%) agreed or strongly agreed that discussions between the 3 IMs to agree a final score were reached using the assessment and scoring criteria and were reflective of the panel discussion (Figure 113).

Figure 113 Discussions between the 3 IMs to agree a final score were reached using the assessment and scoring criteria and were reflective of the panel discussion (Chairs and Rovers; n=24)



All rovers agreed that the chair of the panels they observed ensured that the final agreed score was based on the criteria, and accurately reflected the panel discussions, reflecting their confidence in the performance of chairs during the assessment process (Figure 114).

Figure 114 The Chair of the panels you observed ensured that the final agreed score was based on the assessment and scoring criteria and that it accurately reflected the panel discussions (Rovers; n=11)



Chairs and rovers were asked to comment on four further statements about the assessment process, shown from Figure 115 to Figure 118. There was strong agreement amongst respondents that:

- Discussions to build consensus on appropriate banding were well balanced, considered and fair
- There was enough time in the panel meetings to build consensus on scores and banding
- The Panel Meeting Guidance provided for the full stage was of high quality and informative
- The assessment process including discussion about each application by the 3 assigned IMs to create compiled feedback was constructive

There was no disagreement amongst respondents for the above four statements.

Figure 115 Discussions to build consensus on appropriate banding were well balanced, considered and fair (Chairs and Rovers; n=24)

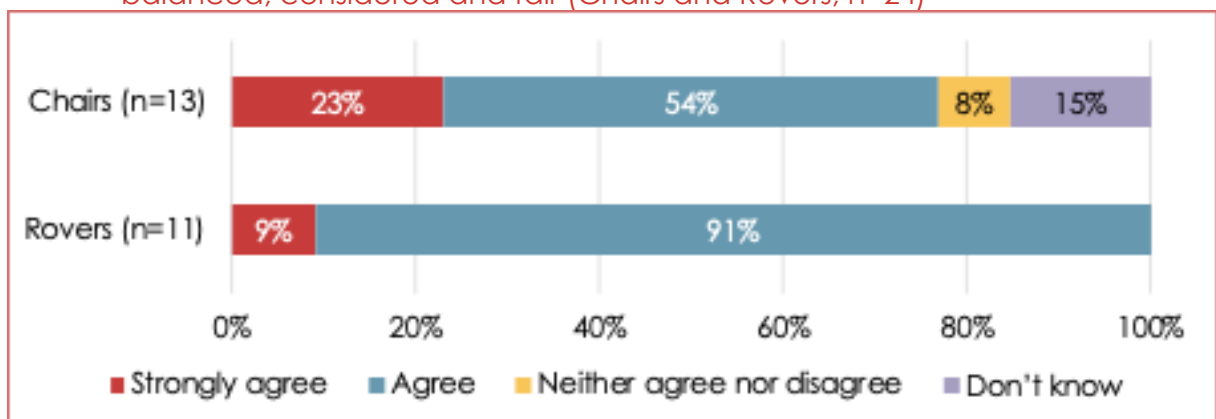


Figure 116 There was enough time in the panel meetings to build consensus on scores and banding (Chairs and Rovers; n=24)

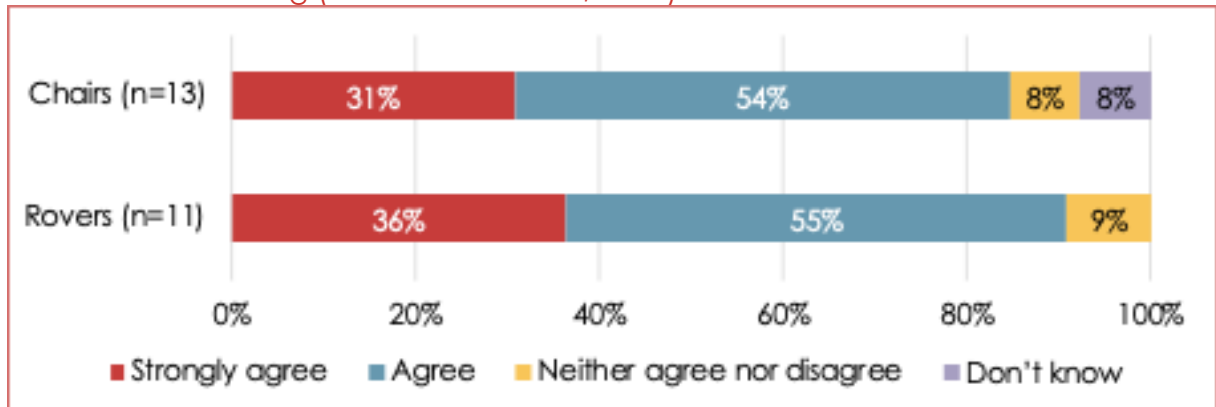


Figure 117 The Panel Meeting Guidance provided for the full stage was of high quality and informative (Chairs and Rovers; n=24)

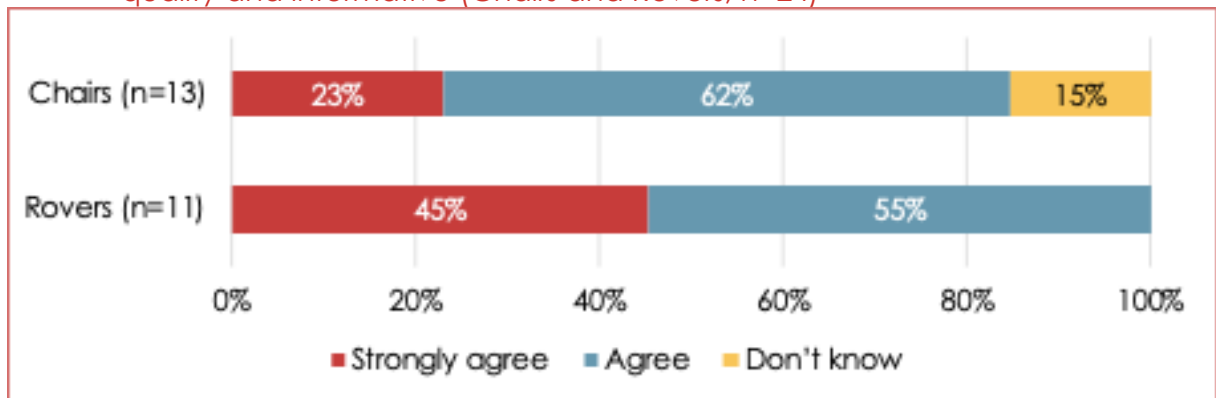
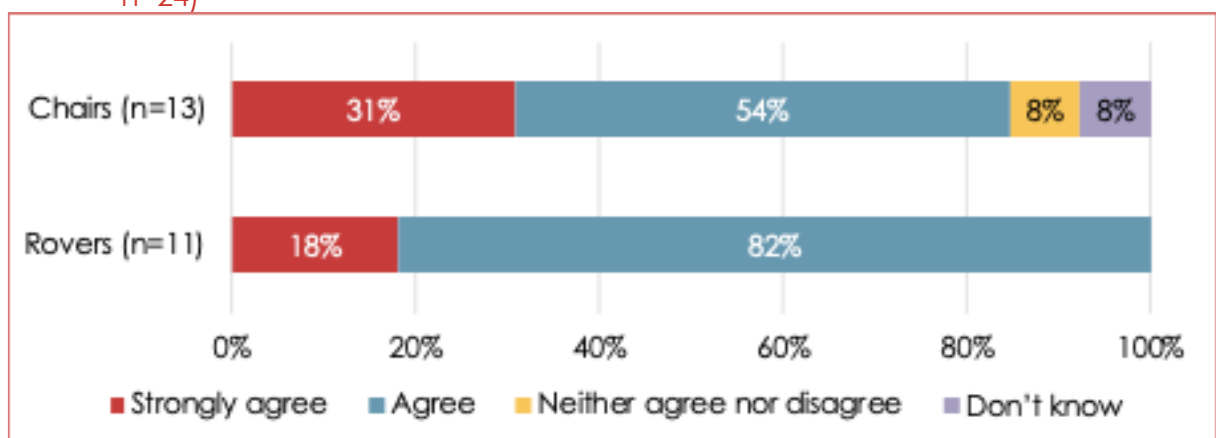


Figure 118 The assessment process for the full stage included discussion about each application by the 3 assigned IMs to create compiled feedback that was sent to Project Leads to respond to. This process was a constructive way of providing feedback and requests for further information (Chairs and Rovers; n=24)



All stakeholder groups were asked the extent to which they agreed that embedding the interdisciplinary consideration in the vision and approach

criteria was an improvement compared to the approach at the outline stage in Figure 119. The majority of rovers (73%) and panel members (70%) agreed or strongly agreed, but just under half of chairs (46%) agreed or strongly agreed.

Figure 119 Embedding the interdisciplinary consideration in the vision and approach criteria was an improvement compared to the approach at the outline stage (n=114)

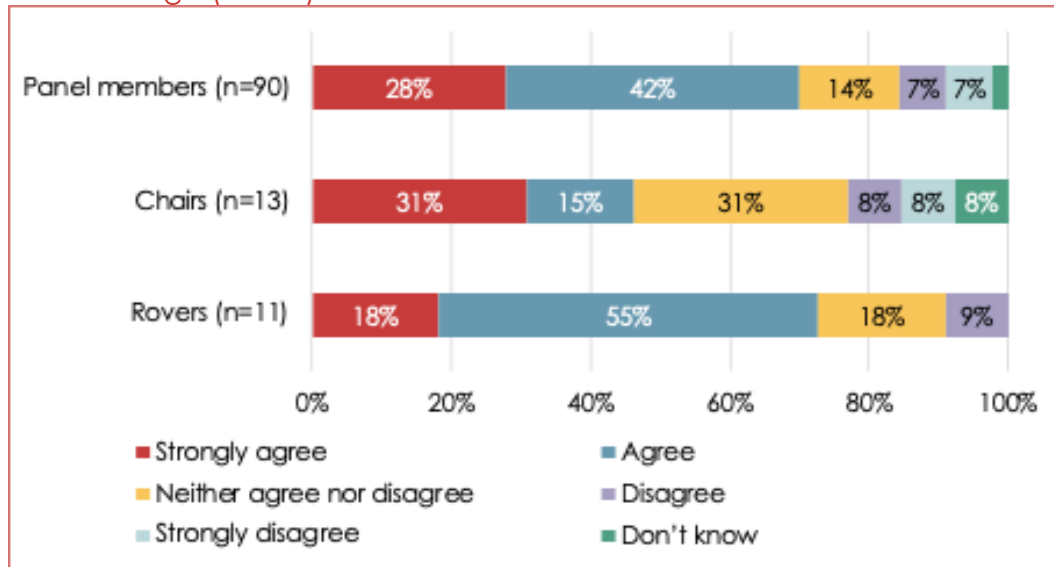
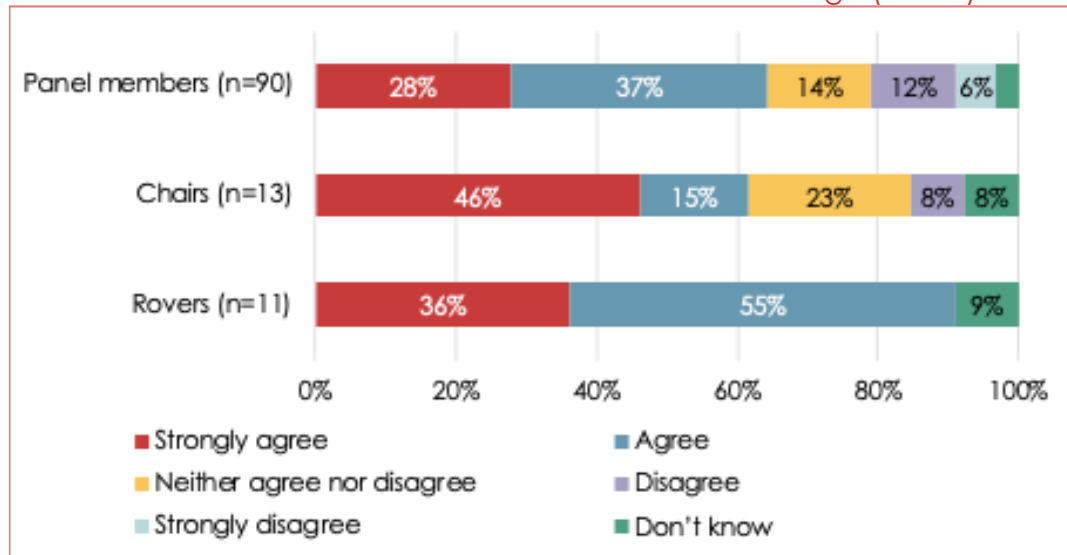


Figure 120 Providing a single score across equally weighted criteria at the full stage enabled easier assessment than at the outline stage (n=114)



In Figure 120, almost all rovers (91%) agreed or strongly agreed that providing a single score across equally weighted criteria at the full stage enabled easier assessment than at the outline stage, compared to 61% of chairs and 65% of panel members.

Figure 121 In the panels you observed, did the information provided in the Resume for Research and Innovation (R4RI) (Capability to Deliver) enable IMs to fully assess the applicant and team capability to deliver? (n=114)

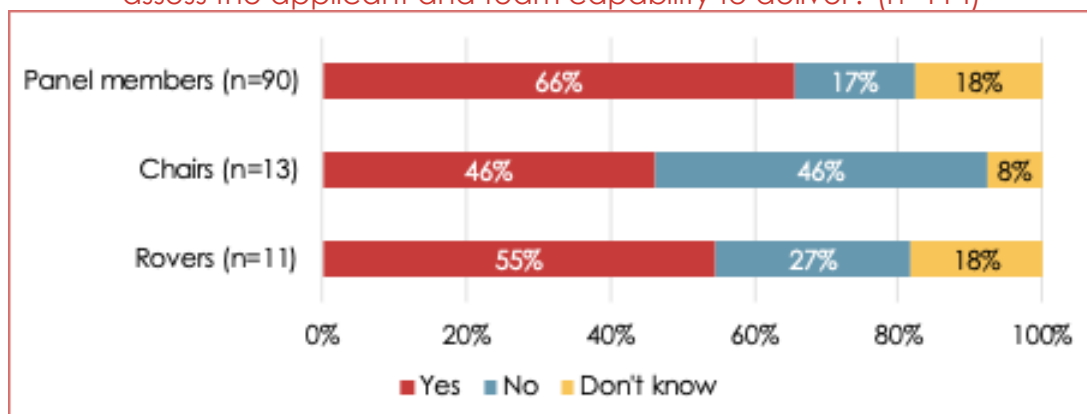
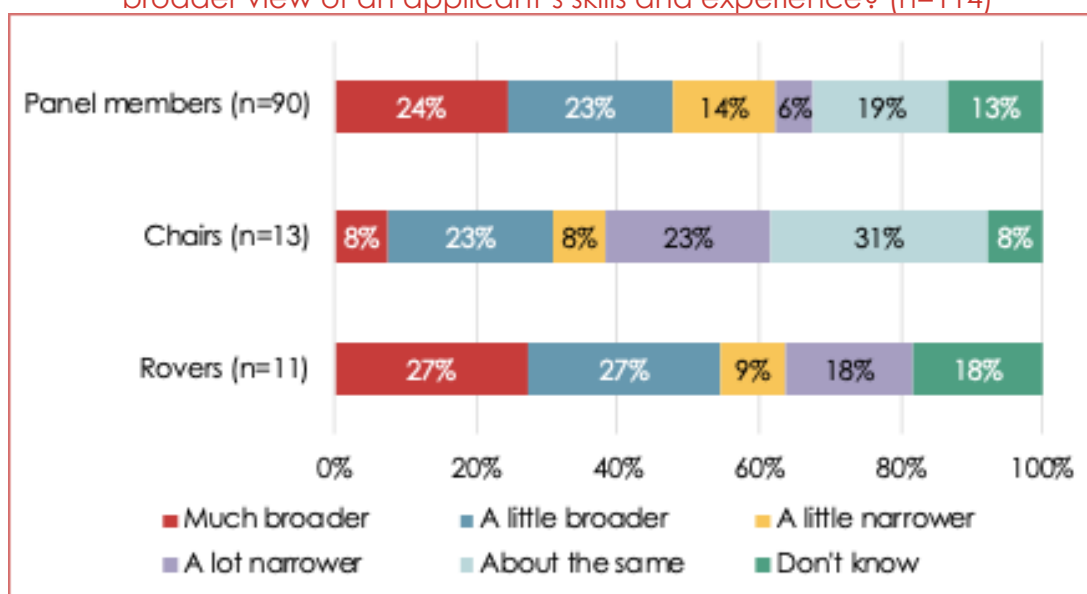


Figure 122 Compared to an application with a traditional CV or compared to other experiences, do you feel the R4RI-like narrative CV gave the panel a broader view of an applicant's skills and experience? (n=114)



Lastly, all IAC respondents were asked to comment on the Resume for Research and Innovation (R4RI)-like narrative CV (Figure 121 and Figure 122). Almost all respondents agreed or strongly agreed that the information provided in the R4RI (Capability to Deliver) enabled panels to fully assess the applicant and team capability to deliver (Rovers: 82%; Chairs: 92%; Panel members: 83%; Figure 121). However, respondents differed on whether the narrative CV gave the panel a broader view of an applicant's skills and experience than a traditional CV. Just over half of the rovers (54%) thought it provided a broader view than a traditional CV, compared to 47% of panel members and 31% of chairs. The same proportion of chairs (31%) thought the narrative CV provided a narrower view compared to a traditional CV.

Appendix C Survey analysis for the CRCRM Round 2 outline stage

C.1. Introduction

Members of the Interdisciplinary Assessment College (IAC), including panel members, chairs, deputy chairs, and rovers, were invited to complete a survey reflecting on their experiences of applying to the IAC. The survey gathered their views on different aspects of the process, as well as their perceptions of the scheme more broadly. A parallel survey was also issued to applicants, asking comparable questions. The applicant survey was run immediately following closure of the Round 2 outline stage application window and closed before outcomes were communicated. IAC members received the survey when their assessment role had ended for Round 2 outline stage.

This summary presents the findings from the quantitative responses provided across the two surveys for the Round 2 outline applications. The first section presents the responses from the applicant survey, whilst the second section presents the consolidated results from the IAC survey.

Readers should note the variation in sample sizes, as there are 782 applicant respondents, but smaller sample sizes within the IAC: 118 panel members, 13 rovers, and 15 chairs or deputy chairs. With this in mind, caution is necessary when drawing conclusions from the results.

C.2. Applicant survey: R2 outline stage

C.2.1. Overview of participants

Figure 123 and Figure 124 show the breakdown of participants in the applicant survey. While the greatest number (42%) described themselves as in the mid-stage of their careers, a similar proportion (38%) were in the advanced stages of their careers. Most applicants (54%) worked in a co-lead function, though over 40% worked as a project lead.

Figure 123 What is your career stage? (n=782)

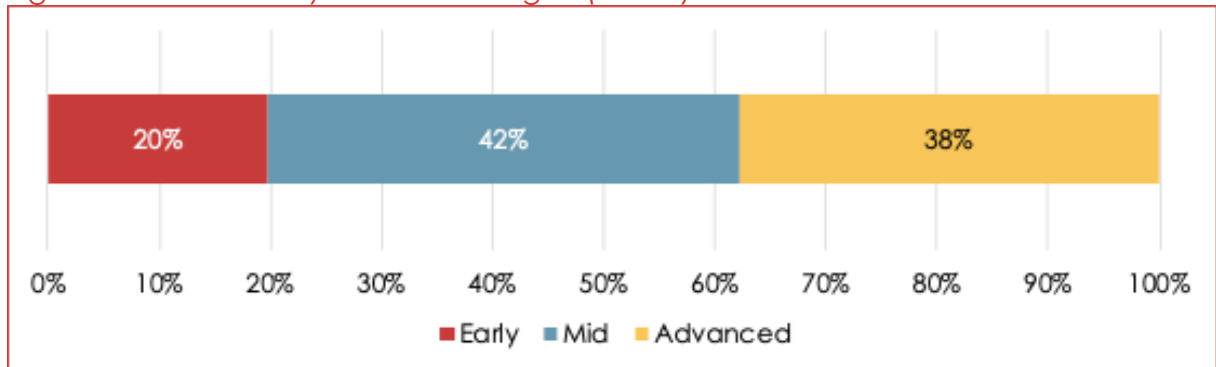


Figure 124 What is your role type? (n=782)

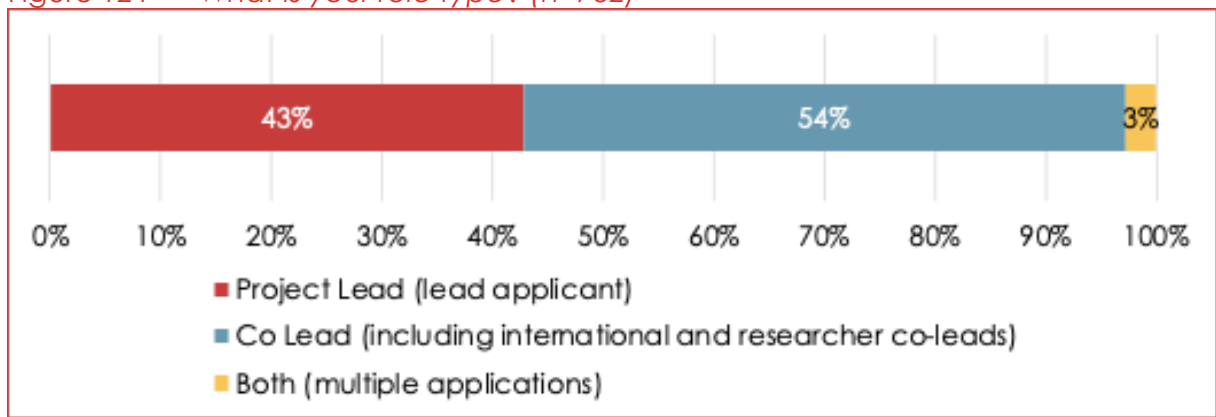


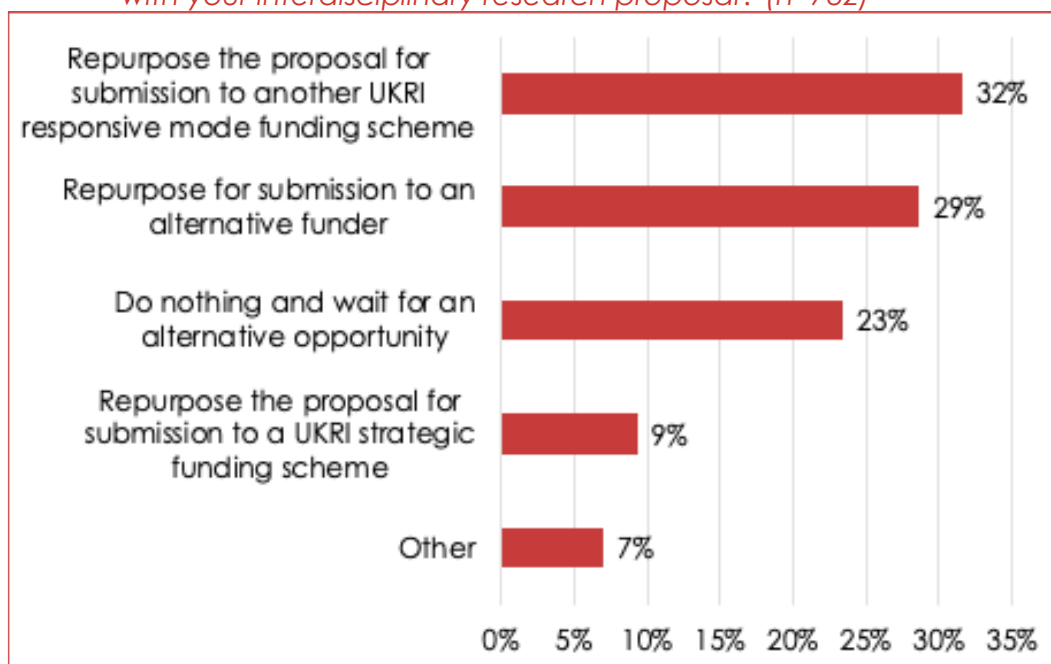
Figure 125 shows that most applicants (44%) heard about the scheme through their colleagues, though 26% heard of it via a research organisation's funding opportunities page, and 21% heard of it through the UKRI funding page.

Figure 126 shows answers to the question "in the absence of the CRCRM pilot scheme what would you have done with your interdisciplinary research proposal?". Most said they would repurpose their submission, either for another UKRI responsive mode funding scheme (32%), for submission to an alternative funder (29%), or for submission to a UKRI strategic funding scheme (9%). A significant number (23%) said they would simply wait for an alternative opportunity instead.

Figure 125 Where did you hear about the CRCRM pilot scheme? (n=782)



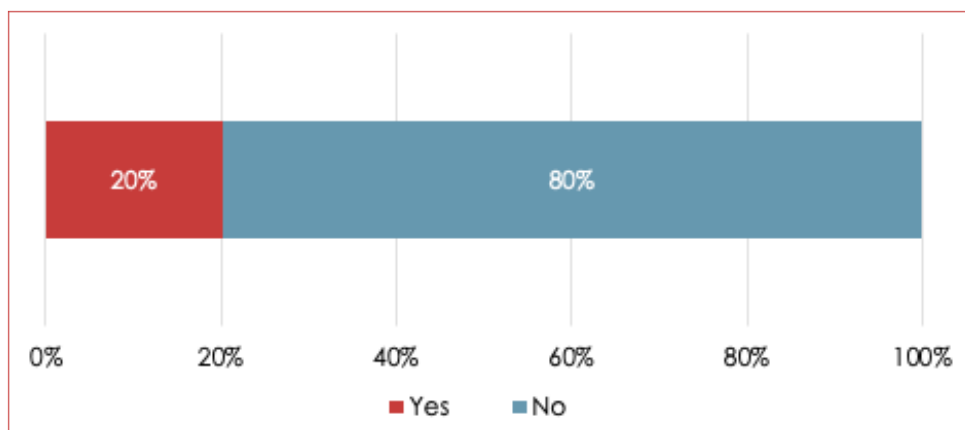
Figure 126 In the absence of the CRCRM pilot scheme what would you have done with your interdisciplinary research proposal? (n=782)



C.2.2.Comparisons to round 1

Data presented in this section shows the responses to questions addressing the comparisons with round one of the CRCRM pilot scheme. Most respondents (80%) did not apply in round one, as shown in Figure 127. This means the questions which follow were answered by a relatively small sample size of 157 participants — 20% of the total.

Figure 127 Did you apply to the CRCRM pilot scheme in round 1? (n=782)



The following two questions were answered solely by the 163 applicants who had already applied to round 1 (Figure 128). As shown in Figure 129, an overwhelming majority found the scheme's definition of interdisciplinary research questions, the application questions, and the assessment criteria to be either "more clear" than, or "the same", as round one. Almost no respondents felt any of these were less clear.

Figure 128 In what capacity did you apply to round 1? (n=163)

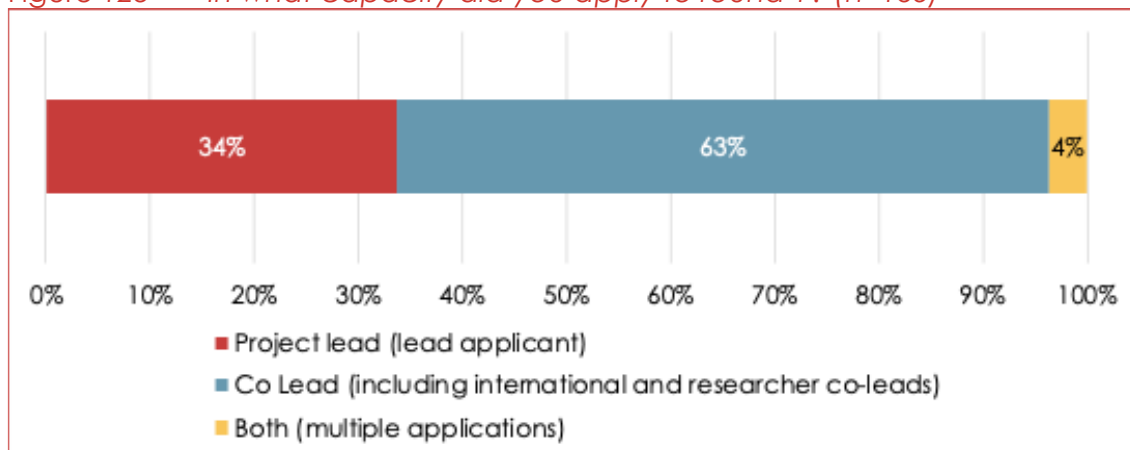
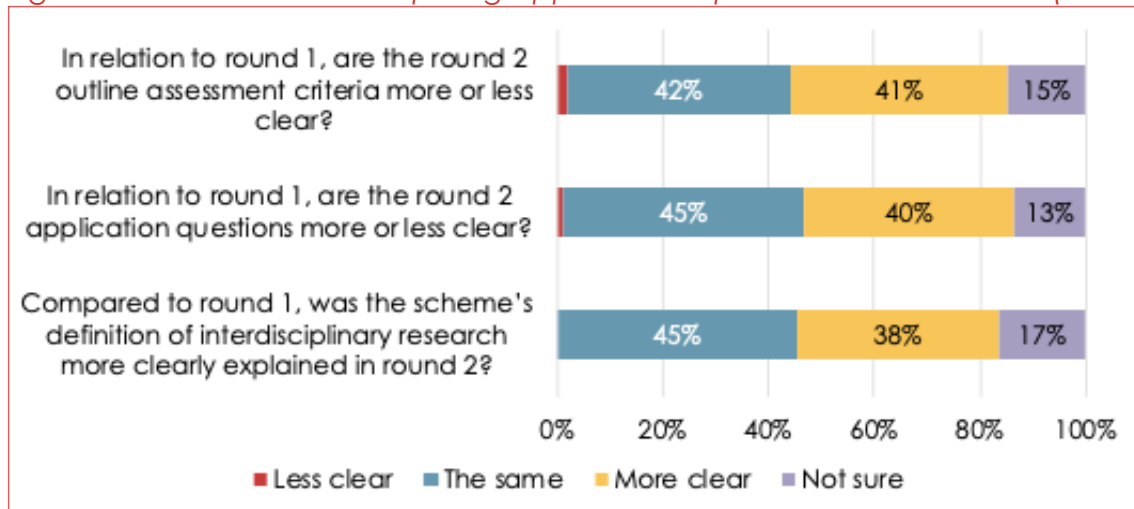


Figure 129 Questions comparing applicants' experiences with Round 1 (n=163)



C.2.3. Belief in the future impact of the scheme

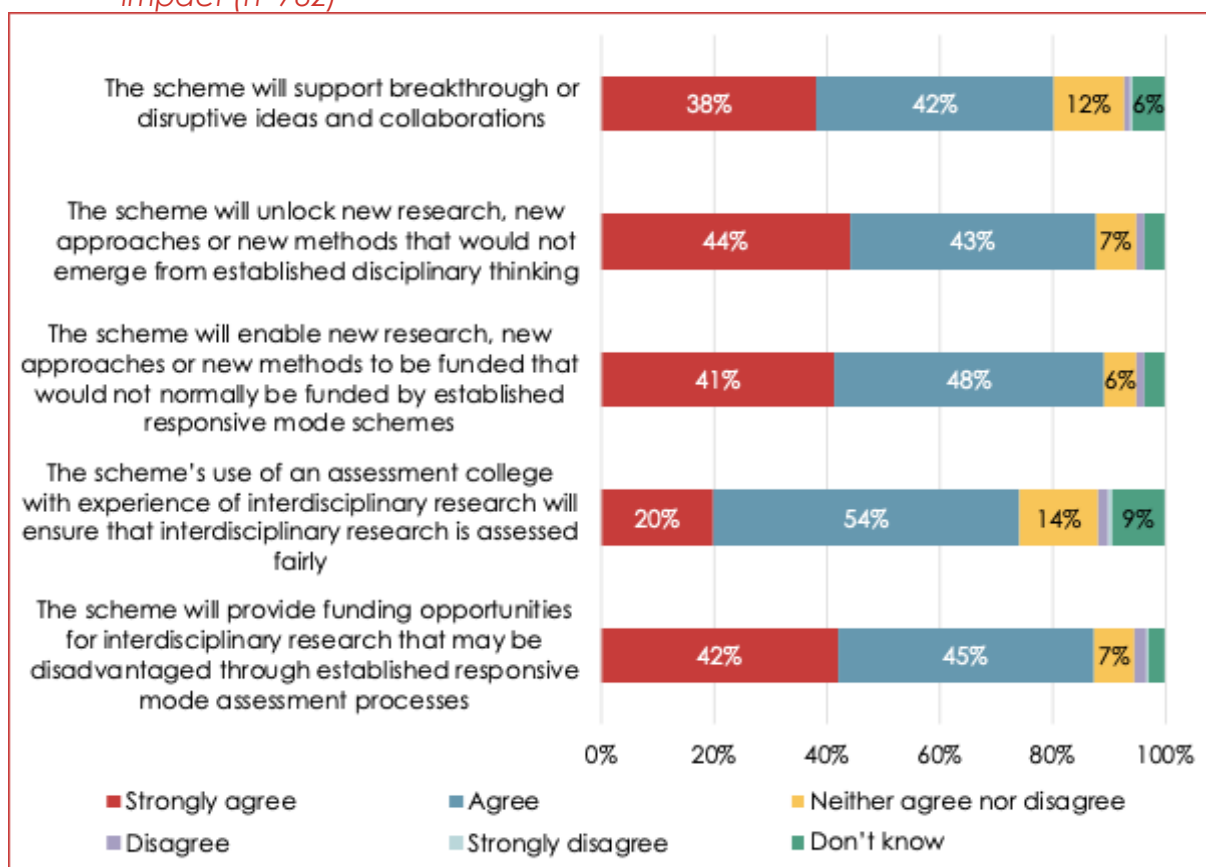
The next set of questions addressed participants' view about the scheme's potential for future impact. Participants generally agreed with the five statements in Figure 130, with very limited numbers expressing disagreement.

A majority was confident in the scheme's ability to:

- Provide funding opportunities for interdisciplinary research that may be disadvantaged through established processes
- Enable the funding of new research, approaches or methods and unlock these in a way that would not emerge from established disciplinary thinking
- Support breakthrough or disruptive ideas and collaborations.

Most participants also believed in the scheme's ability to assess interdisciplinary research fairly; however, it is notable that the figure strongly agreeing with this statement is substantially lower (by roughly 20%) than it is for other statements.

Figure 130 Questions addressing views about the scheme's potential for future impact (n=782)

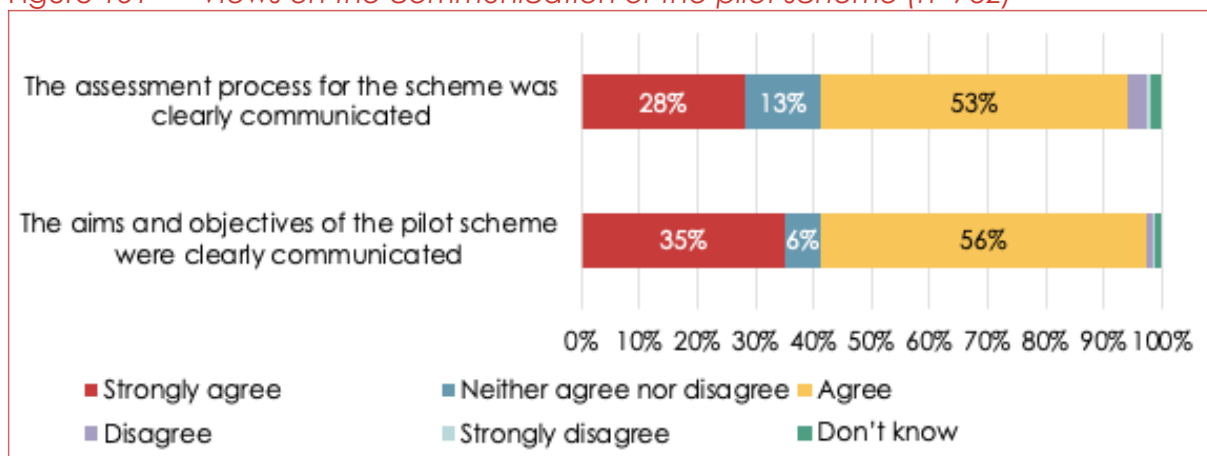


C.2.4. Communication of the pilot scheme

Applicants generally found the pilot scheme to have clear communication, both in terms of its aims and objectives, and in terms of the assessment process.

Over 91% agreed (56%) or strongly agreed (35%) that the aims and objectives of the pilot scheme were clearly communicated. Regarding the assessment process, 81% agreed (53%) or strongly agreed (28%) that it was clearly communicated.

Figure 131 Views on the communication of the pilot scheme (n=782)



C.2.5. Usefulness of resources

This section summarises responses to questions which focused on the utility of the resources provided to applicants. **Overall, where any given resource was used, the vast majority found it to be useful.** There is variation in the number who used each resource, with many answering “not applicable” for certain resources.

The launch of round two was supported by two webinars for prospective applicants and professional support staff, held on 5 and 11 September 2024. It presented an overview of the scheme, provided information about how interdisciplinary research is defined for this scheme, followed by an opportunity to ask questions. 324 respondents (41%) attended neither of these webinars nor watched the recording. The remaining 59% watched the recording or attended one of the webinars: 37% watched the recording, and 21% attended one of the webinars.

Figure 133 shows how useful respondents found the webinar (of those who watched or attended it). **Overwhelmingly, those who used the webinar found it to be useful.** Whilst 7 respondents (1%) did not find it useful, and 32 (7%) were undecided, the remaining 92% found it either “to some extent” (48%) or “very” (44%) useful.

Figure 132 Did you attend the webinar (on 5 and 11 September 2024) or watch the recording? (n=782)

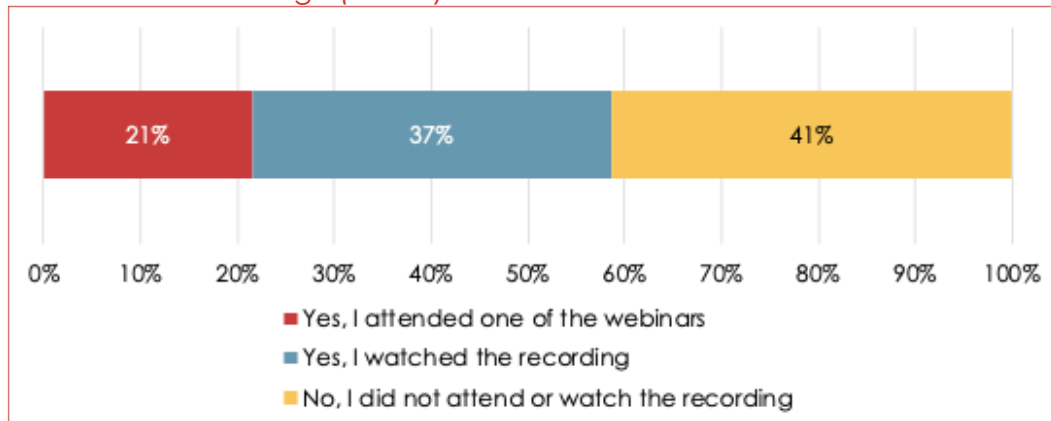


Figure 133 If you attended or watched the webinar, did you find it useful? (n=463)

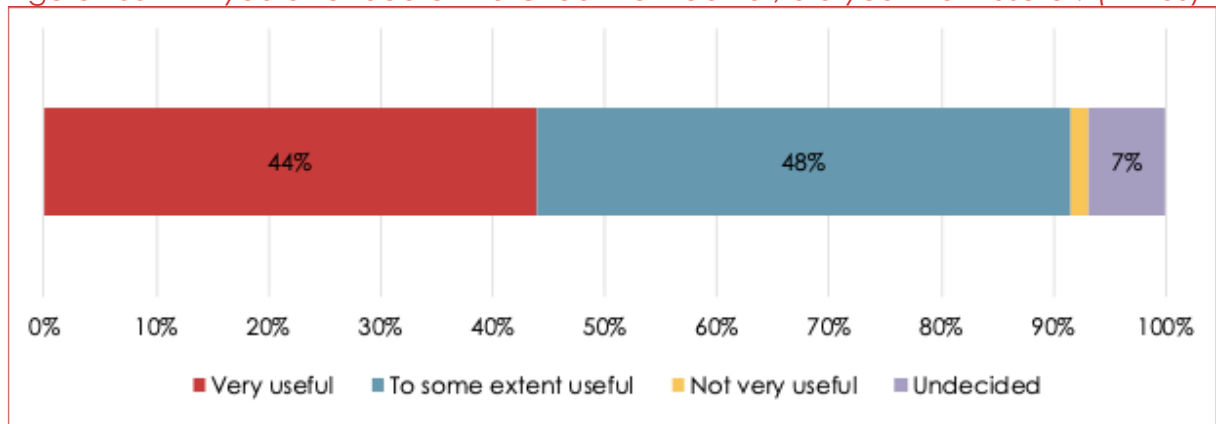


Figure 134 displays answers to all other questions regarding the usefulness of the different resources provided. As mentioned, there is notable variation in the numbers who used each resource. Approximately 50% of respondents did not use the following resources:

- CRCRM promotional videos
- July 2024 webinar/recording
- Video discussion of what interdisciplinary research is in relation to this scheme

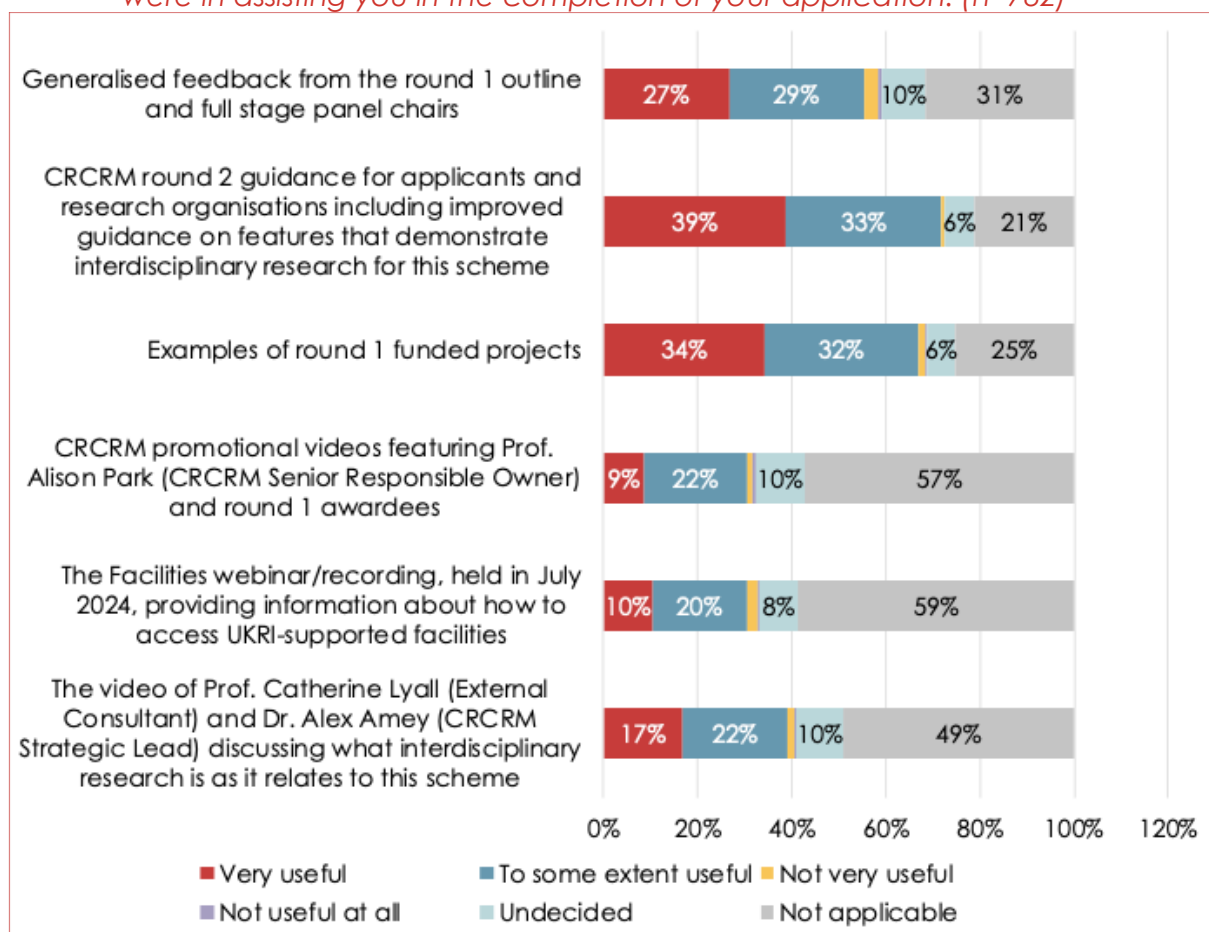
Most answered “not applicable” for these questions.

On the other hand, the following resources were widely used:

- Generalised feedback
- CRCRM round two guidance for applicants and research organisations
- Examples of round one funded projects

In all of the above cases, those who did use the resources generally found them to be useful: very few respondents said any of these resources were “not very useful” or “not useful at all”.

Figure 134 In addition to the round 2 launch webinars, other resources were made available via the UKRI Funding Finder page to support applicants to the scheme. Please indicate how helpful each of the following resources were in assisting you in the completion of your application: (n=782)

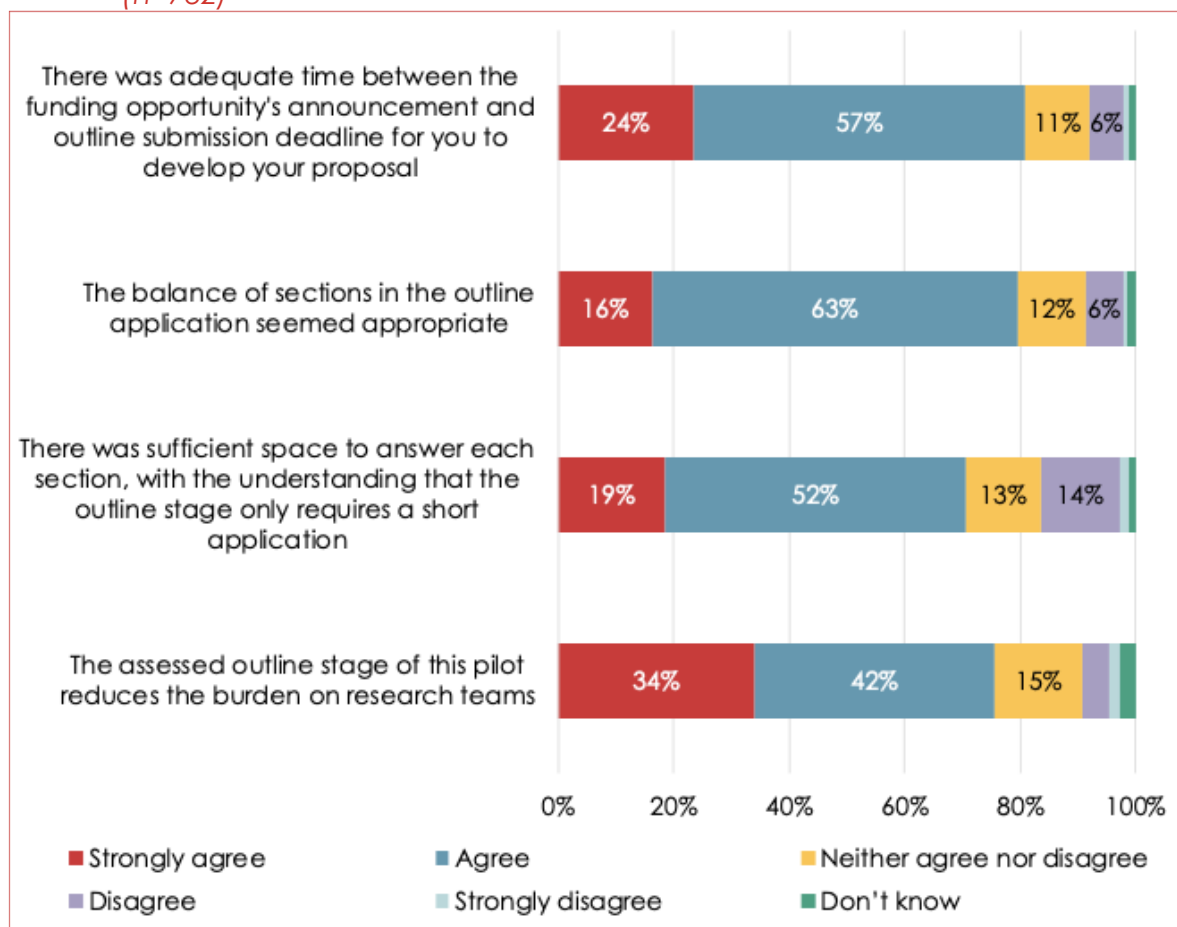


C.2.6. Views about the application process

Survey respondents generally viewed the application process positively, mostly agreeing with the four positive statements shown in Figure 135. In particular, around a third (34%) of respondents “strongly” agreed that the assessed outline stage of the pilot scheme reduces the burden on research teams, with an additional 42% selecting “agree”.

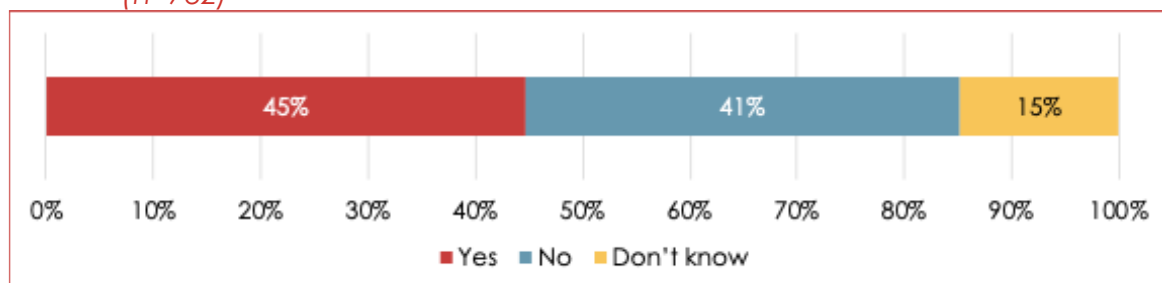
Of the four statements, the greatest disagreement was with the claim that “there was sufficient space to answer each section, with the understanding that the outline stage only requires a short application”: 107 (14%) disagreed. However, this is still a relatively small proportion.

Figure 135 Questions addressing applicants' views about the application process (n=782)



As shown in Figure 136, more applicants (45%) adjusted their approach in developing and communicating their research proposal than did not (41%).

Figure 136 Based on your understanding of the scheme and its assessment processes, was there anything you did differently (compared to other experiences) in developing and communicating your research proposal? (n=782)

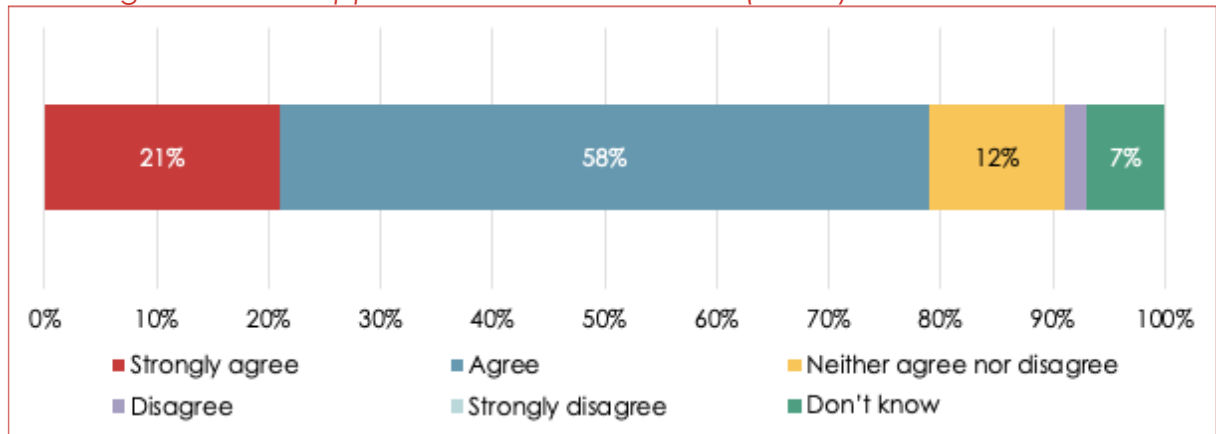


C.2.7. Views about the assessment process

In Figure 137, it is apparent that most applicants found the assessment process clear. Whilst only 10 respondents (1%) expressed disagreement that the assessment process on the opportunity's Funding Finder page and guidance

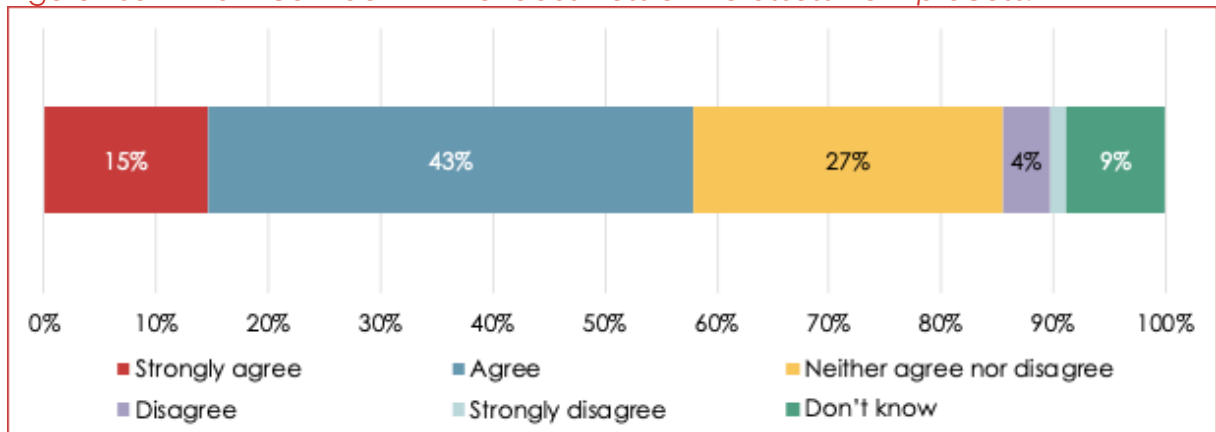
for applicants document is clear, an overwhelming majority (80%) agreed or strongly agreed with the statement.

Figure 137 The assessment process on the opportunity's Funding Finder page and guidance for applicants document is clear. (n=782)



Most applicants expressed confidence in the assessment process, although results are less strong than for the previous question, with 58% expressing agreement, and 27% stating that they “neither agree nor disagree”. Only 6% expressed disagreement with this statement.

Figure 138 I am confident in the robustness of the assessment process.



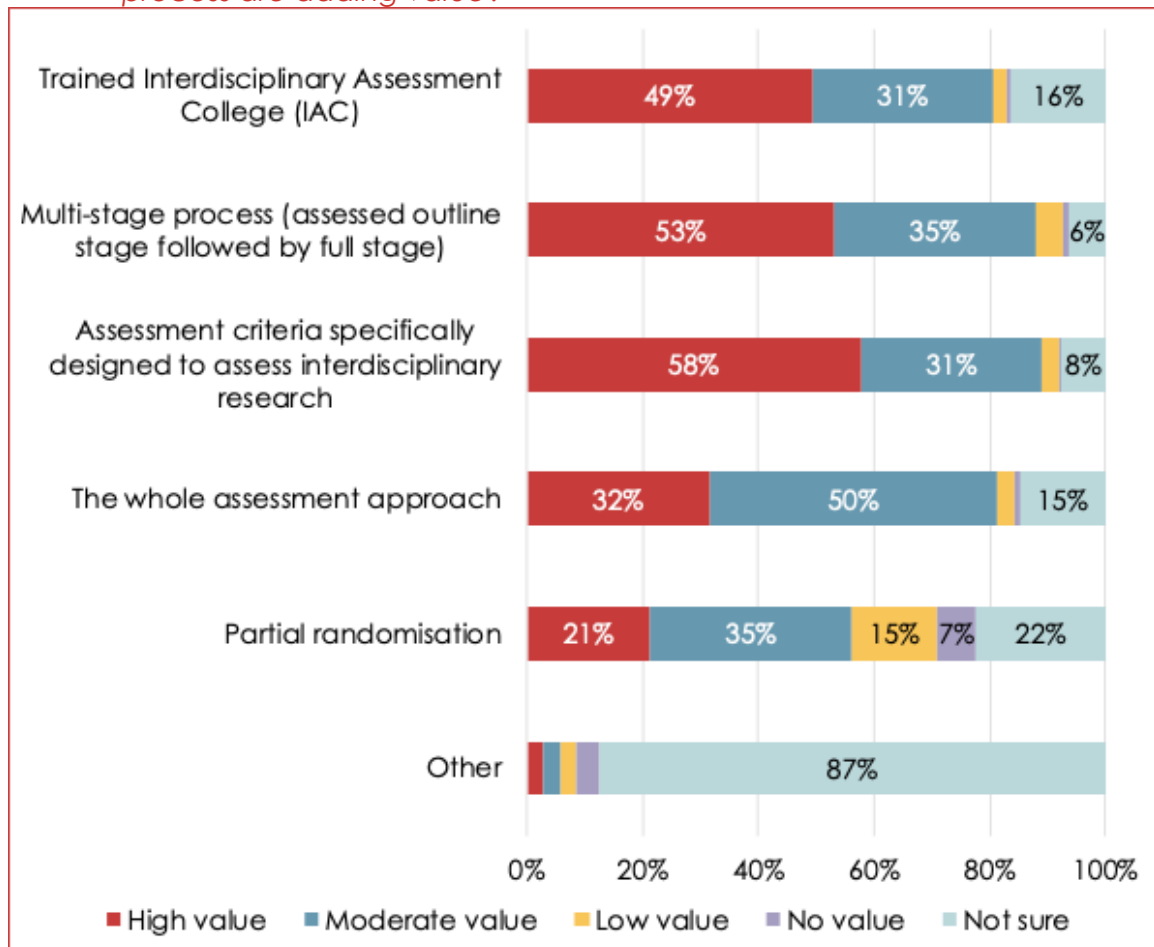
The final set of questions, presented in Figure 139, asked respondents to rate the value of a range of aspects of the assessment process. Overall, applicants found assessment criteria specifically designed to assess interdisciplinary research to be the most useful aspect of the process, with 58% assigning it “high value” and a further 31% assigning it “moderate value”. The multi-stage process and the trained Interdisciplinary Assessment College were considered similarly useful, with negligible amounts assigning them low or no value.

However, when it comes to partial randomisation, and the whole assessment approach, fewer respondents stated that these were “high value” aspects of

the assessment process. Most respondents stated that the whole assessment approach was of “moderate value” (50%), with 32% stating this was “high value”. Partial randomisation performed worse, with only 21% describing it as “high value” and 35% describing it as “moderate value”; 15% described partial randomisation as having “low value”, whilst 7% said it had “no value”.

Few applicants appear to be aware of any additional (“other”) aspects of the assessment process or were unsure as to how much value they added.

Figure 139 To what extent do you think the following aspects of the assessment process are adding value?



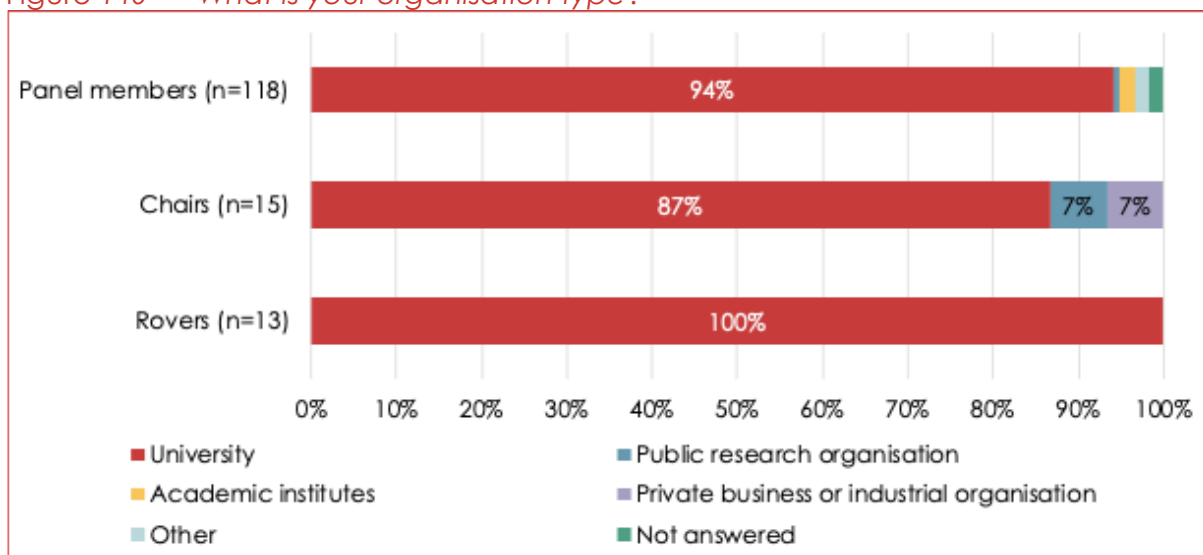
C.3. IAC members survey: R2 outline stage

This section summarises the compiled data from IAC chairs and deputy chairs, panel members, and rovers who took part in the survey. Due to the much smaller sample sizes across all three groups — particularly the chairs/deputy chairs and rovers — caution is especially necessary when interpreting the results.

C.3.1. Participant overview

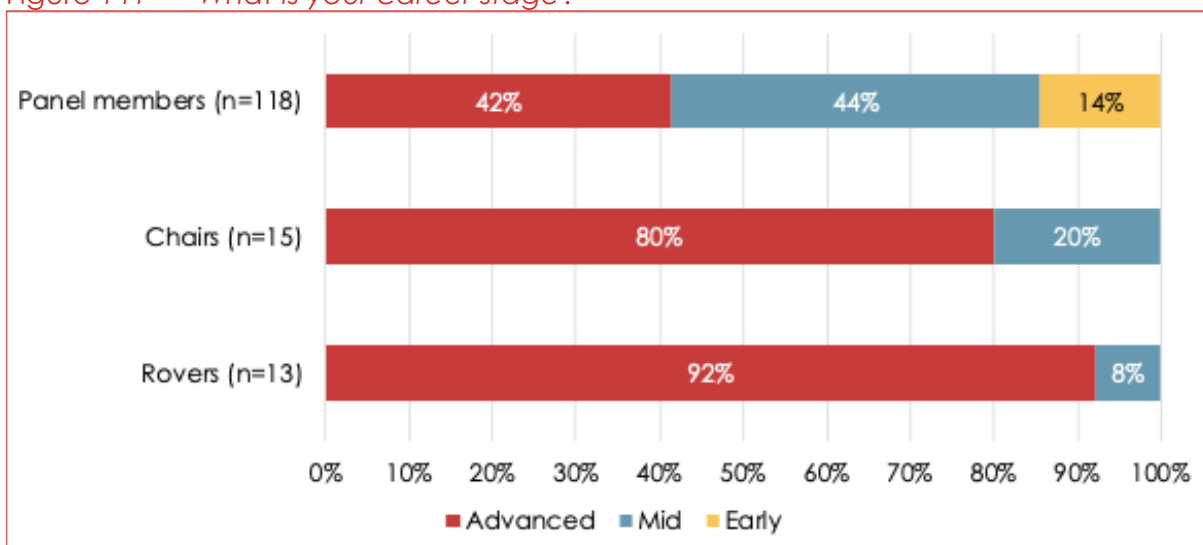
As stated, IAC sample sizes were notably smaller than the applicants survey, particularly in the chair/deputy chair and rover surveys. As shown in Figure 140, the vast majority of respondents worked in universities, with very small numbers working in other organisation types.

Figure 140 What is your organisation type?



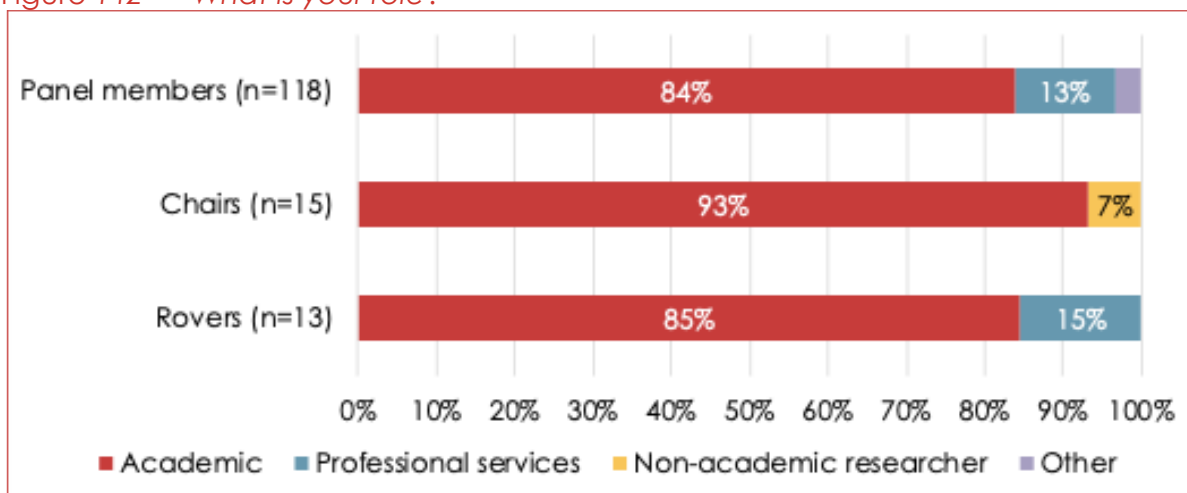
Regarding career stages (shown in Figure 141), eight out of 10 chairs/deputy chairs were in the advanced stages of their careers, as were nine out of 10 rovers. Panel members were more mixed, with 42% in the advanced stages of their careers, 44% in the mid stages of their careers, and 14% in the early stages.

Figure 141 What is your career stage?



Regarding roles, the majority — across the board — were academics, including nearly all chairs/deputy chairs, eight out of 10 rovers, and 84% of panel members. 13% of panel members worked in professional services. 13% of panel members worked in professional services.

Figure 142 What is your role?



C.3.2.Views on training and guidance materials provided

Figure 143, Figure 144 and Figure 145 show the levels of agreement with a set of statements on the training and guidance materials across the three surveys. There is relatively little variation across the three statements. Virtually all respondents agreed or strongly agreed with the following three statements:

- Overall, the training and guidance materials provided were sufficient in preparing you for your role in the CRCRM scheme outline panels
- The training material for the outline phase was of high quality and informative
- The panel guidance provided for the outline phase was of high quality and informative.

Figure 143 Overall, the training and guidance materials provided were sufficient in preparing you for your role in the CRCRM scheme outline panels

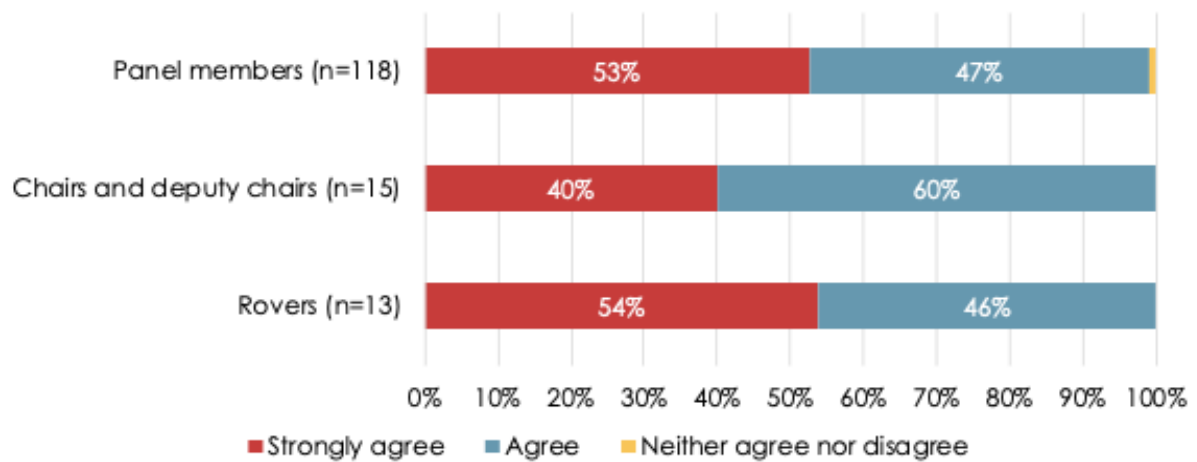


Figure 144 The training material for the outline phase was of high quality and informative

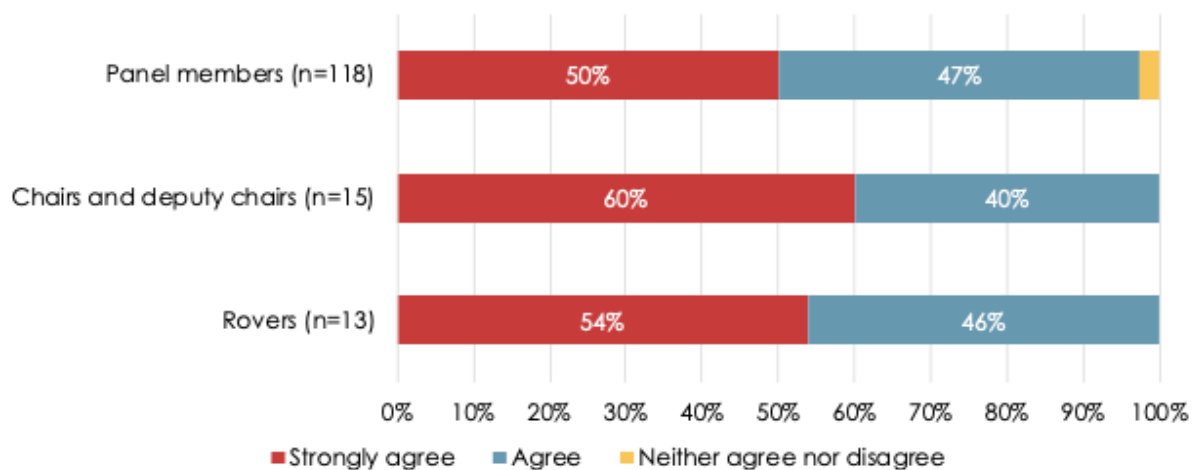
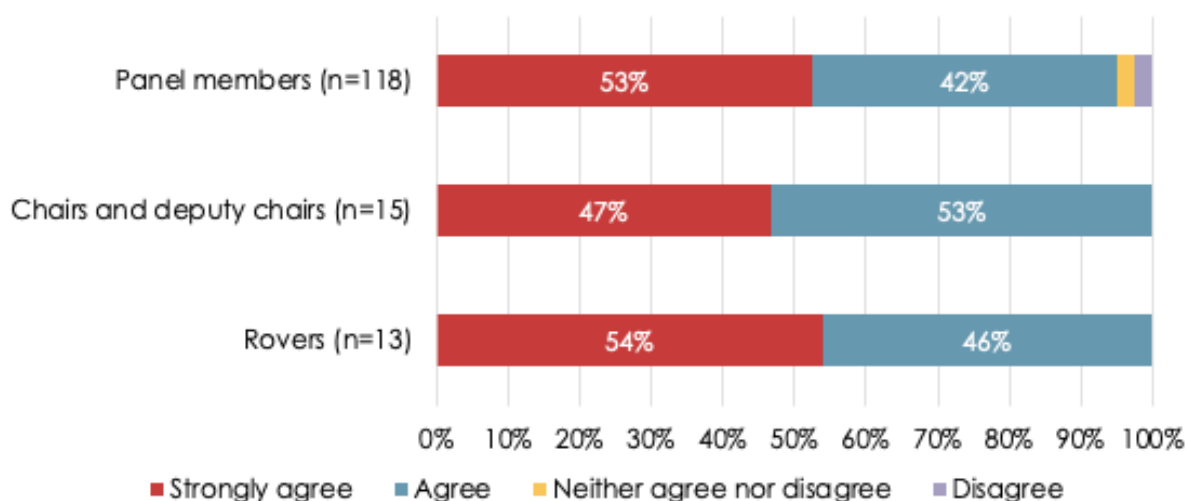


Figure 145 The panel guidance provided for the outline phase was of high quality and informative



The next set of questions addressed the extent to which respondents found various resources to be useful: these are presented in Figure 146, Figure 147, and Figure 148. Overall, respondents across the three surveys found all three of the following resources to be useful:

- The presentation on the outline assessment process by UKRI
- The presentation on assessing interdisciplinary research by Catherine Lyall
- The breakout rooms aimed at helping you to understand best practice in the assessment of interdisciplinary research, with case studies based on real applications to R1 of the CRCRM scheme.

The presentation on the outline assessment process by UKRI was found to be the most useful of these resources, with nearly all respondents finding it “very useful” across rovers, panel members and chairs/deputy chairs. Though results were a little more mixed for the other two resources, nearly all respondents still found them to be either “very” or “to some extent” useful.

Reflecting on the training session you attended, please indicate the extent to which the following aspects of the session were useful or not useful:

Figure 146 The presentation on the outline assessment process by UKRI

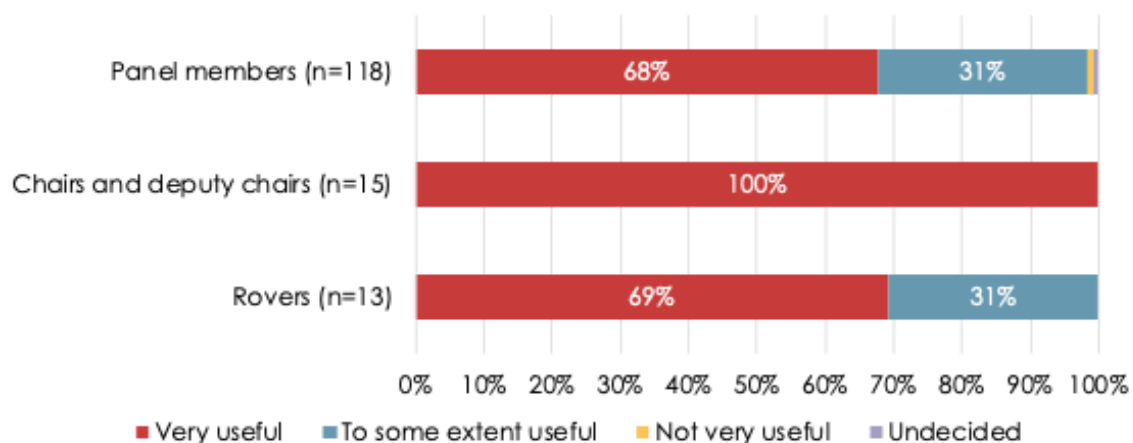


Figure 147 The presentation on assessing interdisciplinary research by Catherine Lyall

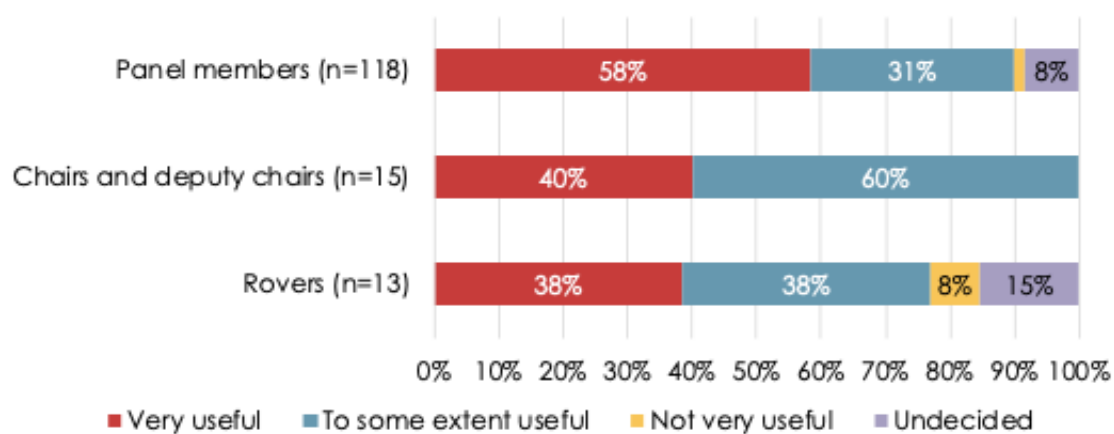
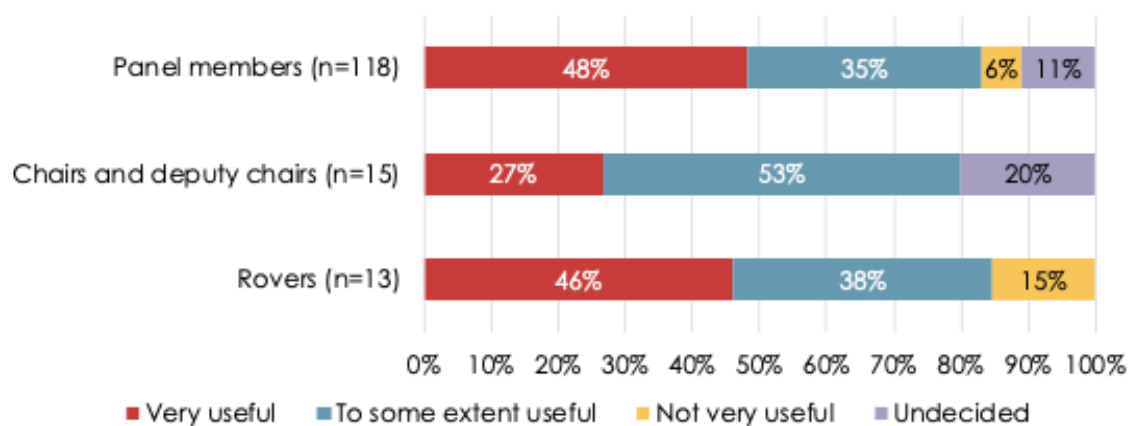
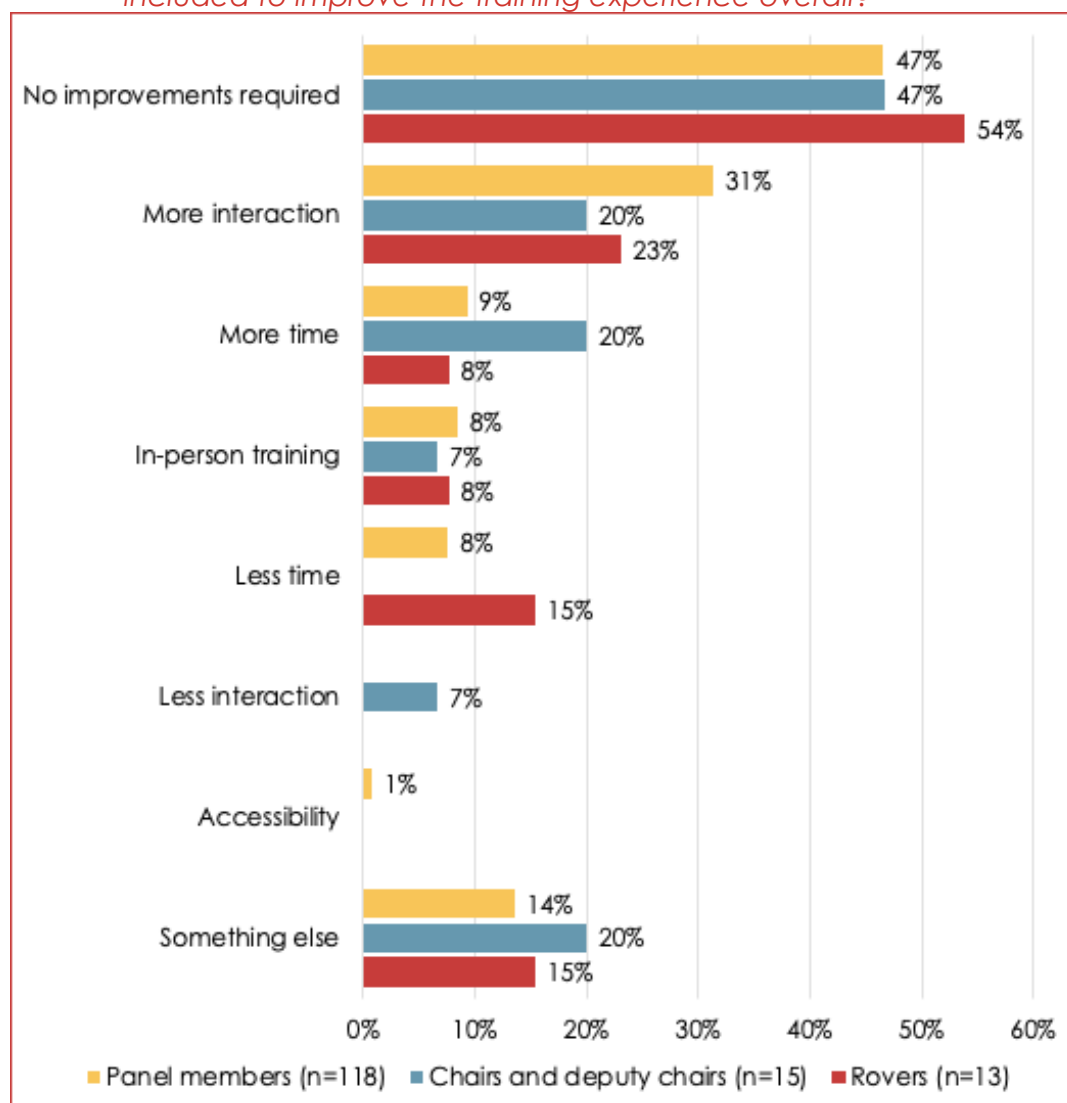


Figure 148 The breakout rooms aimed at helping you to understand best practice in the assessment of interdisciplinary research, with case studies based on real applications to R1 of the CRCRM scheme



Regarding the training session, participants were asked about what could be included to improve the training experience overall — as shown in Figure 149. Though the sample size may be too small to identify any clear trends for this question, it is apparent that many across the three groups felt no improvements were required (roughly half across all groups). Still, a significant proportion of panel members (31%) felt they could have benefited from more interaction — something on which three rovers and three chairs/deputy chairs also agreed.

Figure 149 Reflecting on the training session you attended, what could be included to improve the training experience overall?

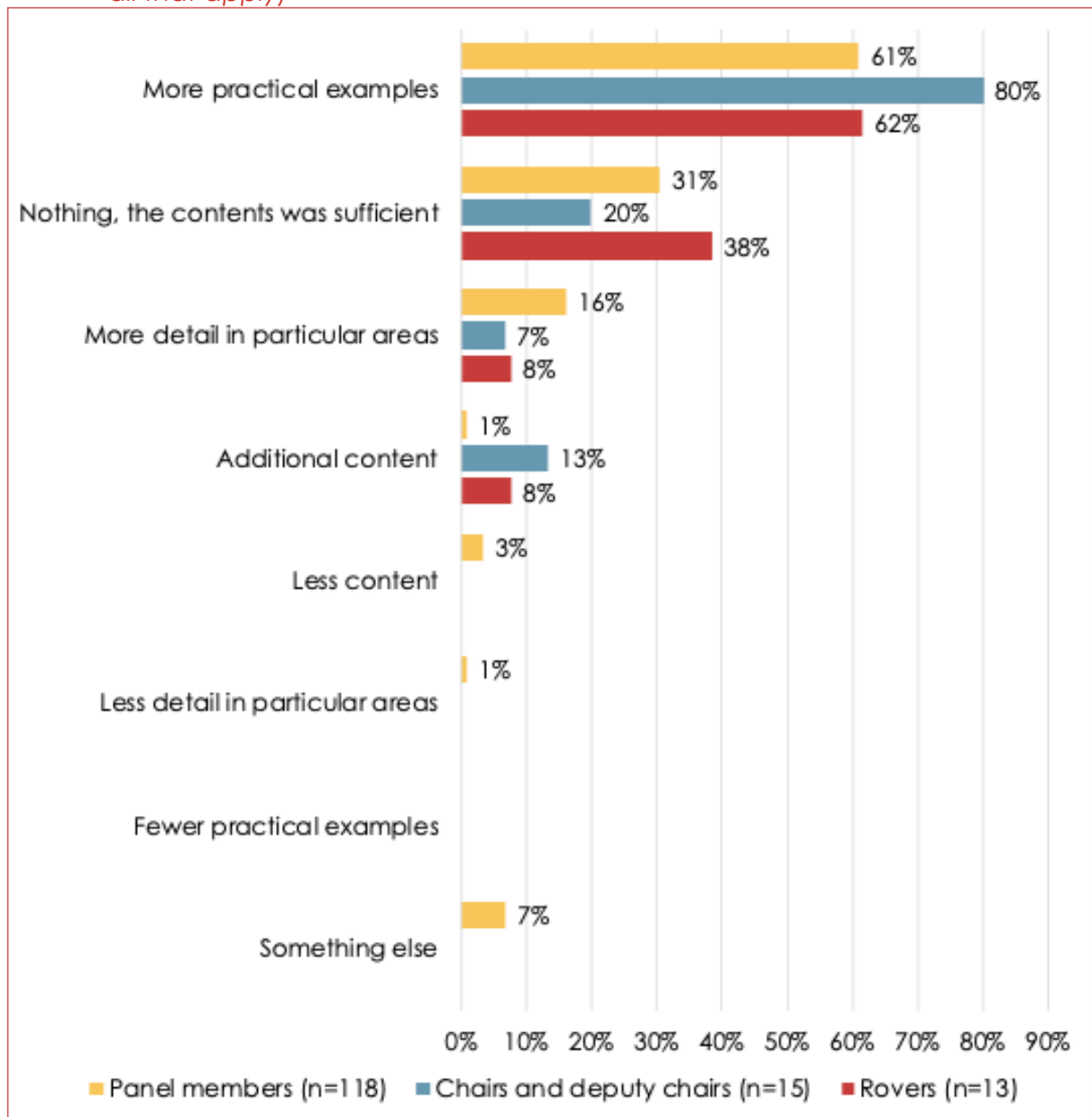


A much stronger trend emerged when participants were asked what could be considered to increase their confidence in observing the assessment of IDR outline applications. Overwhelmingly, participants across all three survey groups felt that having more practical examples would have increased their

confidence in observing the assessment of IDR outline applications — above 60% in all three cases.

Figure 150 Reflecting on the content that was covered during the training sessions you attended, what could be considered that would increase your

confidence in observing the assessment of IDR outline applications? (select all that apply)



Rovers and chairs/deputy chairs were asked the following question:
 “Reflecting on the Chairs’ training session you attended, please indicate the extent to which the following aspects of the session were useful or not useful:

- “The presentation from UKRI highlighting the changes in process from R1 outlines
- “The breakout sessions discussing different forms of expertise, tolerating divergent views and negotiating consensus”.

Results are shown in Figure 151 and Figure 152. Nearly all rovers and chairs/deputy chairs found both above two aspects useful. In particular, 100%

of rovers and chairs/deputy chairs found the presentation from UKRI useful, including three quarters of rovers and almost 90% of chairs/deputy chairs who found it “very useful” (the small sample size should still be noted).

Results were a little less definite for the breakout sessions, though still only one or two from each survey did not find them useful.

Reflecting on the Chairs' training session you attended, please indicate the extent to which the following aspects of the session were useful or not useful:

Figure 151 The presentation from UKRI highlighting the changes in process from R1 outlines

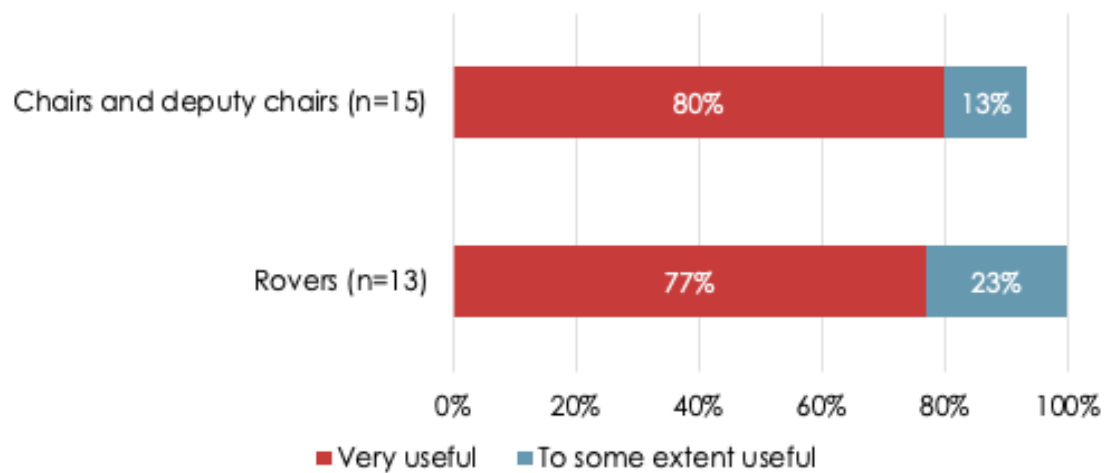
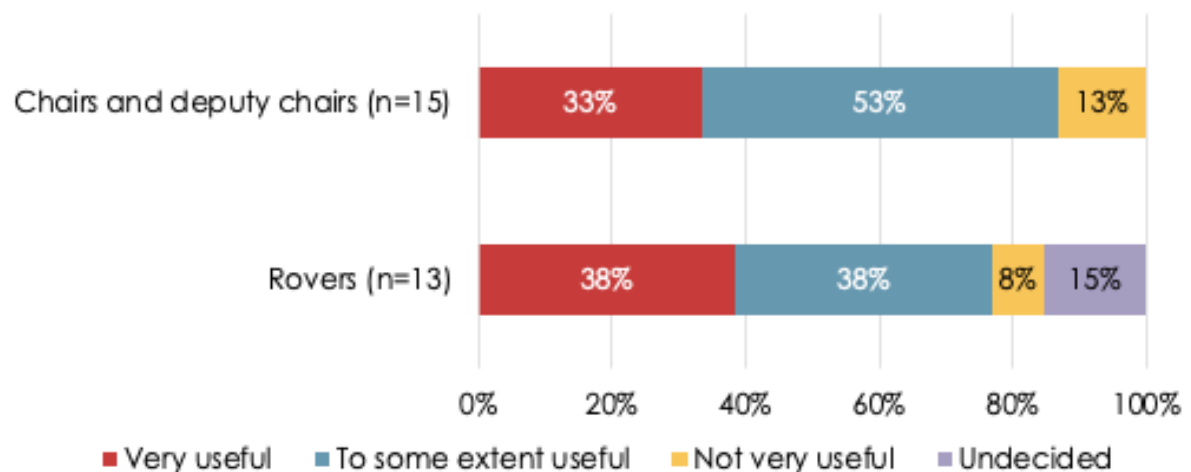


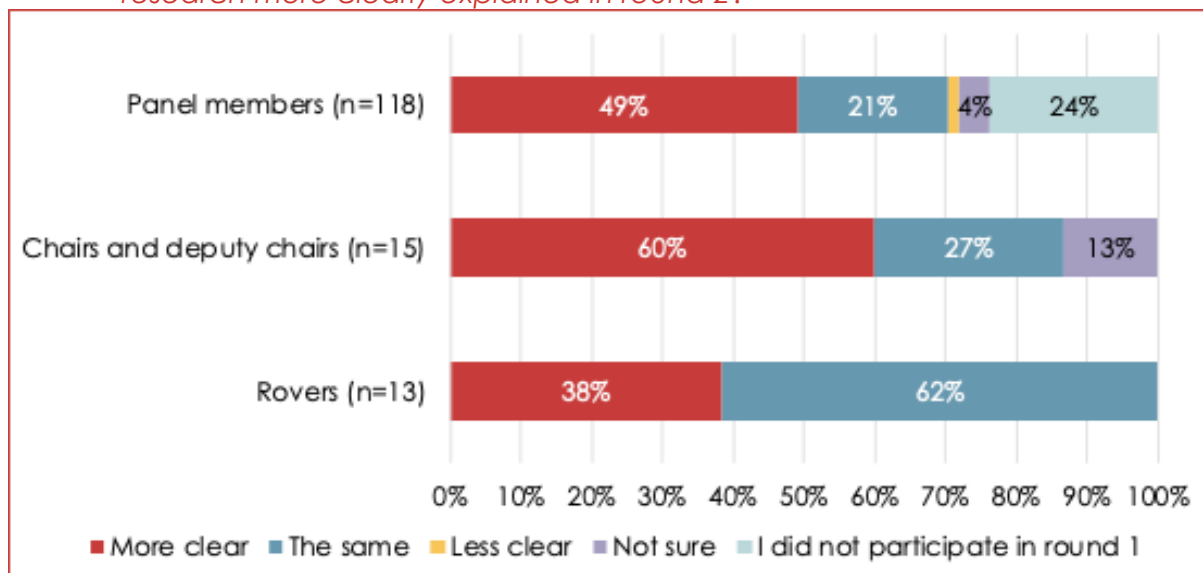
Figure 152 The breakout sessions discussing different forms of expertise, tolerating divergent views and negotiating consensus



As shown in Figure 153, participants tended to find the definition of interdisciplinary research more clearly explained in round two than in round one. Most of those who did not find it to be clearer at least felt it was as clear as before. Due to the small sample size, the data should not necessarily be

interpreted as an illustration that the definition was clearer for chairs/deputy chairs than for rovers, but simply as an indication that the definition was clearer overall. Almost no participants (only two panel members out of a total of 118) felt the definition was less clear.

Figure 153 Compared to round 1, was the scheme's definition of interdisciplinary research more clearly explained in round 2?



The next question asked participants the following: “In addition to the round 2 launch webinars, other resources were made available via the UKRI Funding Finder page to support applicants to the scheme. Please indicate how helpful you think each of the following resources were in assisting applicants in the completion of their application”. Respondents then ranked the resources, shown in Figure 154 to Figure 159, in terms of their usefulness.

The four resources below were all found to be generally useful, particularly among chairs/deputy chairs (the majority of whom found them all “very useful”) — but also among panel members:

- Video discussion about what interdisciplinary research is
- Examples of round one funded projects
- CRCRM round two guidance
- Generalised feedback from round one

The July 2024 webinar/recording and the CRCRM promotional videos were less widely accessed across all groups. Still, they generally appear to have been at least somewhat helpful to those who used them. There were very few instances where a respondent did not find any of the resources below useful.

In addition to the round 2 launch webinars, other resources were made available via the UKRI Funding Finder page to support applicants to the scheme. Please indicate

how helpful you think each of the following resources were in assisting applicants in the completion of their application:

Figure 154 The video of Prof. Catherine Lyall (External Consultant) and Dr. Alex Amey (CRCRM Strategic Lead) discussing what interdisciplinary research is as it relates to this scheme

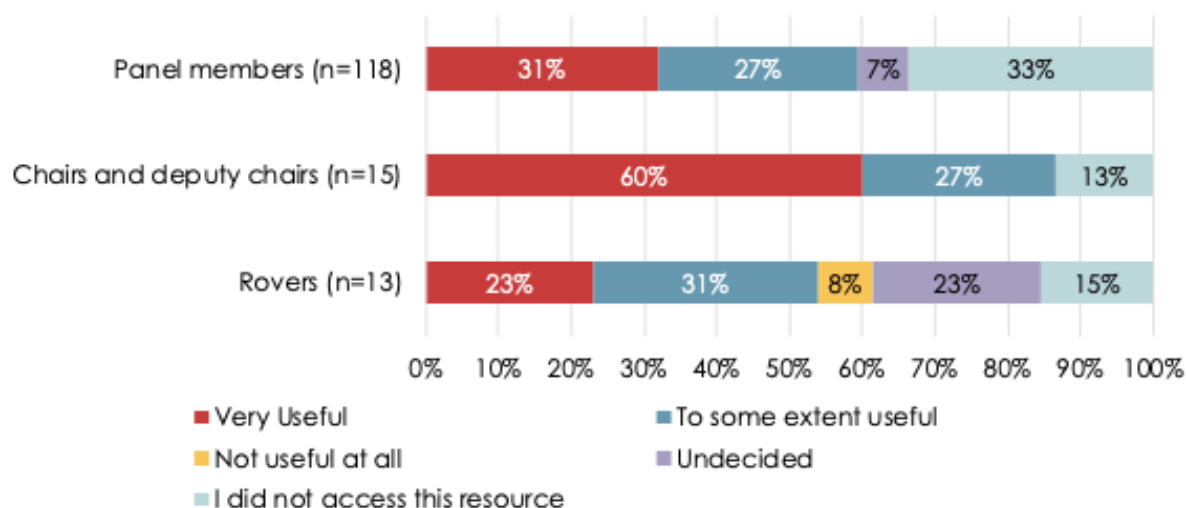


Figure 155 The Facilities webinar/recording, held in July 2024, providing information about how to access UKRI-supported facilities

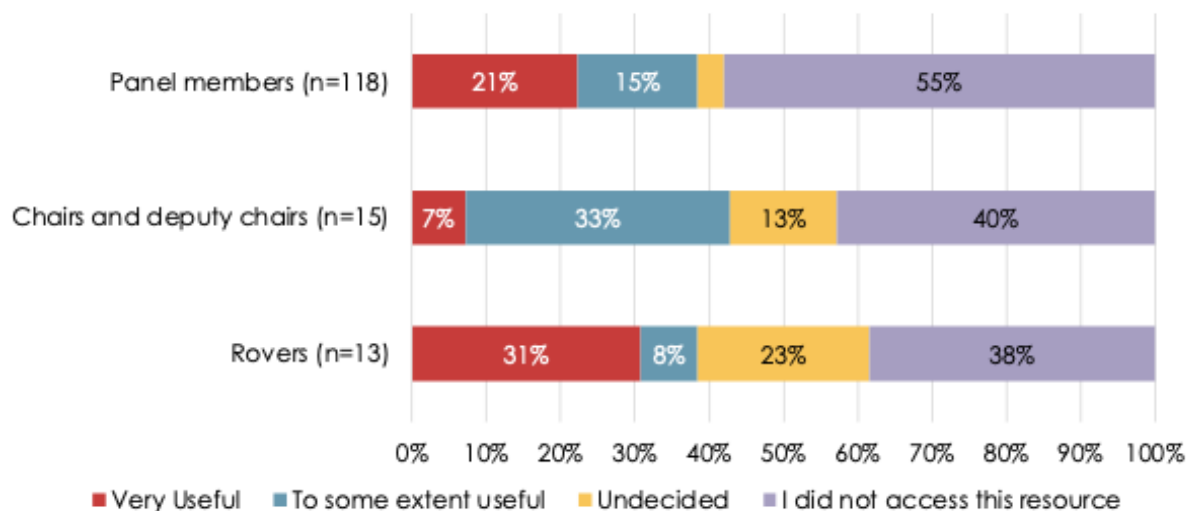


Figure 156 CRCRM promotional videos featuring Prof. Alison Park (CRCRM Senior Responsible Owner) and round 1 awardees

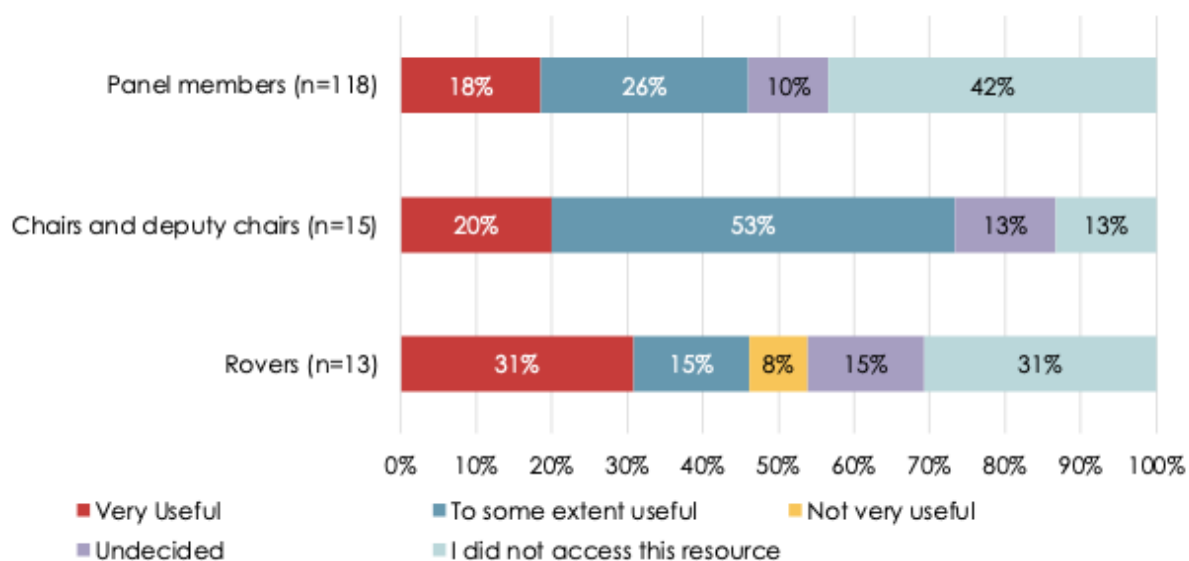


Figure 157 Examples of round 1 funded projects

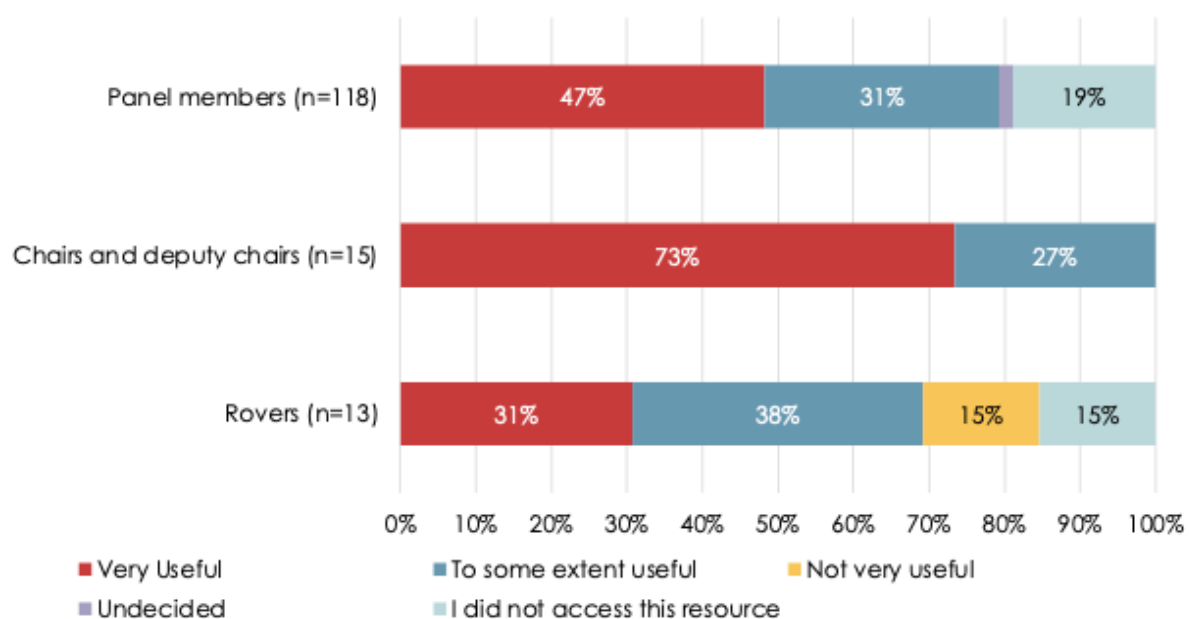


Figure 158 CRCRM round 2 guidance for applicants and research organisations including improved guidance on features that demonstrate interdisciplinary research for this scheme

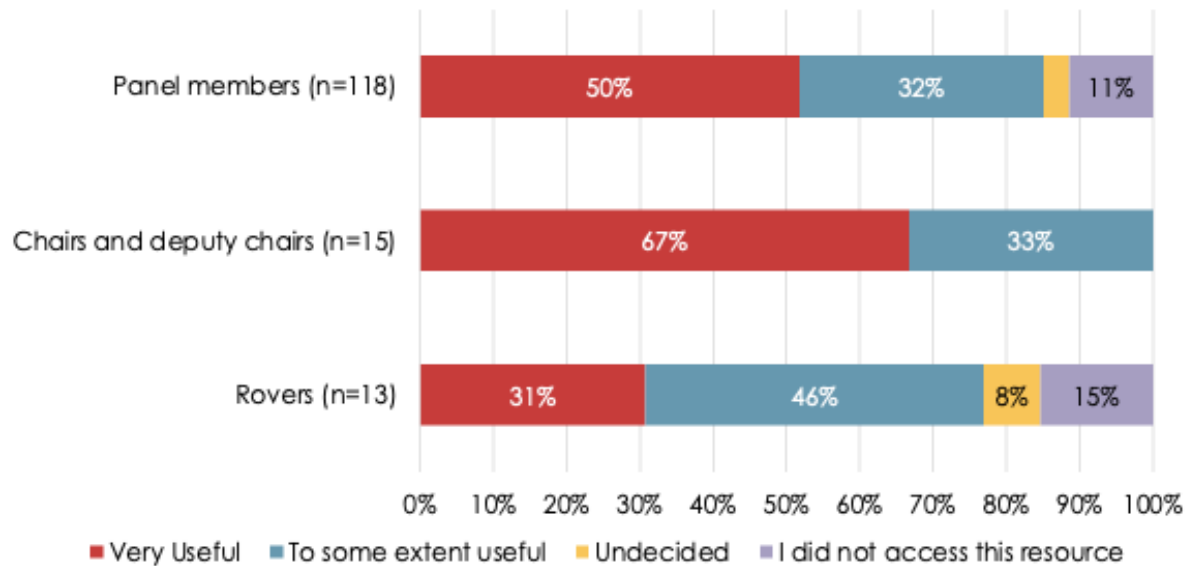
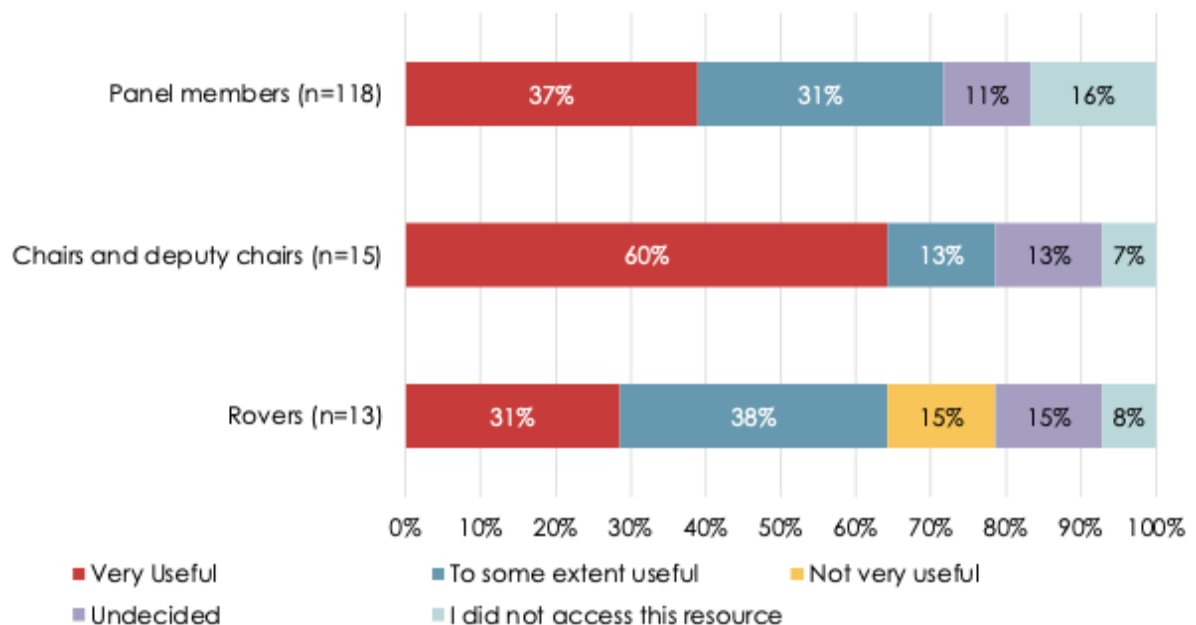


Figure 159 Generalised feedback from the round 1 outline and full stage panel chairs



C.3.3. Views on the process

Figure 160 and Figure 161 focus on organisations' internal sift to determine which applications to put forward — if they had one. As shown in Figure 160, most organisations ran an internal sift process, and around half of the

respondents whose organisation ran an internal sift were involved in that process.

Figure 160 Due to the institutional caps introduced for round 2, research organisations may have conducted an internal sift to determine which applications to put forward.

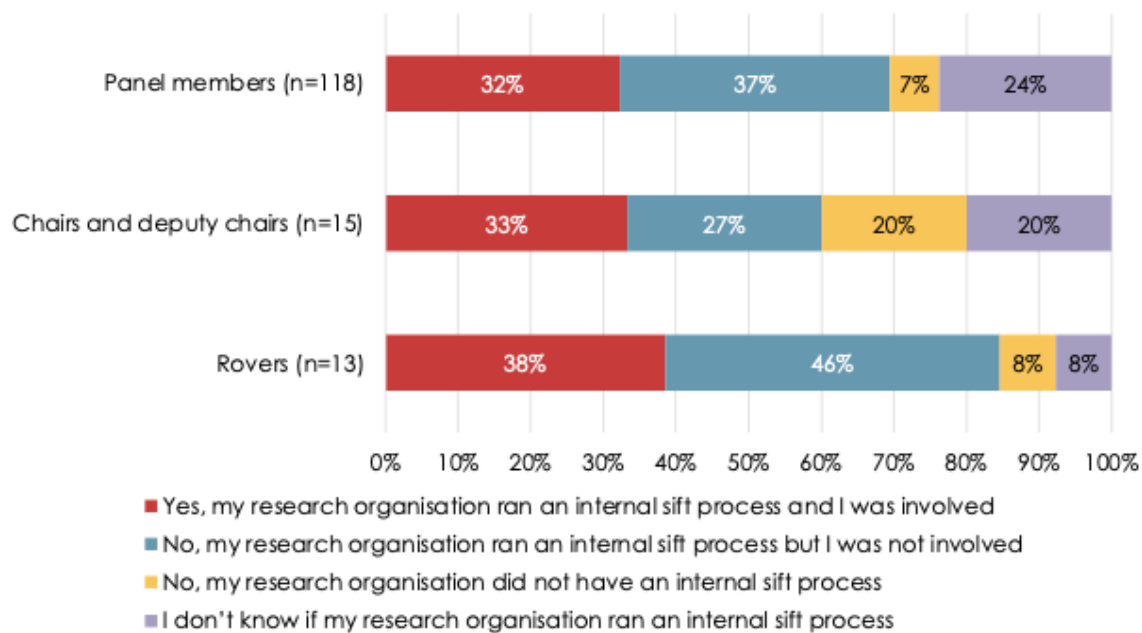


Figure 161 If you answered yes to Q20, how useful do you think the internal sift process was in shaping the interdisciplinary projects that were selected for submission?

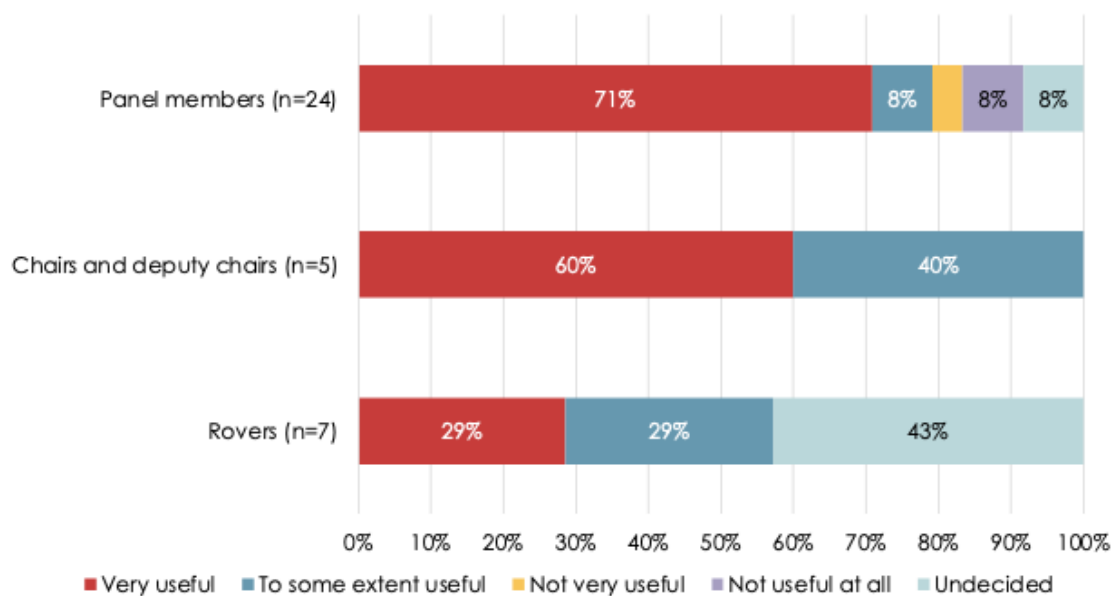


Figure 161 shows how useful respondents found this process. This was answered only by those who were involved in their internal sift process. Data should be interpreted particularly cautiously here, due to the even smaller sample size. Generally, respondents found the process useful, at least to some extent: only three respondents, all panel members, did not find it useful.

Rovers and chairs/deputy chairs were asked to reflect on their experience in IDR and the scores and comments provided by panel members. Results for this are summarised in Figure 162 and Figure 163. Overall, most agreed that the IAC appears to have a suitable breadth of IDR expertise and experience to make fair scores and comments, and that applications placed in their interface panel were suitable for that panel. Chairs/deputy chairs tended to "strongly agree" with both statements, whilst rovers tended to "agree".

Reflecting on your experience in IDR and the scores and comments provided by panel members for applications that you reviewed, please indicate the extent to which you agree or disagree with the statements below:

Figure 162 The IAC appears to have a suitable breadth of IDR expertise and experience to make fair scores and comments

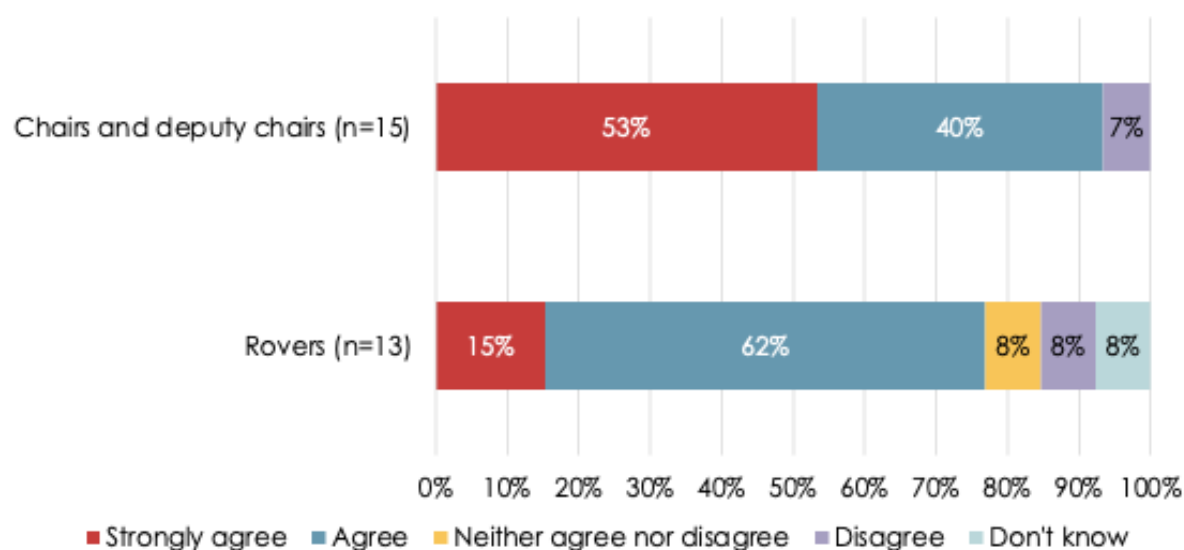
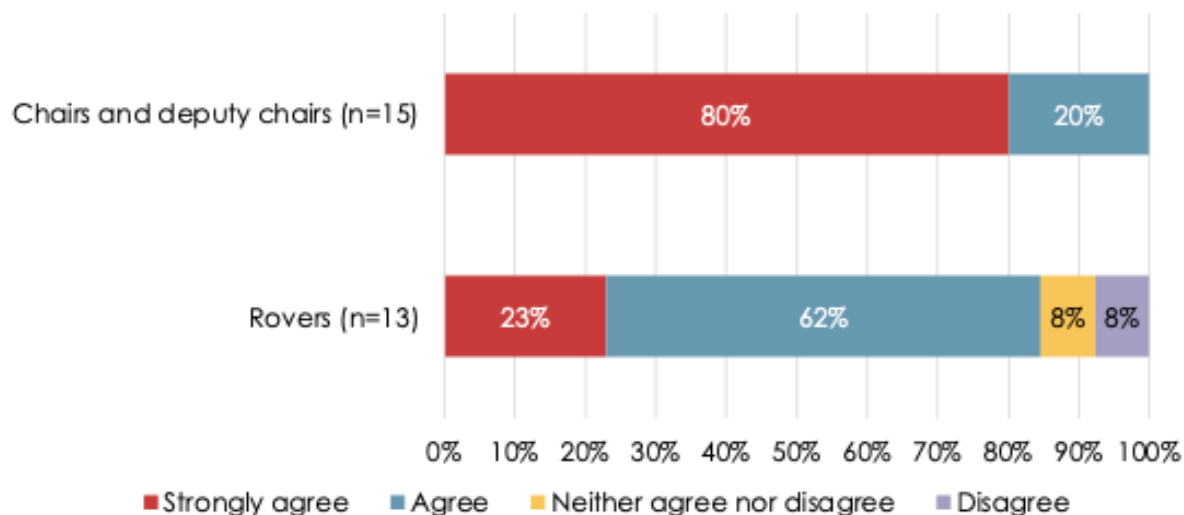


Figure 163 Applications placed in your interface panel were suitable for that panel



Rovers and chairs/deputy chairs tended to agree that the scoring and comments were a fair assessment of the outline applications — only two disagreed, both rovers (see Figure 164). Results were a little more mixed regarding their consistency: around half of rovers and chairs/deputy chairs agreed that they were consistent, with a larger share of both rovers and chairs/deputy chairs selecting “neither agree nor disagree”, and a small number disagreeing (see Figure 165).

Figure 164 Overall, scoring and comments made by panel members were a fair assessment of the outline applications.

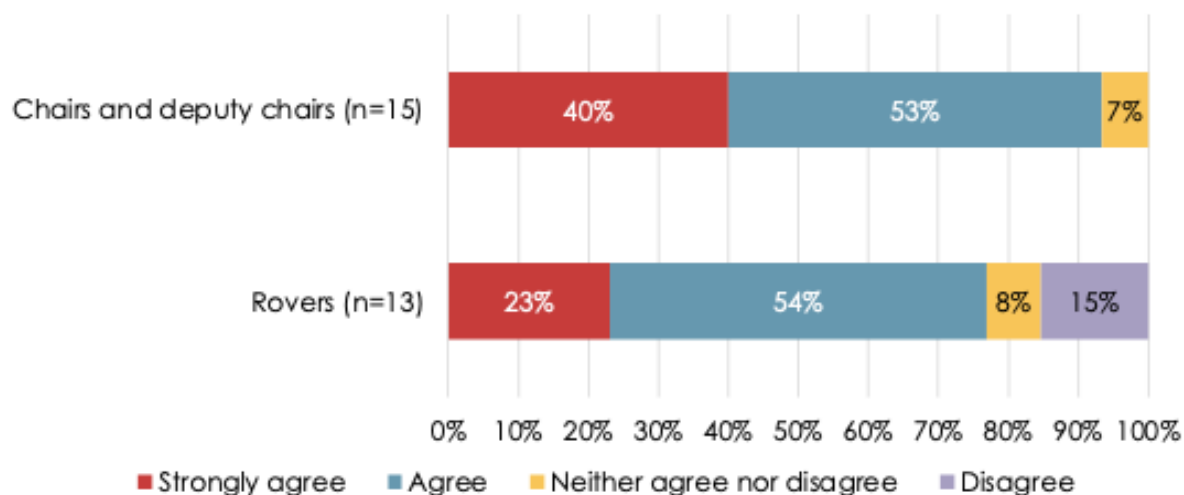
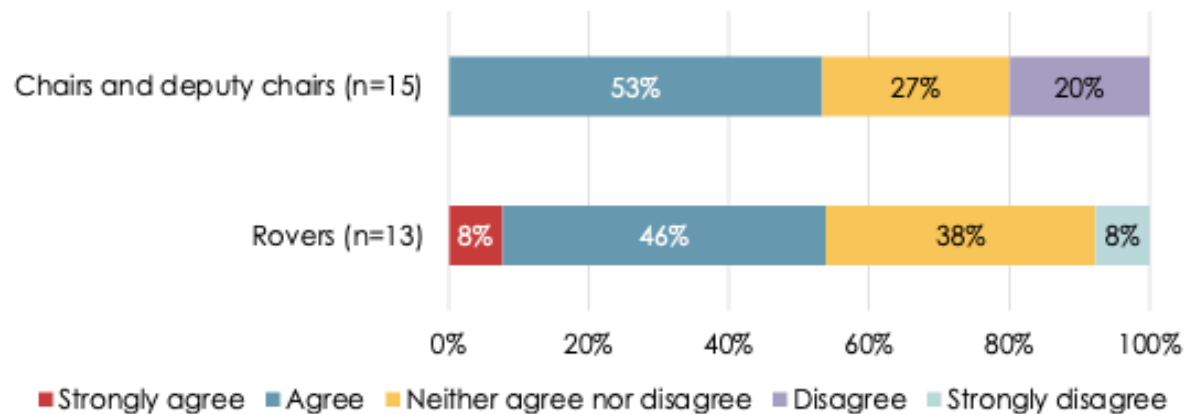


Figure 165 Overall, scoring and comments were consistent across panel members.



Participants were then asked about the panel meetings during the round two outline stage, and the extent to which they agreed with the following statements:

- Where IM scores were divergent, discussion to build consensus and agreement on a final score were balanced, considered, and fair
- Discussions to build consensus on appropriate banding were well balanced, considered, and fair
- There was enough time in the panel meetings for us to build consensus / In the panel meetings you observed, there was enough time for the panel to build consensus

Overall, respondents agreed most with the first two of the statements above. Agreement was strongest among chairs/deputy chairs. Panel members also expressed a strong sense of agreement with the first two statements, and rovers tended to agree.

Some disagreement was expressed with the third statement, regarding having sufficient time to build consensus. Although most participants agreed that there was enough time, some (including 24% of panel members) disagreed. This could indicate that perhaps participants would have benefited from having more time in the panel meetings.

Reflecting on your experience in the panel meetings you participated in at outline stage in round 2, please indicate the extent to which you agree or disagree with the statements below:

Figure 166 Where IM scores were divergent, discussion to build consensus and agreement on a final score were balanced, considered, and fair

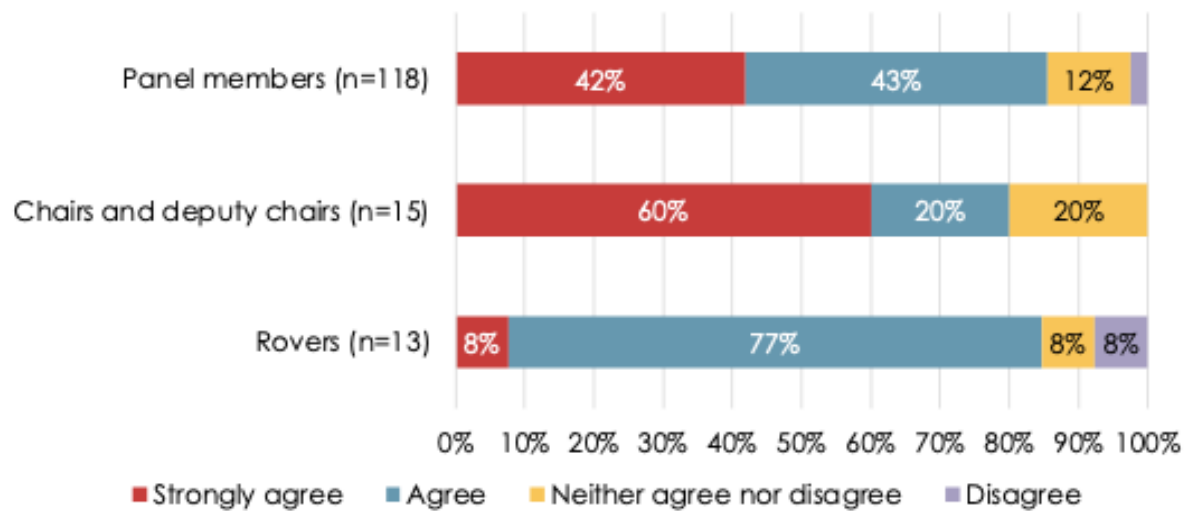


Figure 167 Discussions to build consensus on appropriate banding were well balanced, considered, and fair

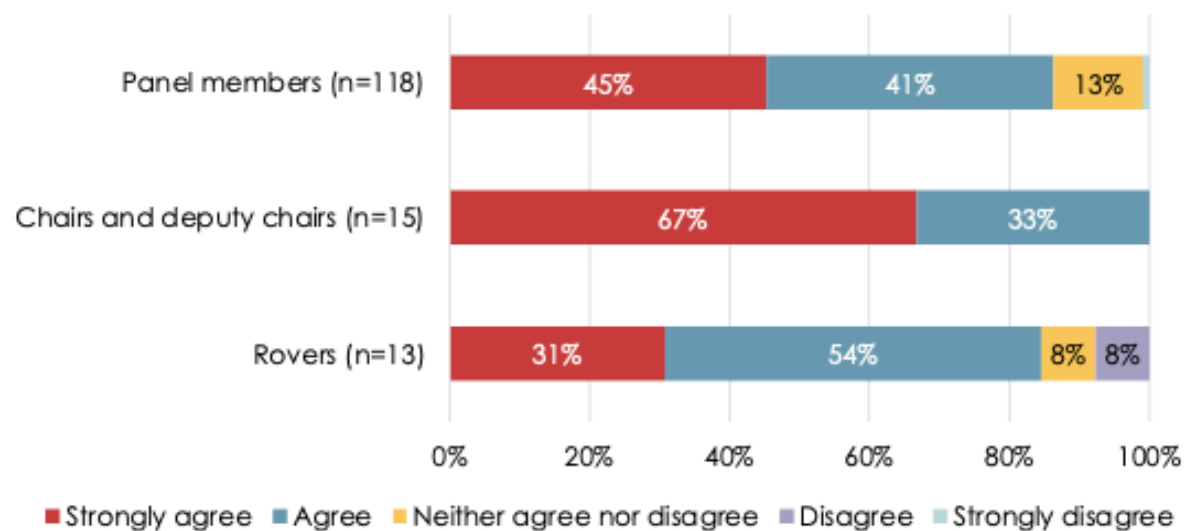
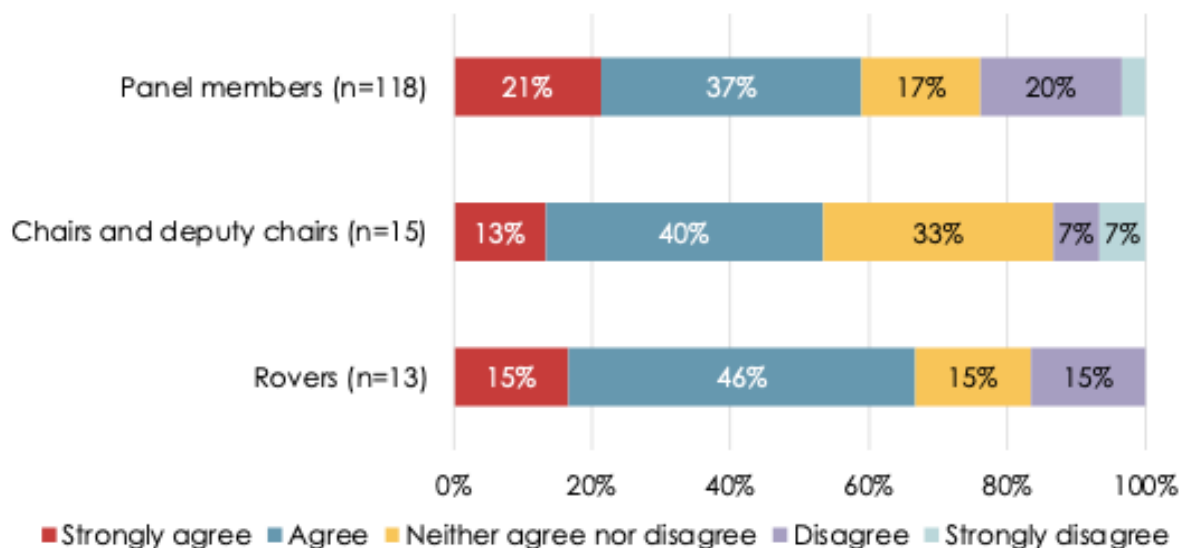


Figure 168 - There was enough time in the panel meetings for us to build consensus / In the panel meetings you observed, there was enough time for the panel to build consensus



As shown in Figure 169, respondents mostly agreed that the process by which clarification statements were used in round two worked well (i.e., a standard set of statements that could be used to provide all applicants with more tailored comments than the generalised feedback provided). Around 85% of rovers and chairs/deputy chairs, and over 65% of panel members, answered “agree” or “strongly agree” for this statement.

Among deputy chairs, most agreed that the process of providing clarification statements after panel meetings for unbanded applications, based on pre-scores and comments, worked well; none disagreed with this.

Regarding the usefulness of these comments, feedback was generally positive but with some disagreement. Most respondents believed these comments would be “to some extent useful”; two out of 13 rovers and 15% of panel members believed they would be “very useful”. However, roughly 20% among all groups did not believe they would be useful.

Due to the number of outline applications received, there were limited resources in being able to provide individual applicant feedback. In round 1 of the scheme, collated generalised feedback from panel chairs was provided. In round 2, we trialled using a standard set of statements that could be used to provide all applicants with more tailored comments than the generalised feedback provided.

Figure 169 The process by which clarification statements were used worked well

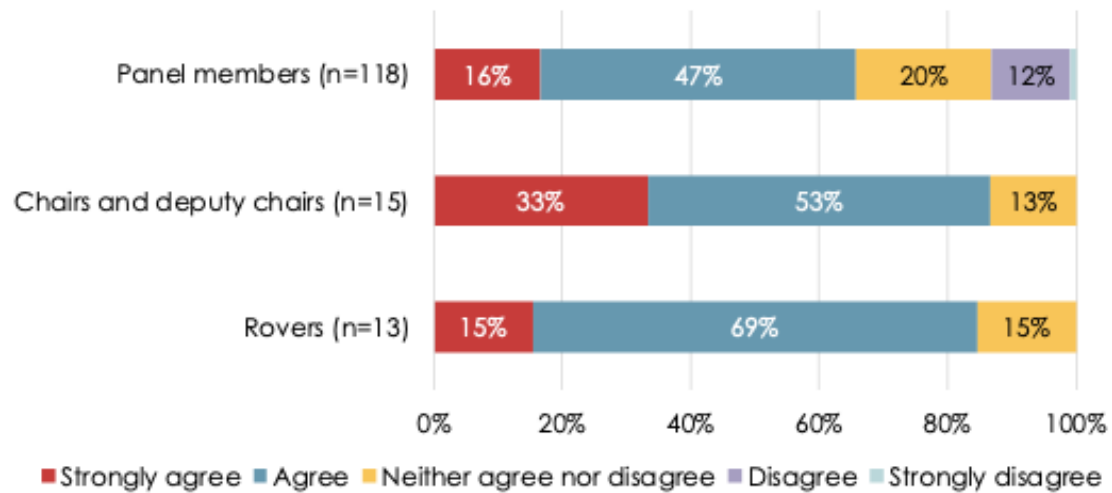


Figure 170 The process of providing clarification statements after panel meetings for unbanded applications, based on pre-scores and comments, worked well (Deputy Chairs Only)

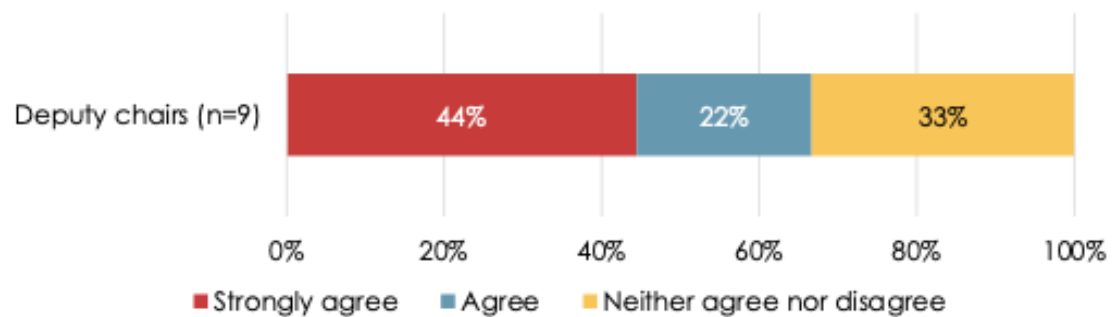
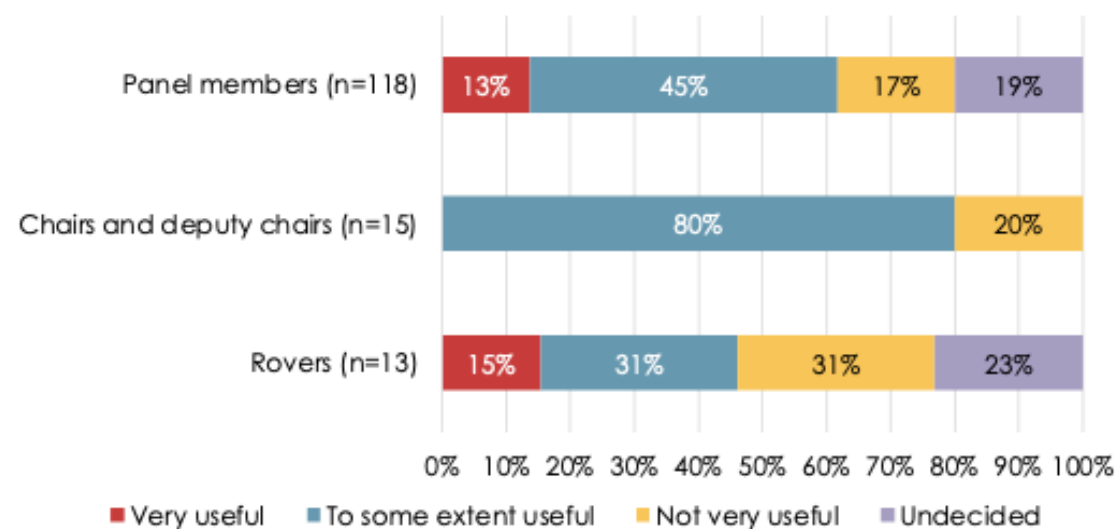


Figure 171 How useful do you think these comments will be to the applicants?



For the round 2 outline stage, funding decisions were made in a panel meeting, where all members were present. This was in contrast to the round 1 outline stage, where funding decisions were made in a moderation meeting by a committee of chairs reviewing the scores and comments that were provided by panel members in advance. Please indicate the extent to which you agree or disagree with the statements below:

Figure 172 The round 2 outline stage panel meetings were more effective at identifying strong interdisciplinary research proposals

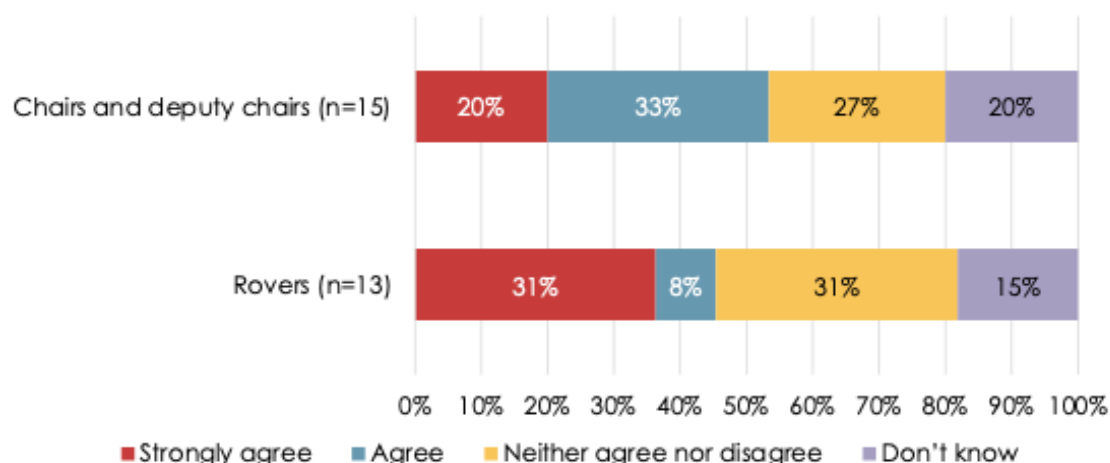
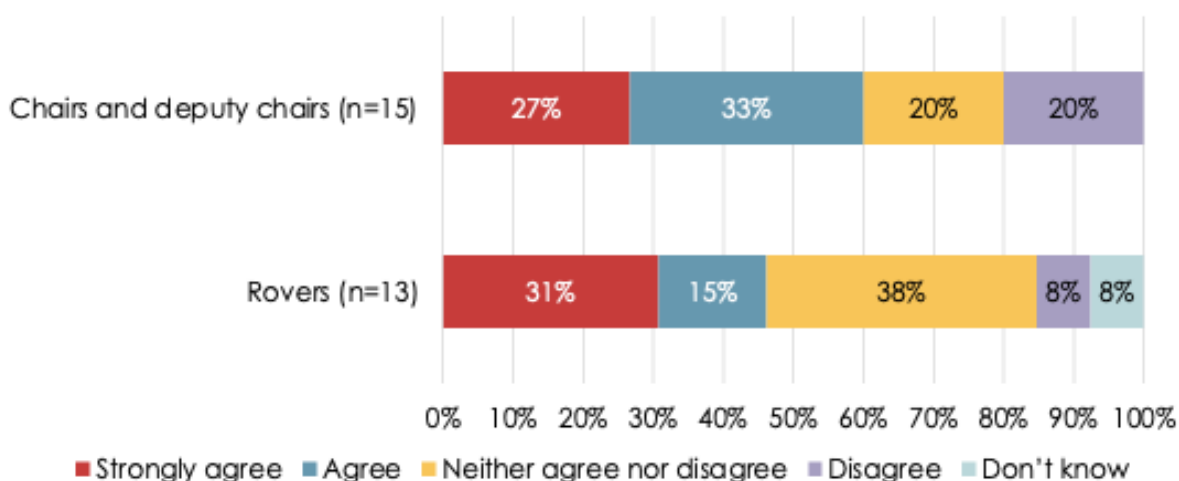


Figure 173 The round 2 outline stage panel meetings enabled a more robust assessment of the outline applications



For round two, funding decisions were made in a panel meeting with all members present, marking a change from round one. Roughly half of rovers and chairs/deputy chairs agreed that the new way of making funding decisions was more effective at identifying strong interdisciplinary research proposals and enabled a more robust assessment of the outline applications

— as shown in Figure 172 and Figure 173. Most of the remainder neither agreed nor disagreed with either claim, although a relatively small number of both rovers and chairs/deputy chairs disagreed.

As shown in Figure 174 to Figure 176, the next set of questions asked participants to answer whether they thought the outline stage of the assessment process would lead to a set of different outcomes, namely:

- Identify and prioritise high potential applications that meet the scheme's objectives and purpose to progress to the full stage
- Reduce the burden on the research community in writing and assessing applications
- Reduce the burden on UKRI in processing the applications for assessment when a high number of applications is anticipated

Respondents overwhelmingly agreed that the outline stage of the assessment process would lead to all three of the above outcomes. Respondents especially felt it would help to identify and prioritise high potential applications that meet the scheme's objectives and purpose to progress to the full stage: 12 out of 13 rovers, 94% of panel members, and all chairs/deputy chairs agreed this would be an outcome. This includes 60% of chairs/deputy chairs and 49% of panel members who "strongly" agreed this would be an outcome.

Regarding the other two outcomes, the overwhelming majority of rovers, panel members, and chairs/deputy chairs agreed these would be outcomes. Whilst some "neither agree[d] nor disagree[d]", very small numbers expressed disagreement with either outcome.

For each of the intended outcomes of the outline phase, please tell us whether you think the outline stage of the assessment process will lead to that outcome:

Figure 174 Identify and prioritise high potential applications that meet the scheme's objectives and purpose to progress to the full stage

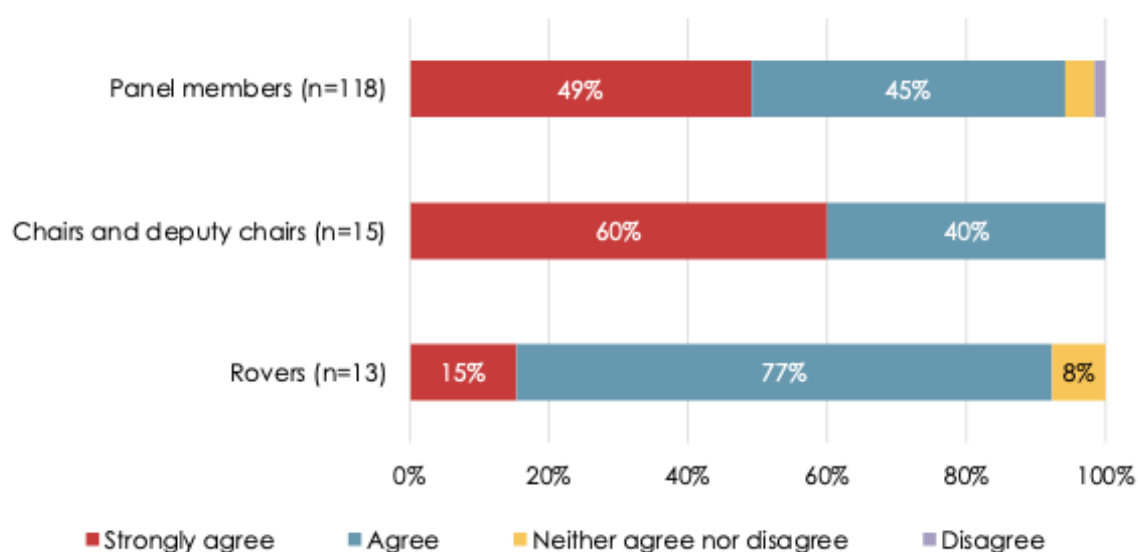


Figure 175 Reduce the burden on the research community in writing and assessing applications

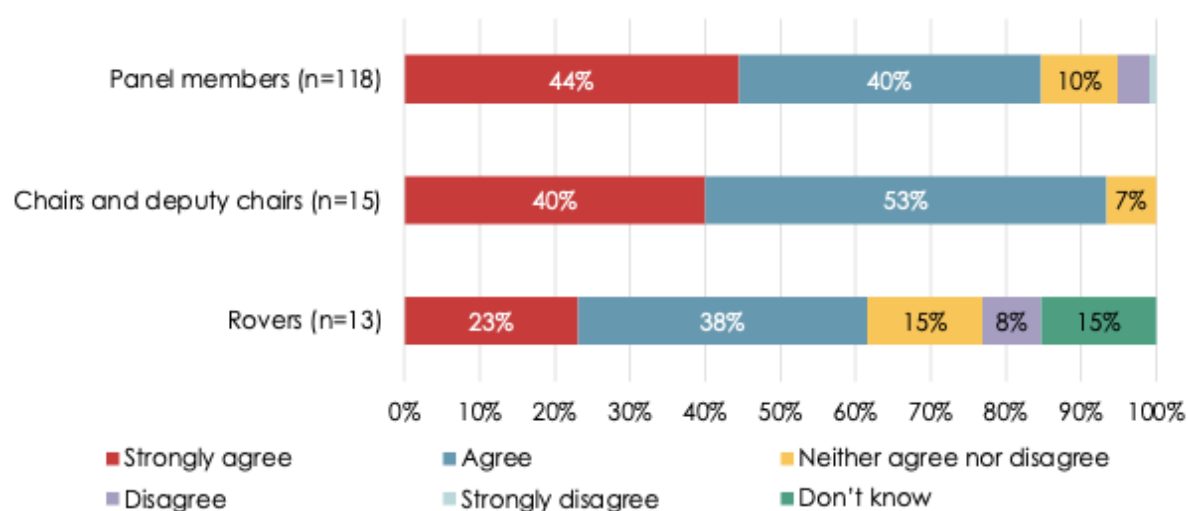


Figure 176 Reduce the burden on UKRI in processing the applications for assessment when a high number of applications is anticipated

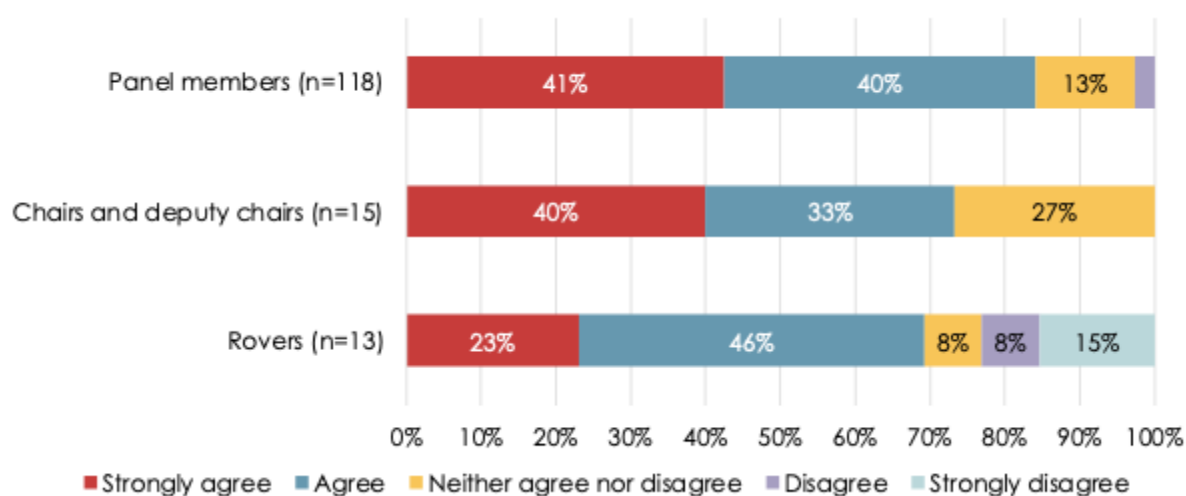


Figure 177 shows the extent to which chairs/deputy chairs, panel members, and rovers believed various aspects of the assessment process were adding value. Each aspect is listed on the left-hand side, with columns for chairs/deputy chairs, panel members, and rovers.

As shown, respondents generally found the trained IAC, the multi-stage process, the assessment criteria specifically designed to assess interdisciplinary research proposals, and the panel meeting discussions, to be adding significant value to the assessment process. A large proportion of all respondents assigned these a “high value” score.

The clarification statements for applicants performed less well, with around 20% in each survey assigning them a “low value” score (though most still felt they had “high” or “moderate” value). For the remainder, results were relatively mixed, but most still assigned them “high” or “moderate” value.

Figure 177 With regard to your role in the outline assessment phase, to what extent do you think the following aspects of the assessment process are adding value?



Appendix D Survey analysis for CRCRM Round 2 full stage

D.1. Introduction

Members of the Interdisciplinary Assessment College (IAC), including panel members, chairs, co-chairs, deputy chairs, and rovers, were invited to complete a survey reflecting on their experiences and opinions of the Round 2 full stage assessment process. The survey gathered their views on different aspects of the process, as well as their perceptions of the scheme more broadly. A parallel survey was also issued to applicants, asking comparable questions. The applicant survey was run immediately following closure of the Round 2 full stage application window and closed before outcomes were communicated. IAC members received the survey when their assessment role had ended for Round 2 full stage.

This summary presents the findings from the quantitative responses provided across the two surveys for the Round 2 full stage applications. The first section presents the responses from the applicant survey, whilst the second section presents the consolidated results from the IAC survey.

Readers should note the small sample sizes for certain IAC groups: whilst 158 applicants and 90 panel members responded to the survey, the sample size was smaller amongst rovers ($n = 5$) and chairs/co-chairs/deputy chairs ($n = 13$ totalled) in the IAC survey. Percentages have been provided in most cases, but it should be noted that these are less relevant for the chairs/co-chairs/deputy chairs and rovers due to the small sample sizes. With this in mind, caution is necessary when drawing conclusions from the results. Additionally, some percentages may not sum to 100% due to rounding.

D.2. Applicant survey: R2 full stage

D.2.1. Overview of participants

Figure 178 and Figure 179 show the breakdown of participants in the applicant survey. The greatest number (49%) described themselves as in the advanced stages of their careers, followed by the mid-stage of their careers (35%). Most applicants (58%) worked in a co-lead function, though 41% worked as a project lead.

Figure 178 What is your career stage? (n=158)

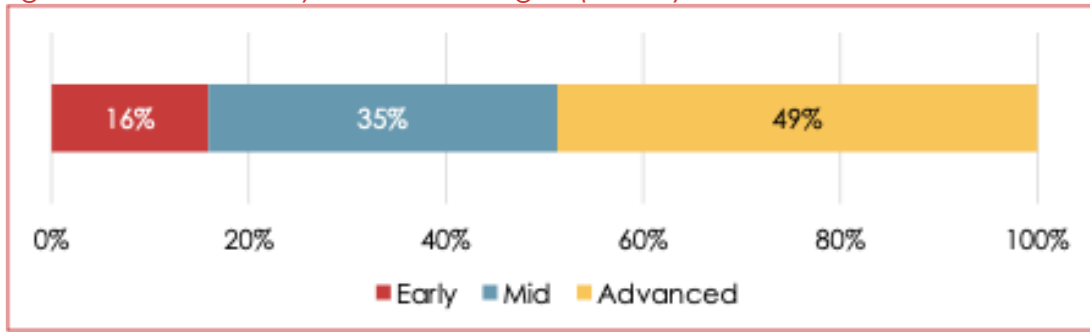
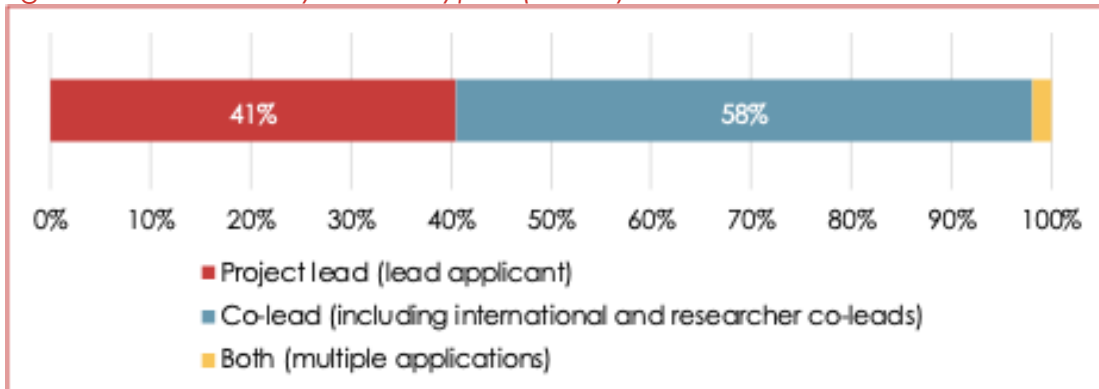


Figure 179 What is your role type? (n=158)



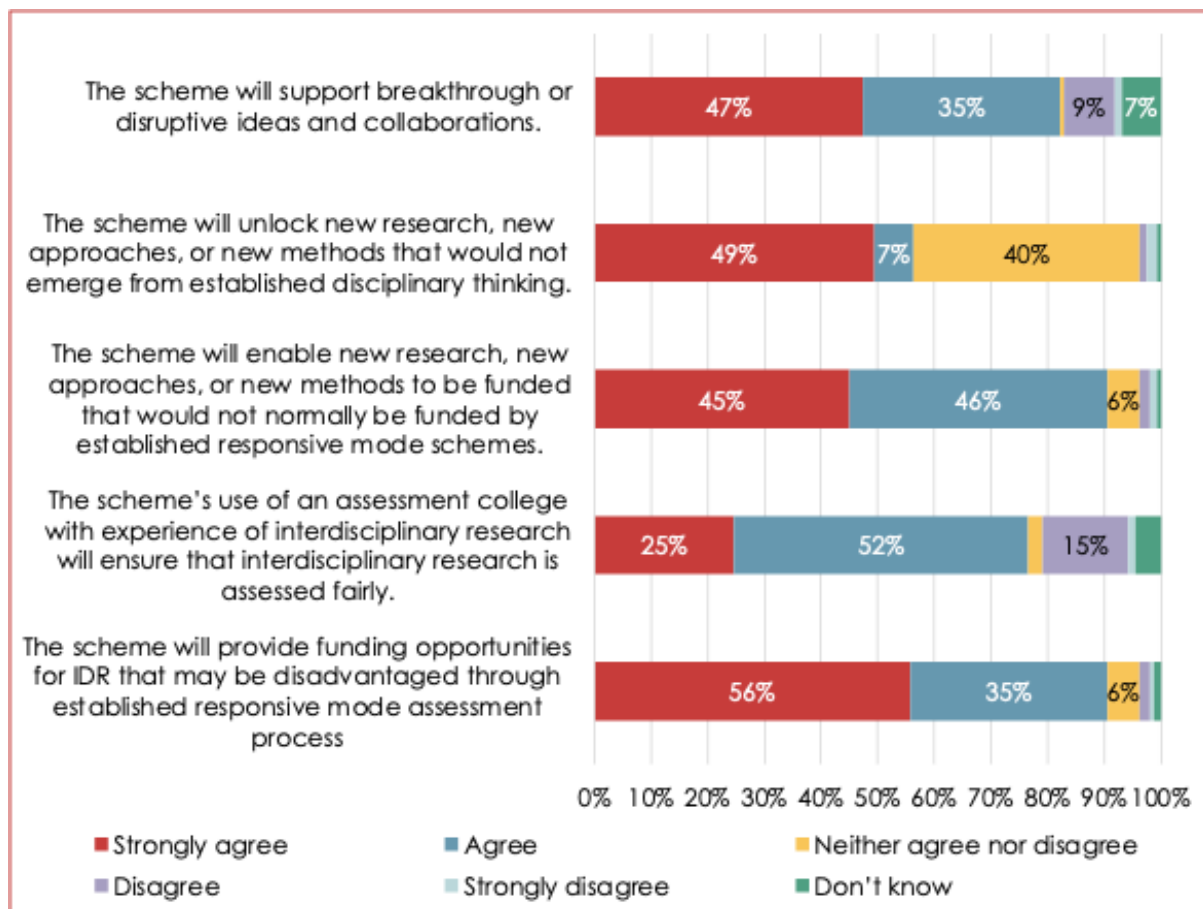
D.2.2. Belief in the future impact of the scheme

The next set of questions addressed participants' view about the scheme's potential for future impact. Participants generally agreed with the five statements in Figure 3, with very limited numbers expressing disagreement. A majority had faith in the scheme's ability to:

- Provide funding opportunities for interdisciplinary research that may be disadvantaged through established processes
- Enable the funding of new research, approaches or methods and unlock these in a way that would not emerge from established disciplinary thinking
- Support breakthrough or disruptive ideas and collaborations.

Most participants also believed in the scheme's ability to assess interdisciplinary research fairly; however, it is notable that the figure strongly agreeing with this statement is substantially lower (by roughly 25%) than it is for other statements. Additionally, whilst the majority of applicants agreed that the scheme would unlock new research, methods, and approaches that would not emerge from established disciplinary thinking, 40% of applicants neither agreed nor disagreed with this statement.

Figure 180 Questions addressing views about the scheme's potential for future impact (n=158)



D.2.3. Usefulness of resources

This section summarises responses to questions which focused on the utility of the resources provided to applicants. Overall, where any given resource was used and applicable to the applicants, the majority found it to be useful. There is variation in the number who used each resource, with many answering "not applicable" for certain resources.

The launch of the round two full stage was supported by two webinars for prospective applicants and professional support staff, held on 24 and 28 April 2025. It presented an overview of the stage, provided information about how interdisciplinary research is defined for this scheme, followed by an opportunity to ask questions. Figure 181 shows that 21% of the participants attended neither of these webinars nor watched the recording. The remaining 78% watched the recording or attended one of the webinars: 34% watched the recording, and 44% attended one of the webinars.

Figure 182 displays how useful respondents found the webinar (of those who watched or attended it). Overwhelmingly, those who used the webinar found

it to be useful. Whilst 2 respondents (2%) did not find it useful, and 5 (4%) were undecided, the remaining 95% found it either “to some extent” (37%) or “very” (58%) useful.

Figure 181 Did you attend the technical webinar (on 24 and 28 April) or watch the recording? (n=158)

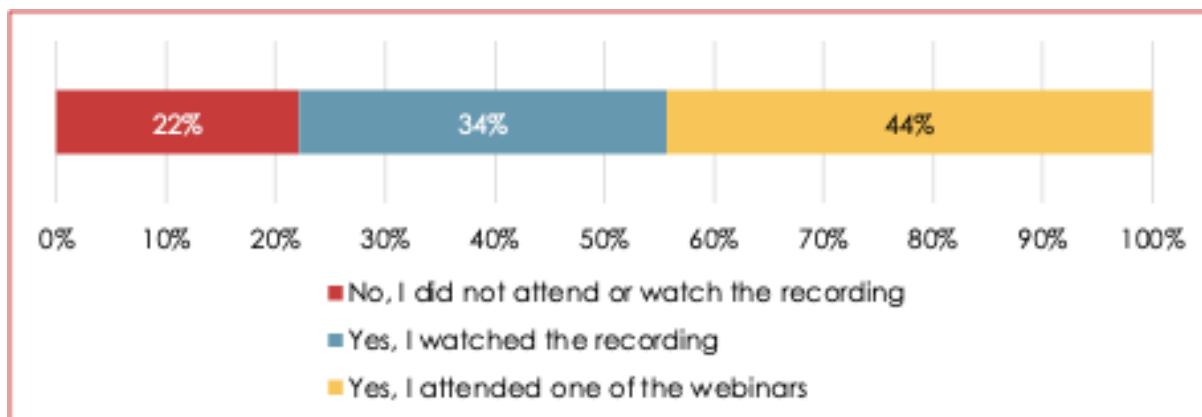


Figure 182 If you attended or watched the webinar, did you find it useful? (n=126)

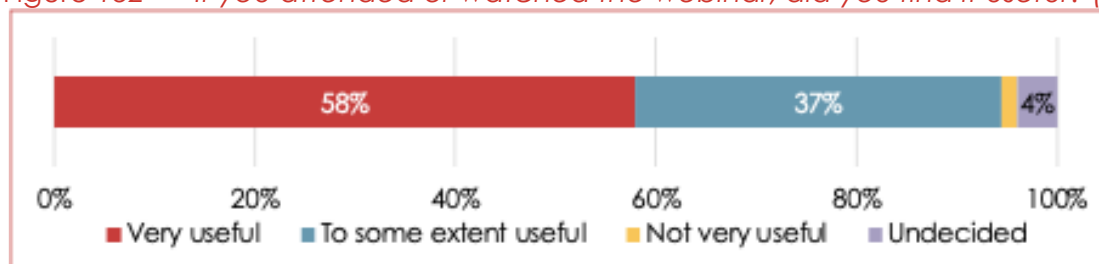


Figure 183 Please indicate the extent to which you agree with this statement: 'Round 2 full stage guidance was sufficient' (n=158)

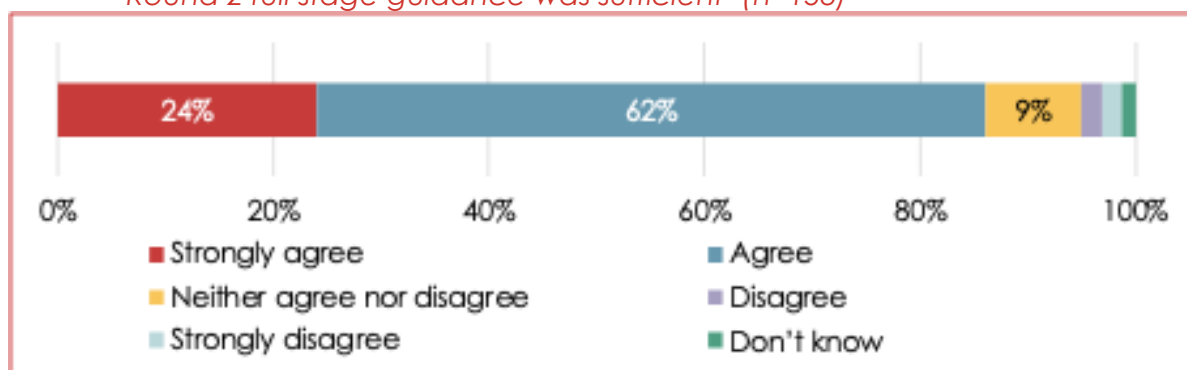


Figure 183 demonstrates how sufficient the participants found the Round 2 full stage guidance. The vast majority (86%) of respondents agreed that guidance was sufficient, with 24% of respondents strongly agreeing. 9% of respondents neither agreed nor disagreed, and 4% either disagreed (2%) or strongly disagreed (2%).

Figure 184 displays answers to all other questions regarding the helpfulness of the different resources provided. As mentioned, there is notable variation in the numbers who used each resource. Approximately 55% did not use the following resources:

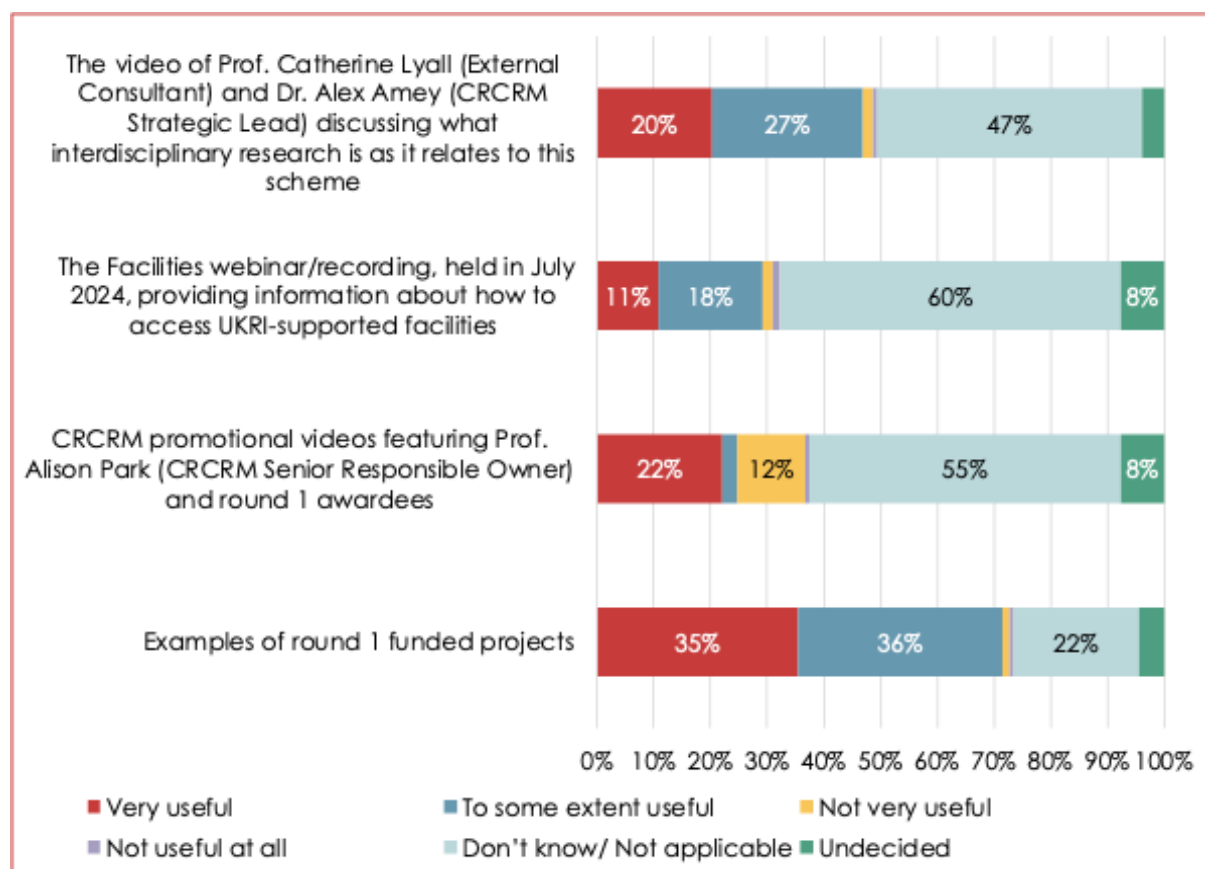
- CRCRM promotional videos
- July 2024 webinar/recording
- Video discussion of what interdisciplinary research is in relation to this scheme

Most answered “not applicable” for these questions.

On the other hand, examples of round 1 funded projects were widely used.

In most of the above cases, those who did use the resources generally found them to be useful: very few respondents said any of these resources were “not very useful” or “not useful at all”. However, 12% of respondents found the CRCRM promotional videos to be not very useful.

Figure 184 Please indicate how helpful each of the following resources were in assisting you in the completion of your application (n=158)



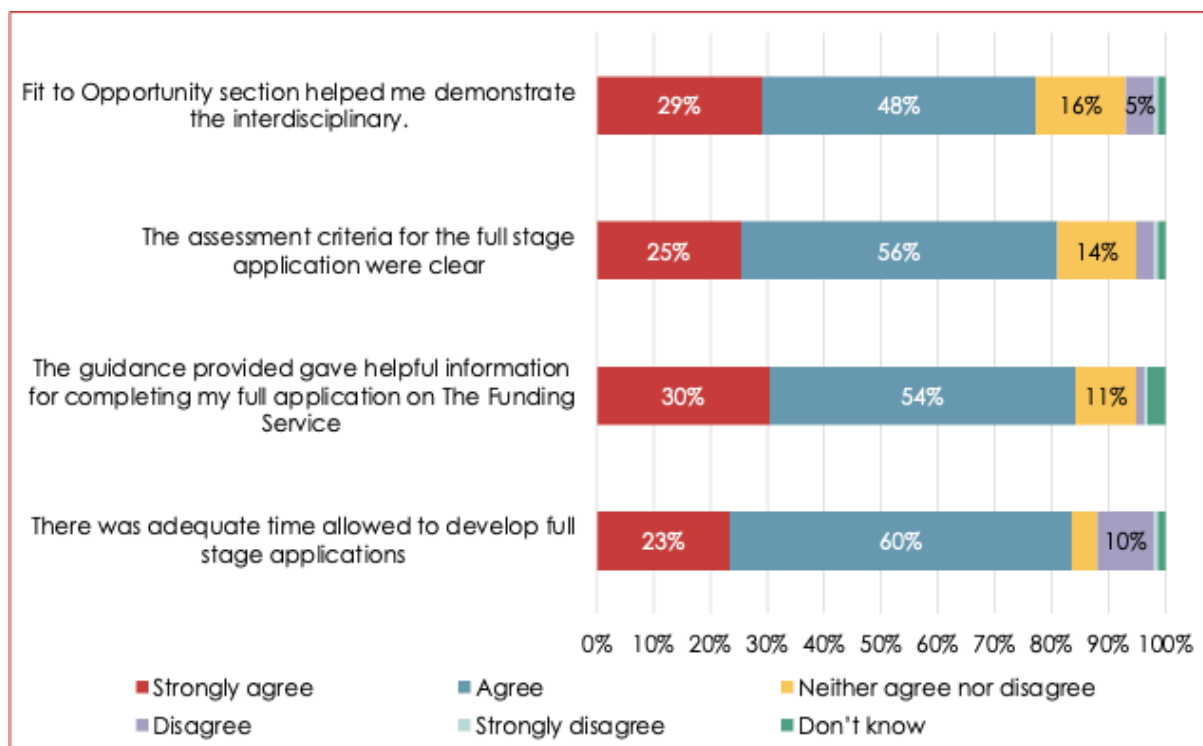
D.2.4. Views about the application process

Respondents were most positive about the guidance and application template, with 80% agreeing or strongly agreeing that it was sufficient to demonstrate how proposals would meet the scheme's objectives. Similarly, 79% agreed or strongly agreed that there was adequate time to develop their proposal, and 79% that the outline stage reduced the burden on research teams. Levels of disagreement were low across all statements, with only small proportions indicating disagreement (ranging from 5% to 8%).

The proportion of respondents agreeing and strongly agreeing was consistent across the four positive statements.

Of the four statements, the greatest disagreement was with the claim that "There was adequate time allowed to develop full stage applications": 16 (10%) disagreed. However, this is still a relatively small proportion.

Figure 185 Questions addressing applicants' views about the application process (n=158)



Overall, half of respondents (50%) found the guidance for completing the Resume for Research and Innovation section in their application clear and complete, as shown in Figure 186. Of the remaining respondents, 53 respondents (34%) found the guidance neutral, and 26 respondents (17%) found the guidance unclear.

Figure 186 How clear and complete was the guidance for completing the Resume for Research and Innovation (R4RI) (Capability to Deliver) section of your interdisciplinary project application? (n=158)

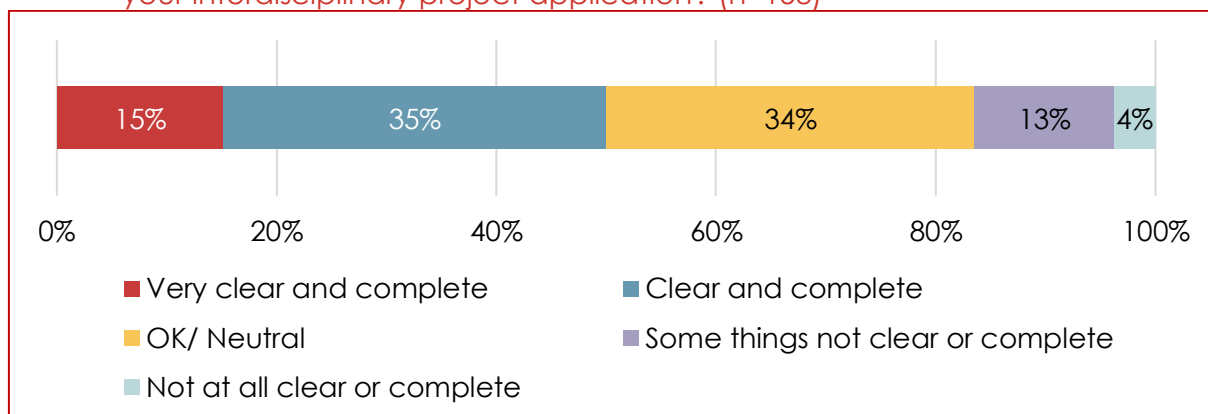


Figure 187 shows that the majority of respondents (67%) were satisfied that the section gave them an opportunity to demonstrate skills and experience. A small percentage overall (14%) were dissatisfied or very dissatisfied.

Figure 187 How satisfied were you that the R4RI/Capability to Deliver section gave you an opportunity to demonstrate your team's and your own skills and experience to deliver your interdisciplinary project? (n=158)

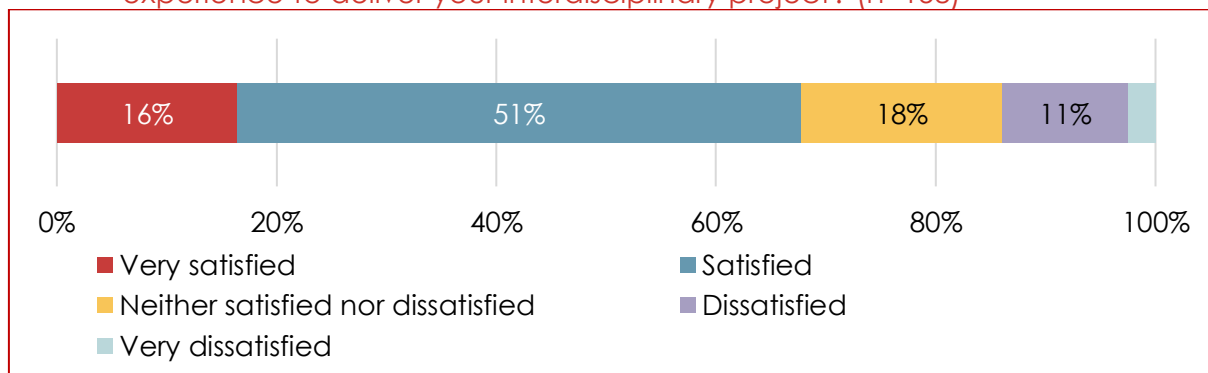


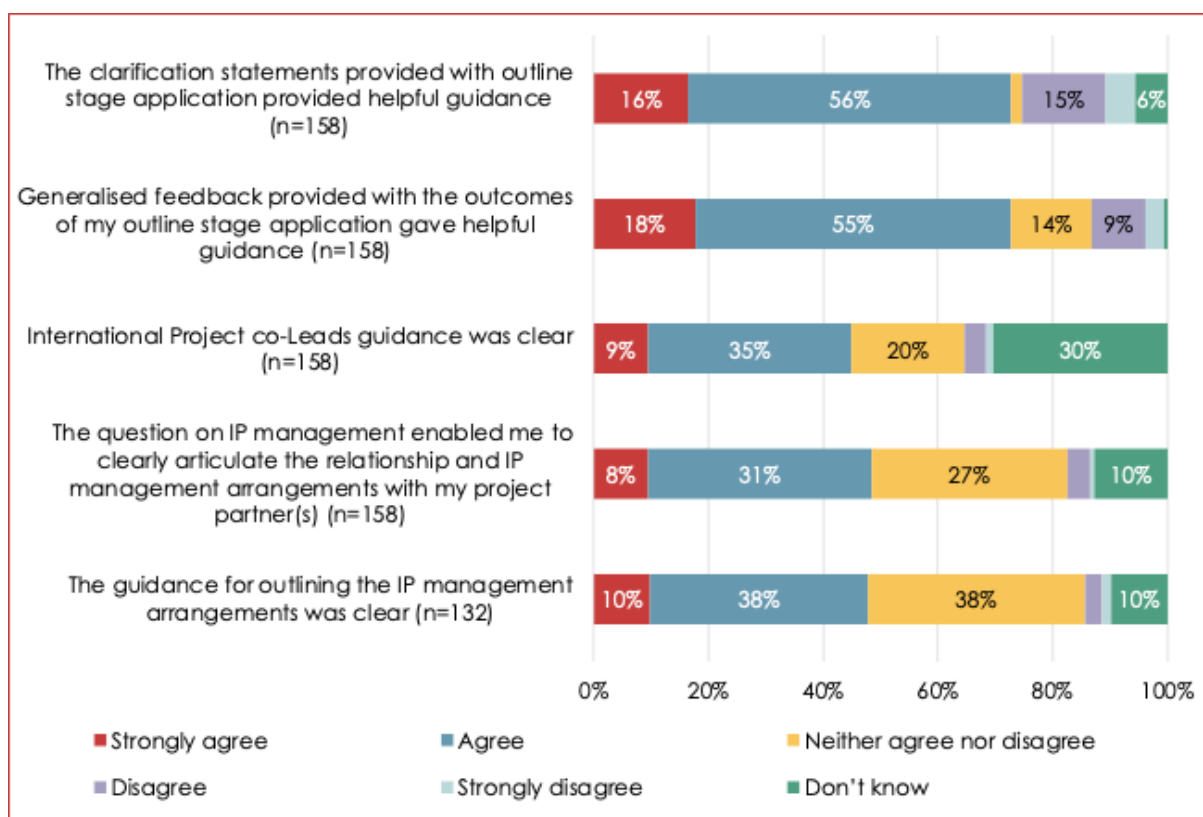
Figure 188 displays answers to five positive statements regarding the helpfulness and clarity of application guidance and generalised feedback. In general, the majority of respondents found the guidance and feedback helpful and clear.

There was variation amongst these statements. The majority of respondents agreed that helpful guidance was provided by the clarification statements (72%) and generalised feedback (73%). These two statements also had the highest proportion of disagreement, as 15% of respondents disagreed that the clarification statement was helpful, and 9% of respondents disagreed that the generalised feedback was helpful.

For the latter three statements, addressing both IP management and international project co-leads guidance, the majority of the remaining

respondents agreed that these application guidance features were clear. Roughly 28% of respondents neither agreed nor disagreed. A significant proportion (30%) did not know whether international project co-leads guidance was clear.

Figure 188 Questions addressing applicants' views about the application guidance and generalised feedback



Of those respondents who participated in Round 1 (58%), the vast majority considered the personalised Round 1 feedback as useful in shaping their Round 2 application, as shown in Figure 189.

Figure 189 How useful was the personalised Round 1 feedback received in shaping your Round 2 application? (n=158)

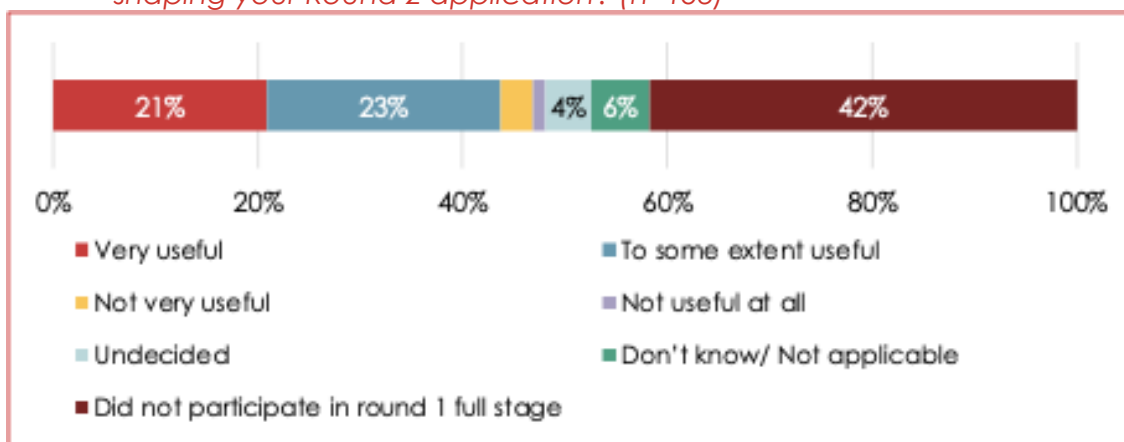
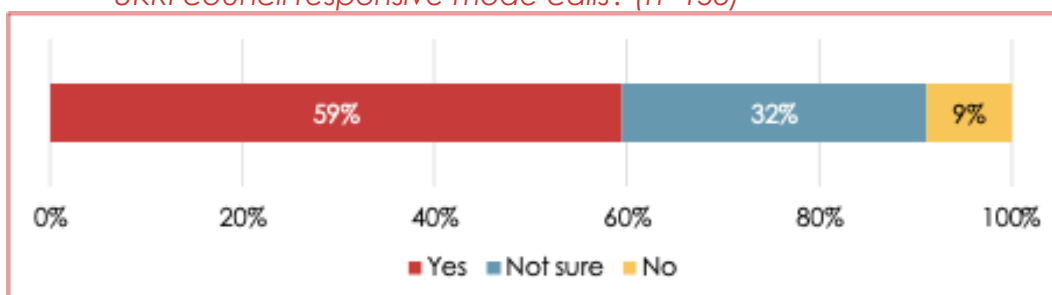


Figure 190 shows that the majority of respondents (59%) developed and communicated their research proposal for the CRCRM differently to individual UKRI council responsive mode calls. 32% of respondents were unsure, and only 9% did not communicate their proposal differently.

Figure 190 Were there differences in how you developed and communicated your research proposal for the CRCRM application compared to individual UKRI council responsive mode calls? (n=158)



When asked 'How long has your core team worked together prior to applying to this call?', respondents noted that prior to CRCRM:

- Their core team worked together for 12-36 months (n = 65, 41.1%)
- Their core team worked together for over 36 months (n = 36, 22.8%)
- Their core team did not work together (n = 32, 20.3%)
- Their core team worked together for under 12 months (n = 25, 15.8%)

D.2.5. Full stage assessment process

The next set of questions addressed applicants' views on the clarity, fairness, and effectiveness of the full stage assessment process, feedback, and guidance. The majority of participants agreed with the six positive statements in Figure 191, finding the process clear and fair, but the extent of this agreement varied between questions.

Over 75% of respondents agreed that the scheme had:

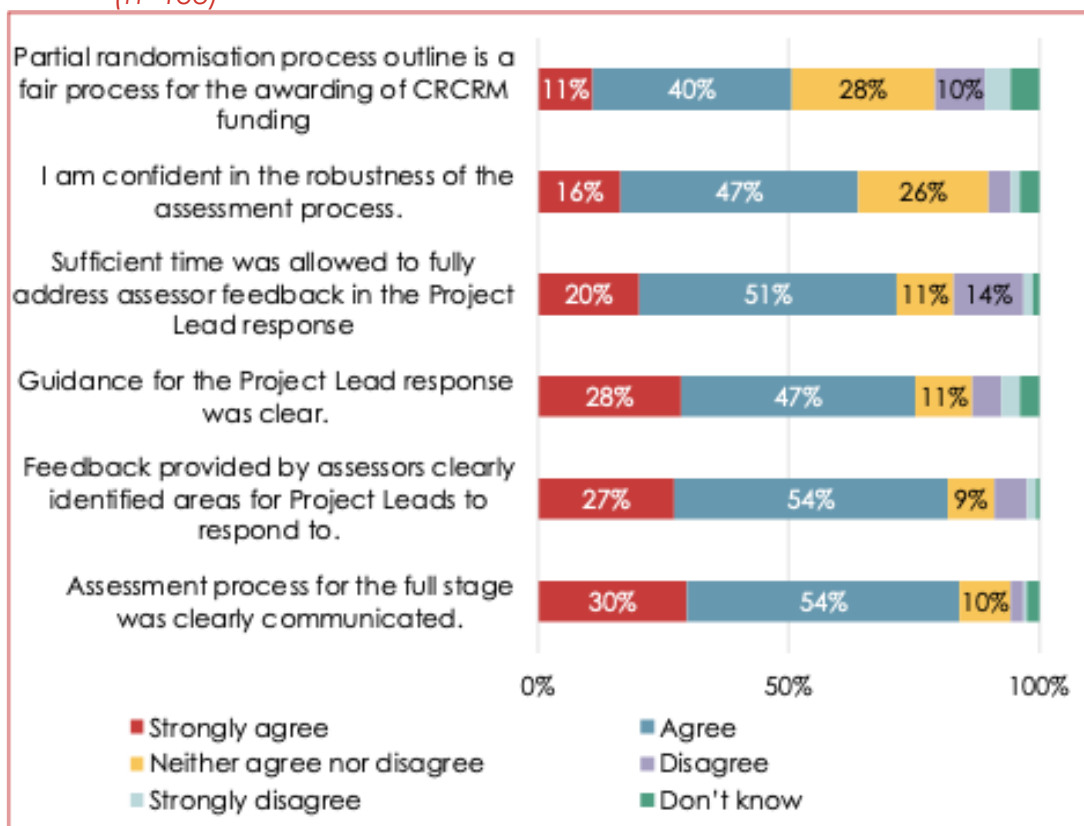
- Clear guidance for the Project Lead response
- Clear communication of the full stage assessment process
- Feedback that clearly identified areas for Project Leads to respond to.

On average 10% of respondents neither agreed nor disagreed to these three statements, and there was little disagreement amongst respondents.

Overall, just over half of the respondents (51%) agreed that the partial randomisation process is fair for the awarding of CRCRM funding. 28% of respondents neither agreed nor disagreed and 10% disagreed. 63% of respondents felt confident in the robustness of the assessment process, with 26% of respondents neither agreeing nor disagreeing. A very small percentage (4%) of respondents disagreed with this statement.

71% of respondents felt that there was sufficient time to fully address assessor feedback in the Project Lead response. 14% of respondents disagreed with this statement.

Figure 191 Questions addressing applicants' views on clarity, fairness, and effectiveness of the CRCRM assessment process, feedback, and guidance (n=158)

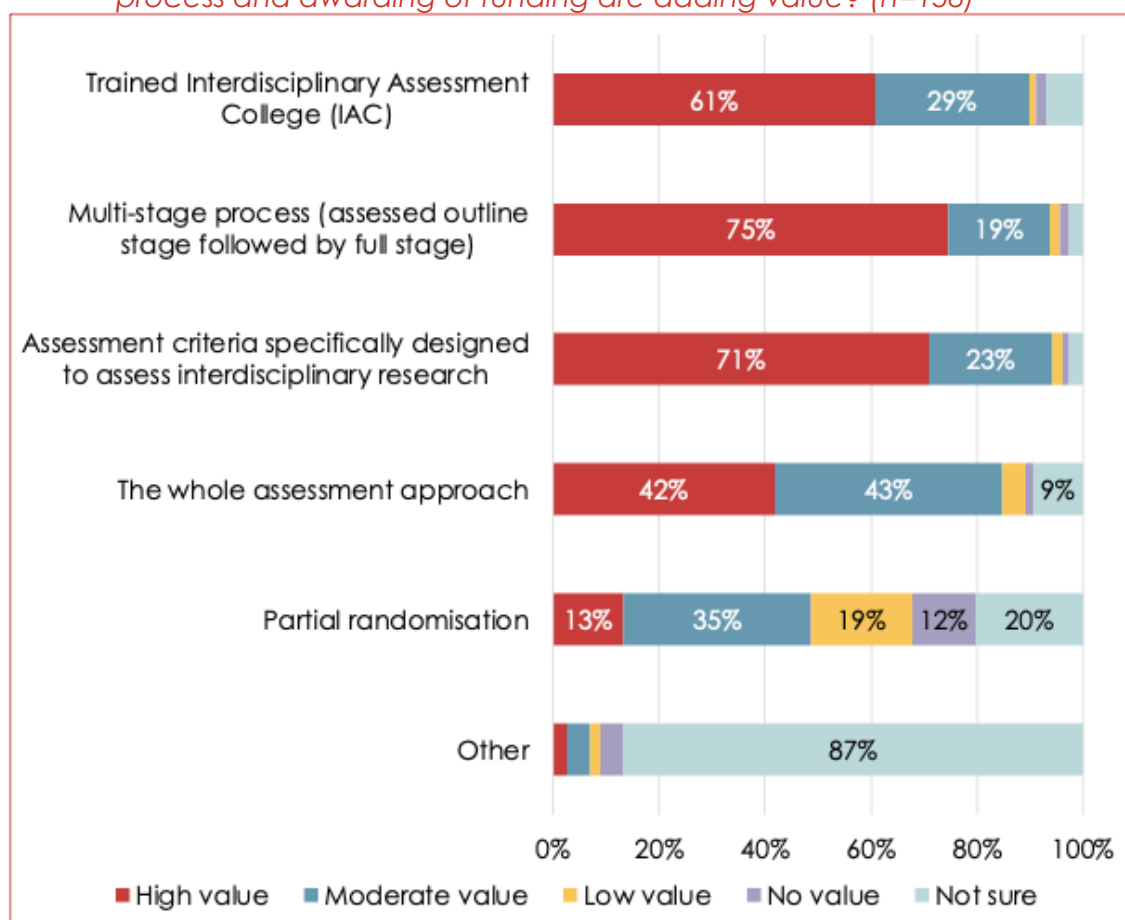


The next set of questions, presented in Figure 192, asked respondents to rate the value of a range of aspects of the assessment process. Overall, applicants found the multi-stage process to be the most useful aspect of the process, with 75% assigning it “high value” and a further 19% assigning it “moderate value”. The assessment criteria specifically designed to assess interdisciplinary research and the trained Interdisciplinary Assessment College were considered similarly useful, with negligible amounts assigning them low or no value.

However, when it comes to partial randomisation, and the whole assessment approach, fewer respondents stated that these were “high value” aspects of the assessment process. 43% of respondents stated that the whole assessment approach was of “moderate value”, and 42% stated this was “high value”. Partial randomisation performed worse, with only 13% describing it as “high value” and 35% describing it as “moderate value”; 19% described partial randomisation as having “low value”, whilst 12% said it had “no value”.

Few applicants appear to be aware of any additional (“other”) aspects of the assessment process or were unsure as to how much value they added.

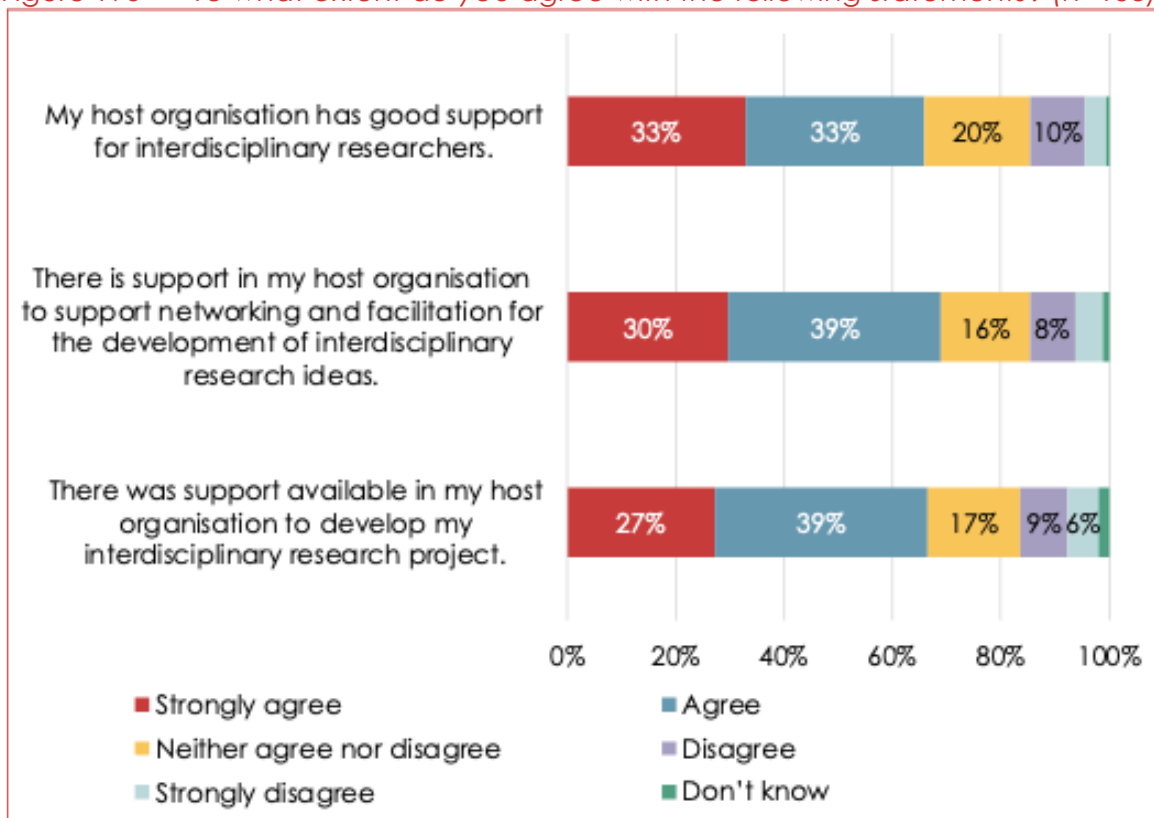
Figure 192 To what extent do you think the following aspects of the assessment process and awarding of funding are adding value? (n=158)



D.2.6. Research landscape and IDR support

Overall, the majority of respondents were positive about the level of interdisciplinary research (IDR) support they receive in their host organisations. There was a similar level of agreement across all three statements in Figure 193. On average, 30% of participants strongly agreed there was support in their host institution for IDR researchers, to support the development of IDR research ideas, and to develop their IDR research project. Roughly 37% of participants agreed; 18% neither agreed nor disagreed; and 9% disagreed.

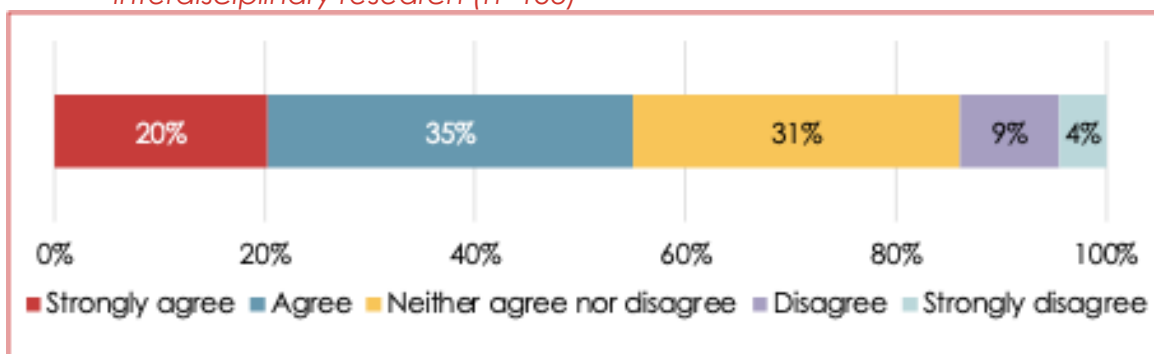
Figure 193 To what extent do you agree with the following statements? (n=158)



As shown in Figure 194, the majority of respondents agreed that the introduction of CRCRM changed the participants' individual approach to IDR (55%), of which 20% of respondents strongly agreed.

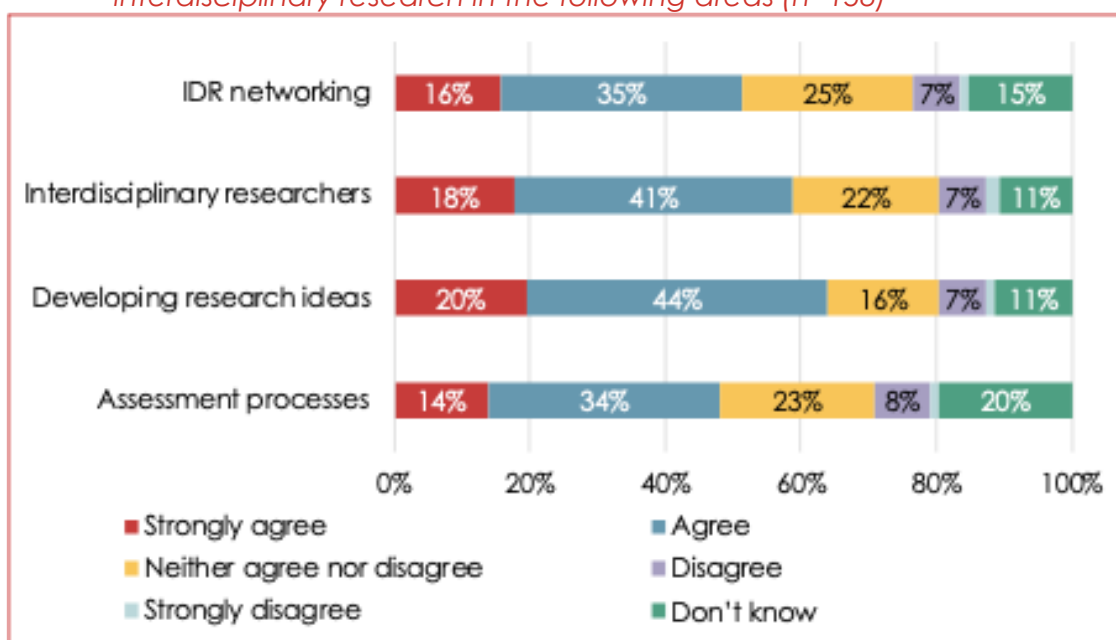
Under a third of respondents neither disagreed or disagreed (31%), and a small proportion disagreed (9%). A negligible number of respondents strongly disagreed.

Figure 194 The introduction of CRCRM has changed my individual approach to interdisciplinary research (n=158)



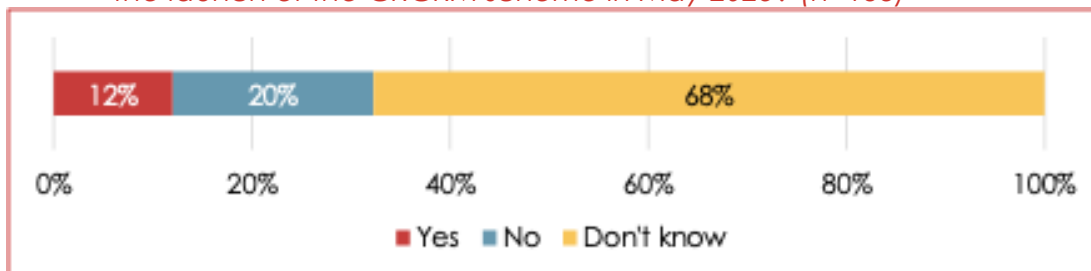
Around half of the respondents noted a change in internal support for IDR in the four areas shown in Figure 195, with a similar pattern displayed between the four areas. Respondents agreed most strongly that there has been a change in internal support for developing research ideas, with 20% of respondents strongly agreeing, and 44% of respondents agreeing.

Figure 195 In the last few years I have noticed a change in internal support for interdisciplinary research in the following areas (n=158)



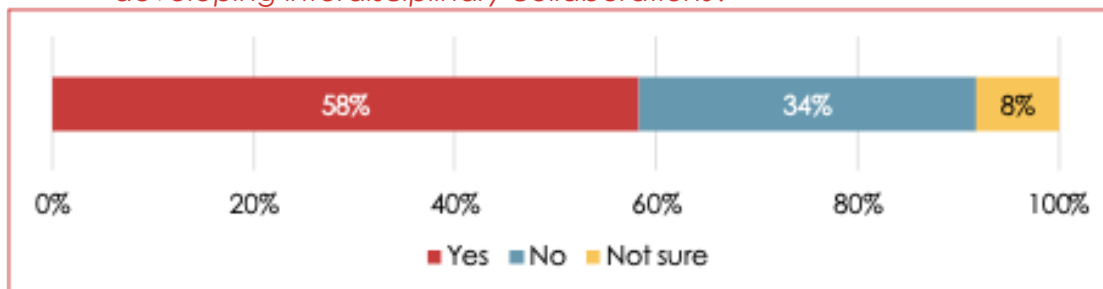
The majority of respondents (68%) in Figure 196 did not know if the changes in internal support for IDRs could be directly attributed to the launch of the CRCRM scheme. 20% of respondents did not think the changes were caused by CRCRM, and 12% thought the changes were attributable to the scheme.

Figure 196 Can the changes in internal support for IDRs be directly attributed to the launch of the CRCRM scheme in May 2023? (n=158)



As shown in Figure 197, the majority of respondents (58%) had experienced barriers when undertaking IDR, or developing IDR collaborations. A smaller number of respondents (34%) had not faced any barriers, and only 8% were unsure.

Figure 197 Have you experienced any barriers when undertaking IDR or developing interdisciplinary collaborations?



D.3. IAC members survey: R2 full stage

This section summarises the compiled data from IAC chairs, co-chairs and deputy chairs, panel members, and rovers who took part in the survey. Due to the much smaller sample sizes across all groups — particularly the chairs/co-chairs/deputy chairs and rovers — caution is especially necessary when interpreting the results.

A total of 63 responses were received from the following IAC roles:

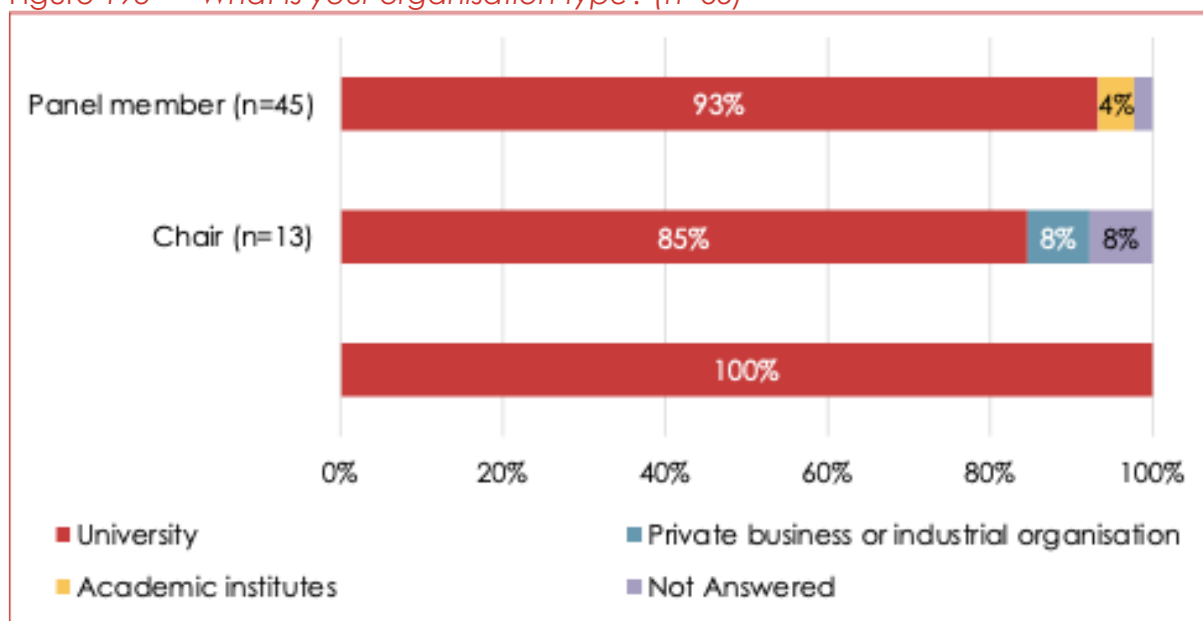
- Panel member (n=45, 71%)
- Chair (n=8, 13%)
- Rover (n=5, 8%)
- Co-chair (n=4, 6%)
- Deputy chair (n=1, 2%)

We combine the answers of Chair, Co-chair and Deputy chair in the subsequent questions as 'Chair'.

D.3.1. Participant overview

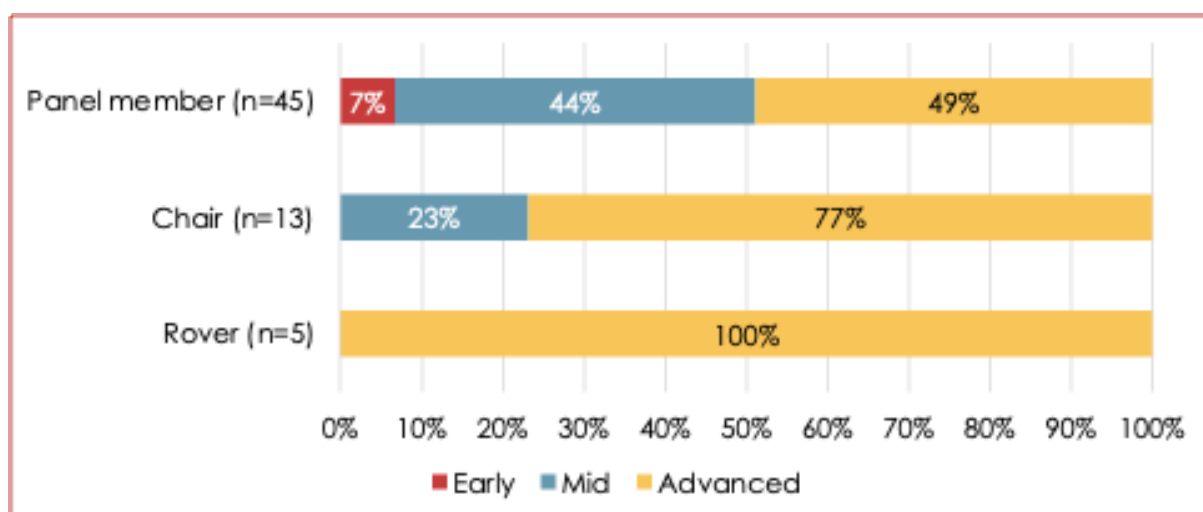
As stated, sample sizes were notably small for these surveys, particularly in the chair/deputy chair and rover surveys. As shown in Figure 198, the vast majority of respondents worked in universities, with very small numbers working in other organisation types.

Figure 198 What is your organisation type? (n=63)



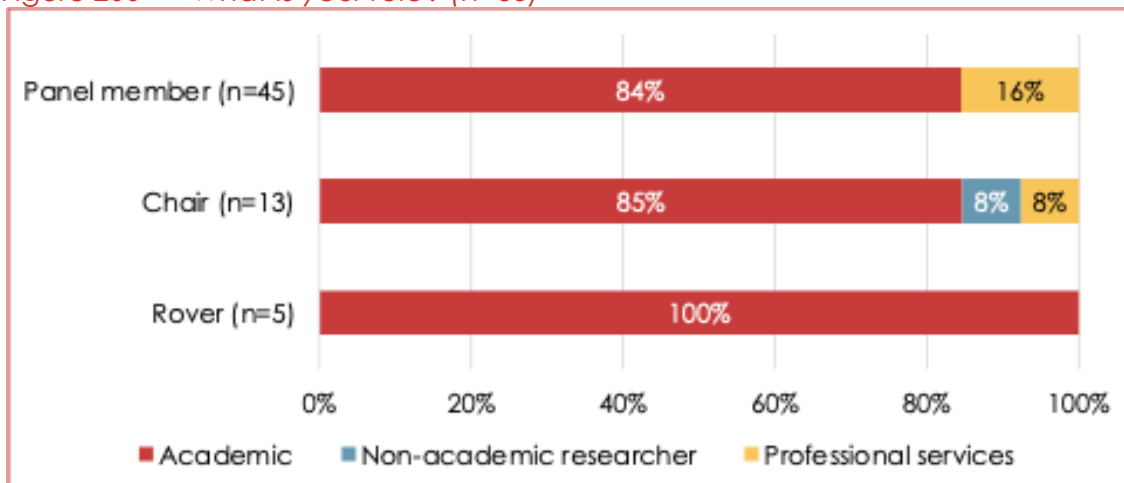
Regarding career stages (shown in Figure 199), 10 out of 13 chairs were in the advanced stages of their careers, as were all 5 rovers. Panel members were more mixed, with 49% in the advanced stages of their careers, 44% in the mid stages of their careers, and 7% in the early stages.

Figure 199 What is your career stage? (n=63)



Regarding roles, the majority — across the board — were academics, including nearly all chairs, all rovers, and 84% of panel members. 16% of panel members worked in professional services.

Figure 200 What is your role? (n=63)



D.3.2. Views on training and guidance materials provided

Figure 201 Overall, the training and guidance materials provided were sufficient in preparing you for your role in the CRCRM scheme full stage panels (n = 63)

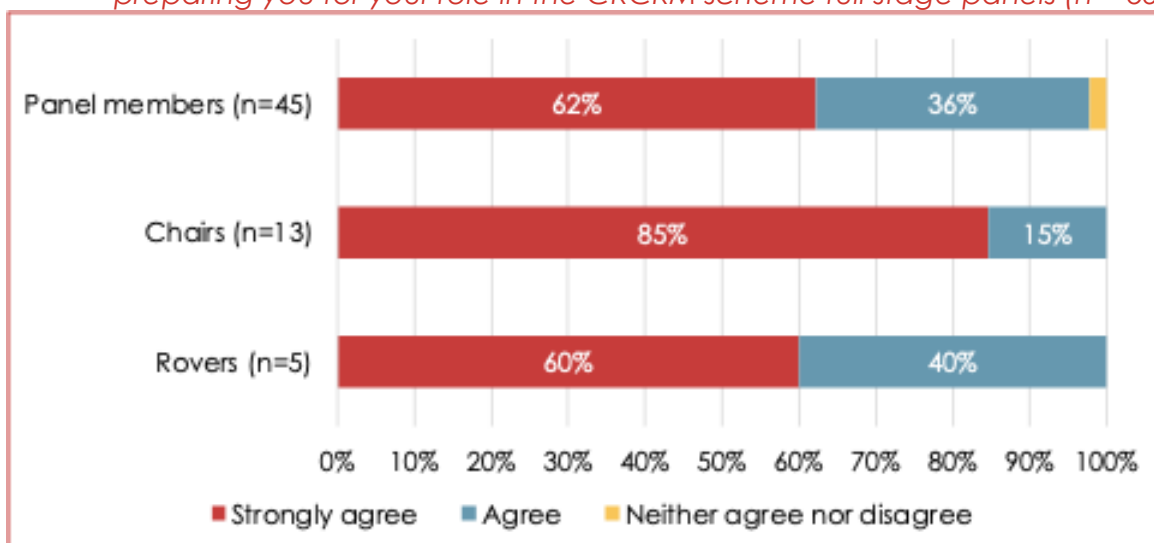
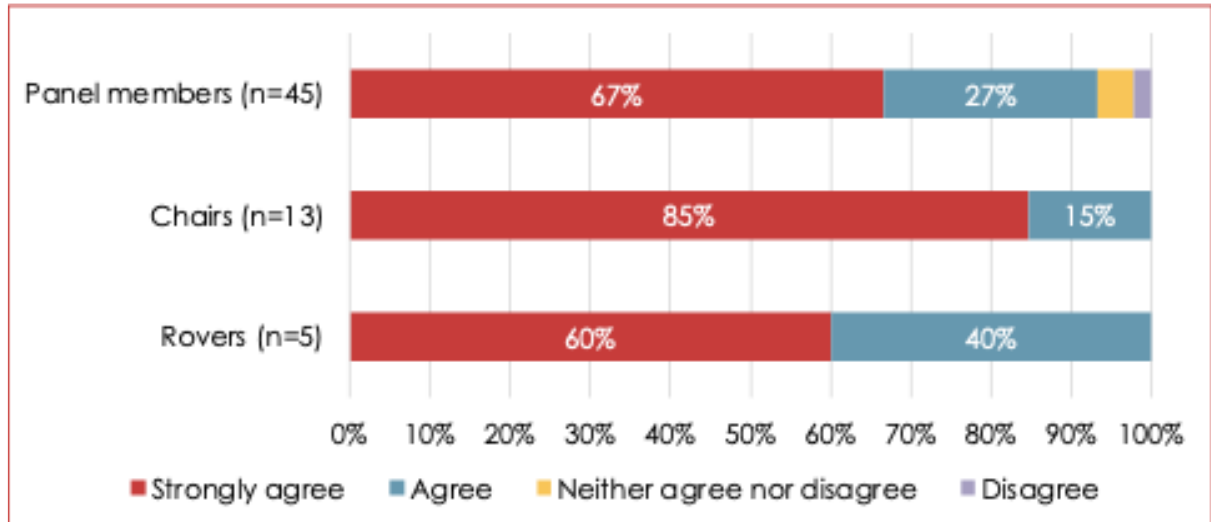


Figure 201 and Figure 202 show the levels of agreement with a set of statements on the training and guidance materials across the three surveys. There is relatively little variation across the three statements. Virtually all respondents agreed or strongly agreed with the following two statements:

- Overall, the training and guidance materials provided were sufficient in preparing you for your role in the CRCRM scheme full stage panels

- The training materials for the full stage phase were of high quality and informative.

Figure 202 The training materials for the full stage were of high quality and informative



The next set of questions addressed the extent to which respondents found various resources to be useful: these are presented in Figure 203, Figure 204 and Figure 205. Overall, respondents across the three surveys found all three of the following resources to be useful:

- The presentation on the full stage assessment process by UKRI
- The presentation on assessing interdisciplinary research by Catherine Lyall
- The breakout rooms and padlet outputs aimed at sharing good practice and approaches for the combined written feedback for the applicant response stage and preparing for oral reports at panel meetings

The presentation on the full stage assessment process by UKRI was found to be the most useful of these resources, with the majority of respondents finding it “very useful” across rovers, panel members and chairs. Though results were a little more mixed for the other two resources, most respondents still found them to be either “very” or “to some extent” useful.

Reflecting on the training session you attended, please indicate the extent to which the following aspects of the session were useful or not useful:

Figure 203 The presentation on the full stage assessment process by UKRI (n=63)

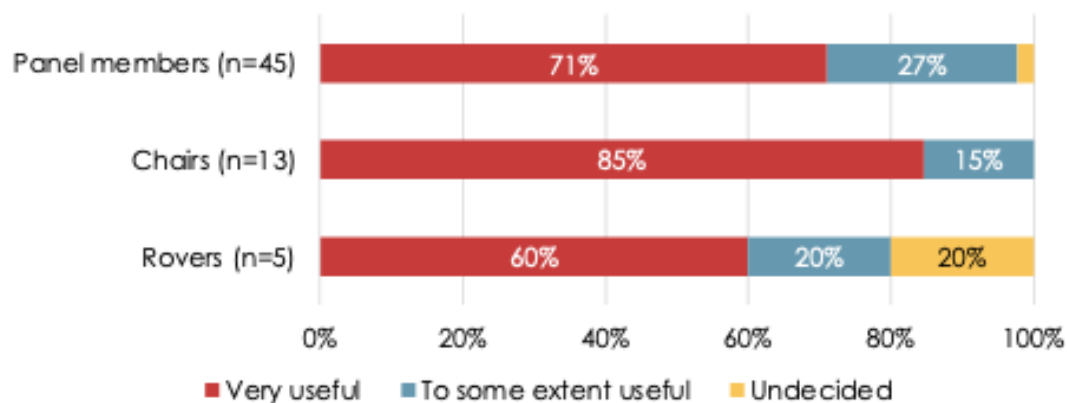


Figure 204 The presentation on assessing interdisciplinary research by Catherine Lyall (n=63)

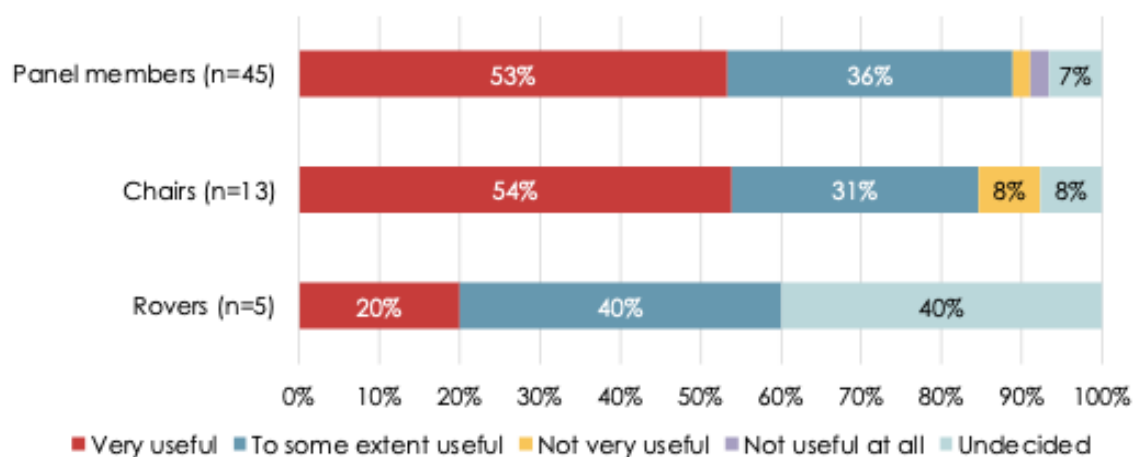
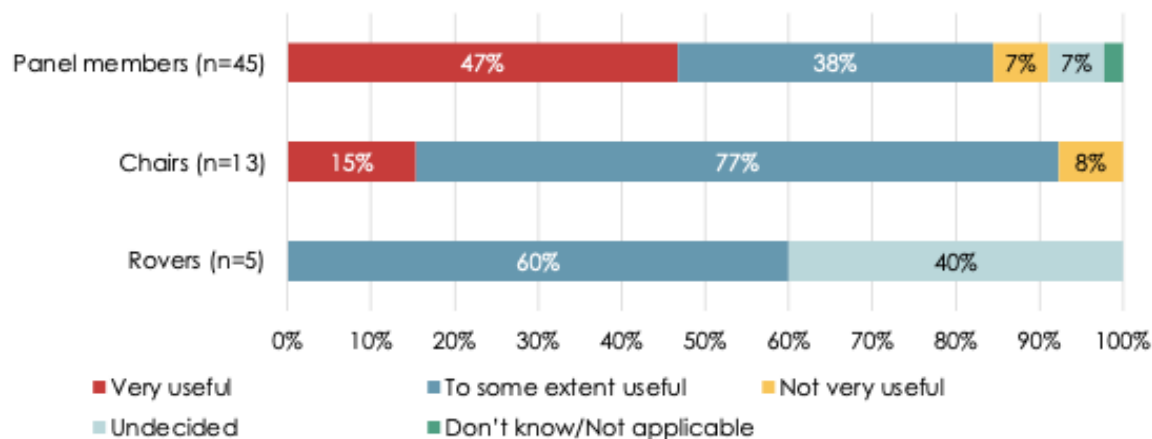


Figure 205 The breakout rooms and padlet outputs aimed at sharing good practice and approaches for the combined written feedback for the applicant response stage and preparing for oral reports at panel meetings (n=63)



In addition, the majority of chairs (62%) found the peer-to-peer discussion on consensus building and best practices guidance on the banding process to be very useful (Figure 206).

Figure 206 Usefulness of the peer-to-peer discussion on consensus building and best practice guidance on the banding process (n=13)

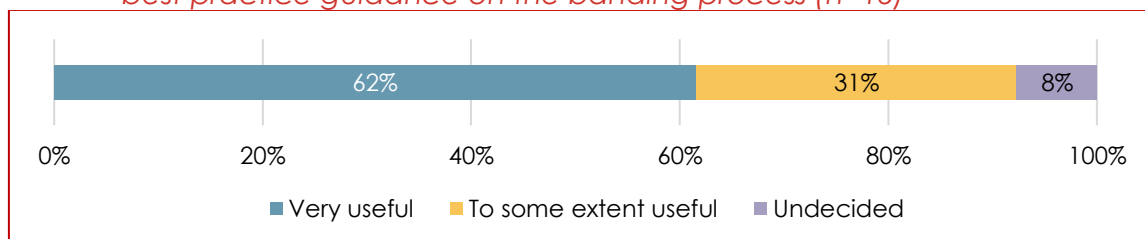
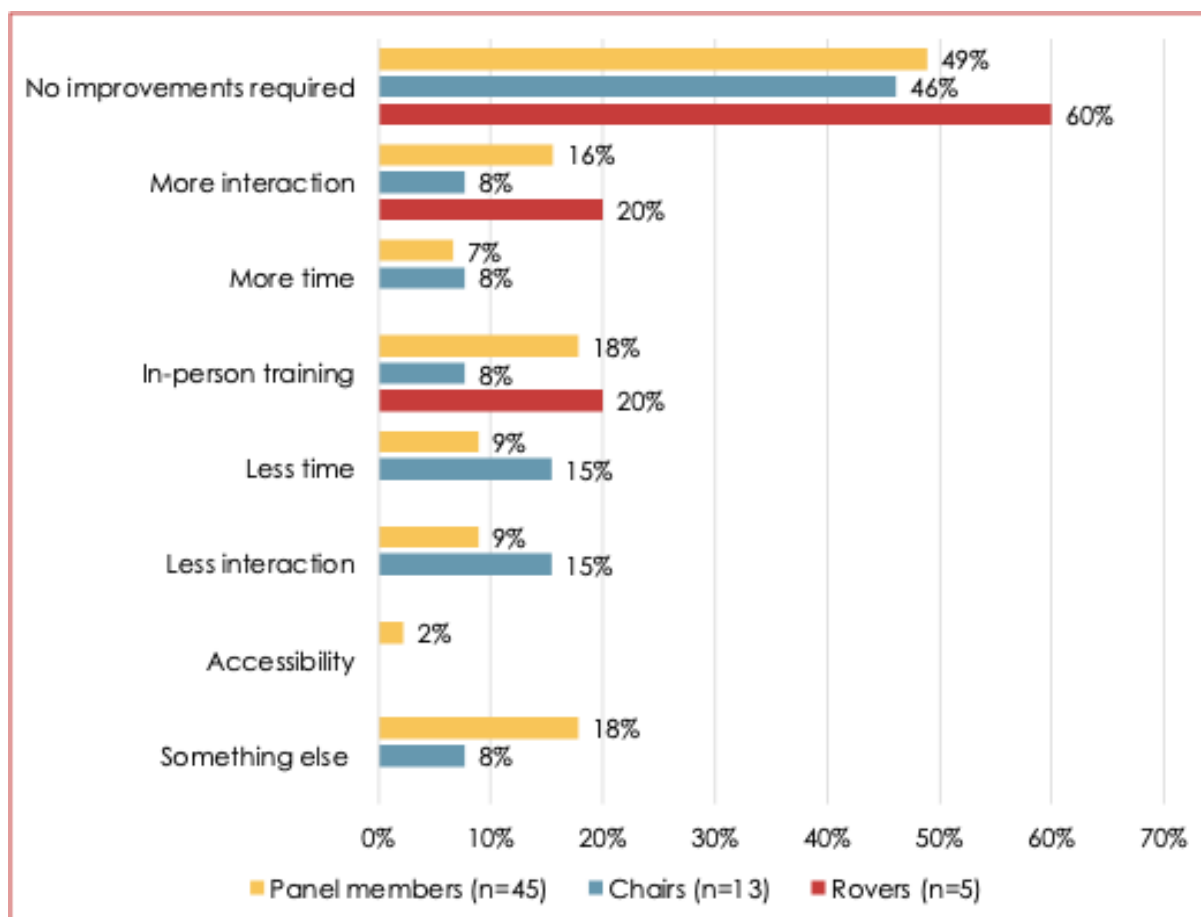


Figure 207 Reflecting on the training session you attended, what could be included to improve the training experience overall? (n=63)

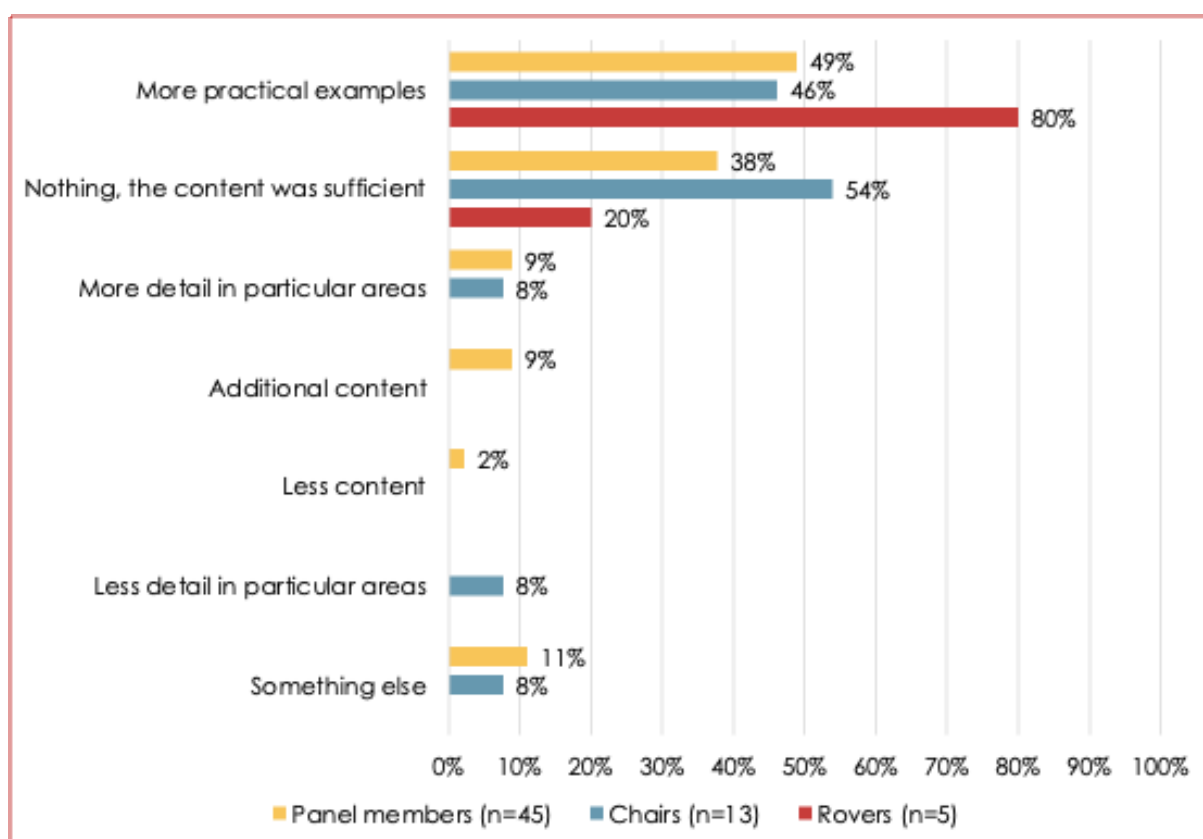


Regarding the training session, participants were asked about what could be included to improve the training experience overall — as shown in Figure 207. Though the sample size may be too small to identify any clear trends for this question, it is apparent that many across the three groups felt no improvements were required (roughly half across all groups). Still, 8 panel

members (18%) felt they could have benefitted from in-person training — something on which one rover and one chair also agreed.

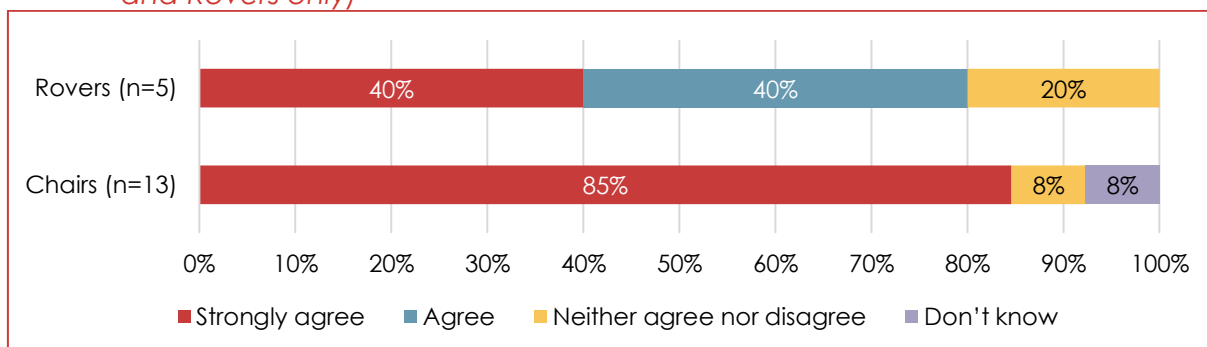
When participants were asked what could be considered to increase their confidence in observing the assessment of IDR full stage applications, the majority of rovers (80%) and chairs (49%) felt that having more practical examples would have increased their confidence in observing the assessment of IDR full stage applications (Figure 208). Just under half of the panel members also agreed (46%). The majority of panel members thought that the content was sufficient (54%). The majority of panel members thought that the content was sufficient (54%).

Figure 208 Reflecting on the training session you attended, what could be considered that would increase your confidence in assessing IDR full stage applications? (n=63)



In Figure 209, rovers and chairs were asked if their confidence in assessing IDR proposals for the CRCRM had improved since the scheme started. Almost all chairs strongly agreed that their confidence had improved (85%) and the majority of rovers (80%) either agreed or strongly agreed that their confidence had improved.

Figure 209 Your confidence in assessing interdisciplinary research proposals for the UKRI CRCRM scheme has improved since the scheme started (n=18, Chairs and Rovers only)



In Figure 210 and Figure 211 respondents were asked how useful they found two resources:

- The SharePoint site
- The technical briefing session covering use of the Extranet in preparing you for taking part in the full stage assessment

Almost all respondents found these resources useful. Panel members (18%) and chairs (23%) were more undecided on the usefulness of the SharePoint site.

Figure 210 How useful did you find the SharePoint site? (n=63)

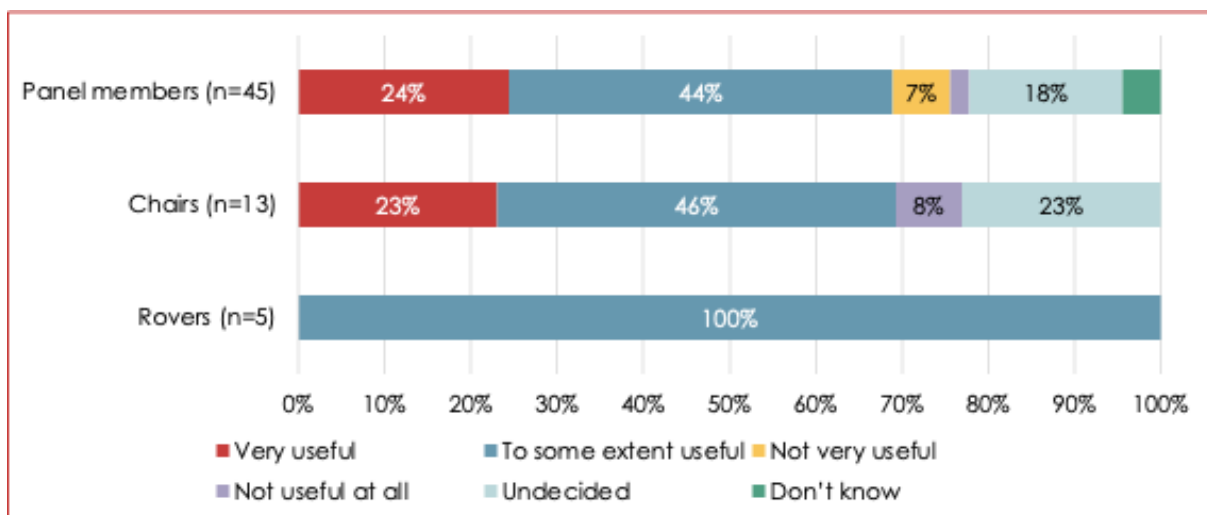
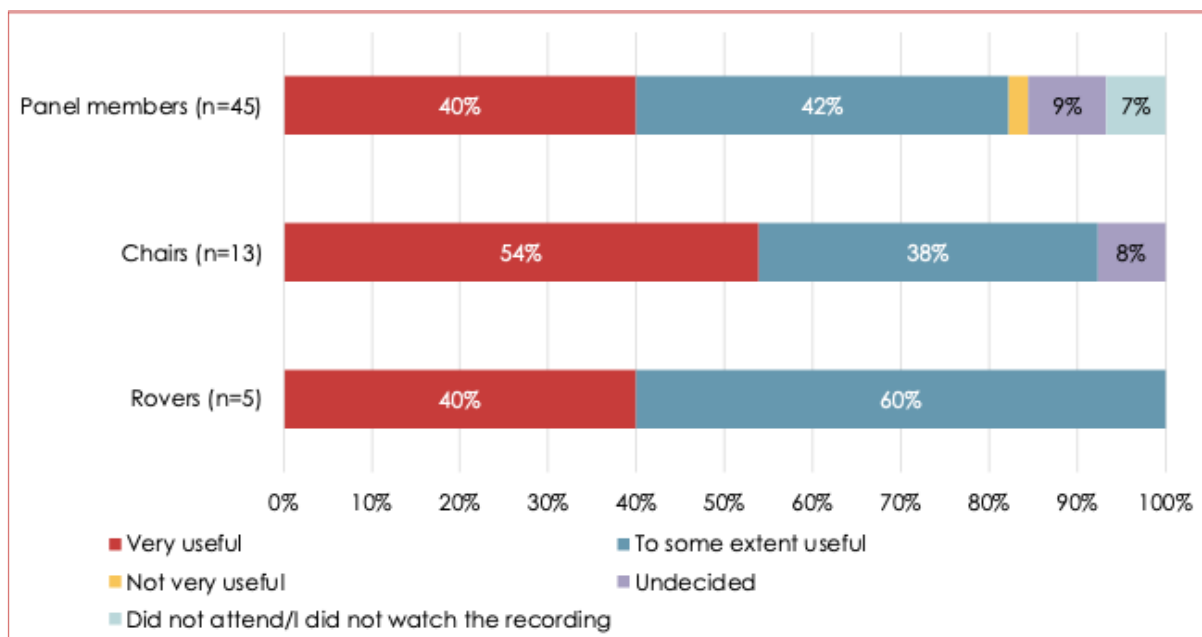
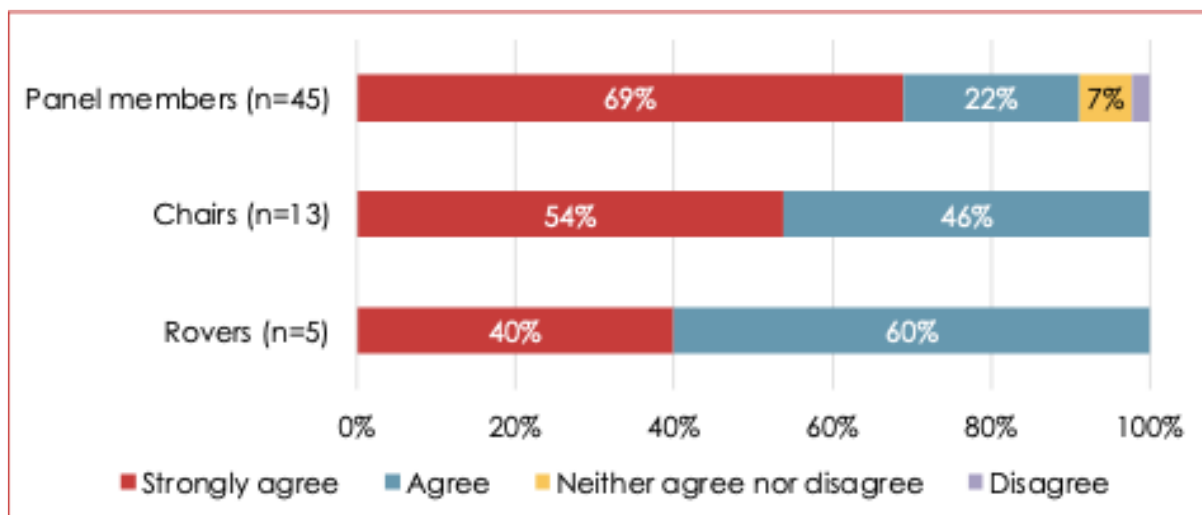


Figure 211 How useful did you find the technical briefing session covering use of the Extranet in preparing you for taking part in the full stage assessment? (n=63)



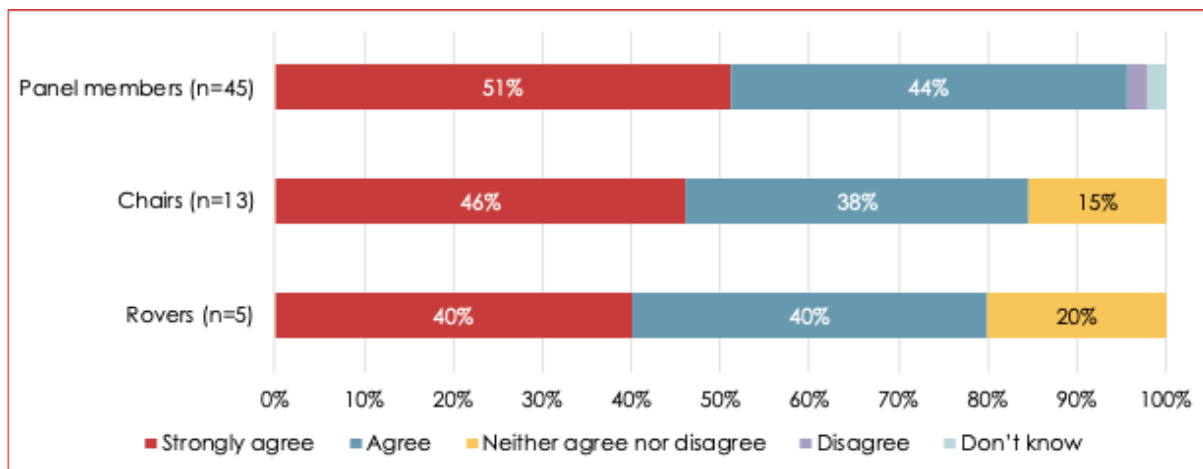
Virtually all respondents agreed or strongly agreed that the panel guidance provided for the full stage was of high quality and informative (Figure 212).

Figure 212 The panel guidance provided for the full stage was of high quality and informative (n=63)



Almost all respondents agreed or strongly agreed that the IAC will ensure that interdisciplinary research is fairly assessed across disciplinary boundaries/council remits (Figure 213).

Figure 213 The IAC will ensure that interdisciplinary research is fairly assessed across disciplinary boundaries/council remits (n=63)



The next question asked participants the following: “In addition to the round 2 launch webinars, other resources were made available via the UKRI Funding Finder page to support applicants to the scheme. Please indicate how useful you think each of the following resources were in assisting applicants in the completion of their application”. Respondents then ranked the resources, shown in Figure 214 to Figure 219, in terms of their usefulness.

The five resources below were all found to be generally useful, for the respondents for whom these were applicable:

- Video discussion about what interdisciplinary research is
- The Facilities webinar/recording in July 2024
- Examples of round one funded projects
- CRCRM round two guidance
- Generalised feedback from round one

The CRCRM promotional videos were less widely accessed across all groups. The majority of chairs for whom this resource was applicable did not find the promotional videos very useful (15%). However, generally, respondents found these six resources useful.

In addition to Round 2 launch webinars, other resources were made available via the UKRI Funding Finder page to support applicants to the scheme. Respondents indicated how helpful each of the following resources were in assisting applicants in the completion of their application.

Figure 214 The video of Prof. Catherine Lyall (External Consultant) and Dr. Alex Amey (CRCRM Strategic Lead) discussing what interdisciplinary research is as it relates to the scheme (n=58)

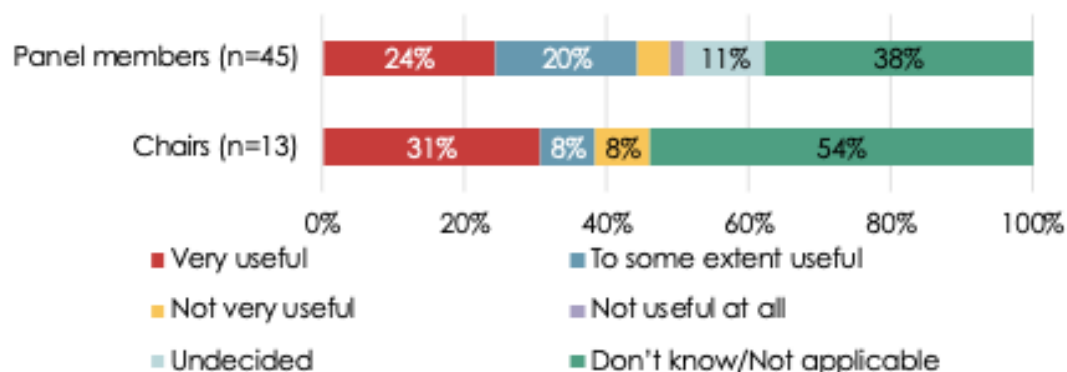


Figure 215 The Facilities webinar/recording, held in July 2024, providing information about how to access UKRI supported facilities (n=58)

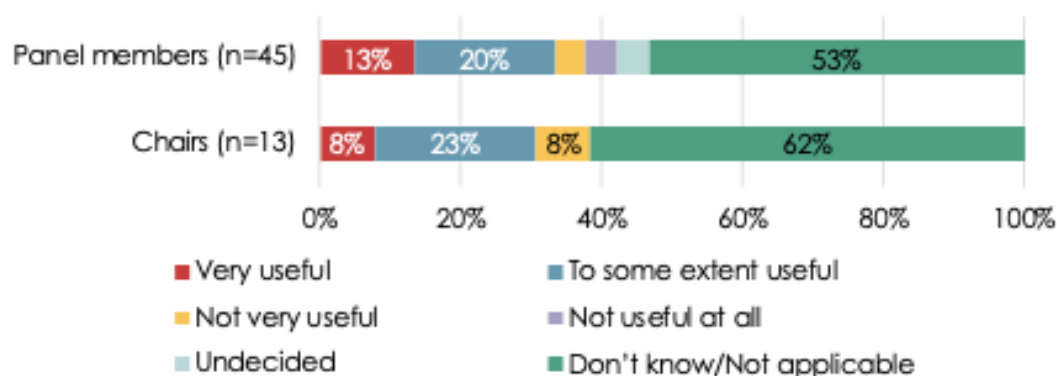


Figure 216 CRCRM promotional videos featuring Prof. Alison Park (CRCRM Senior Responsible Owner) and round 1 awardees

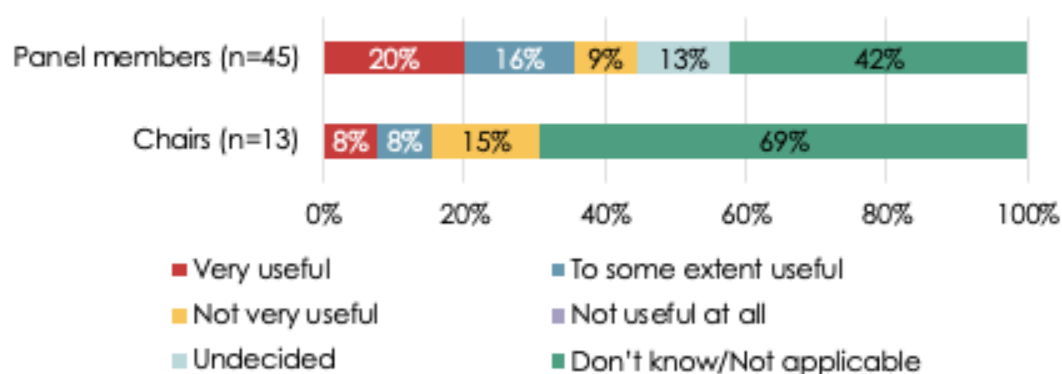


Figure 217 Examples of round 1 funded projects

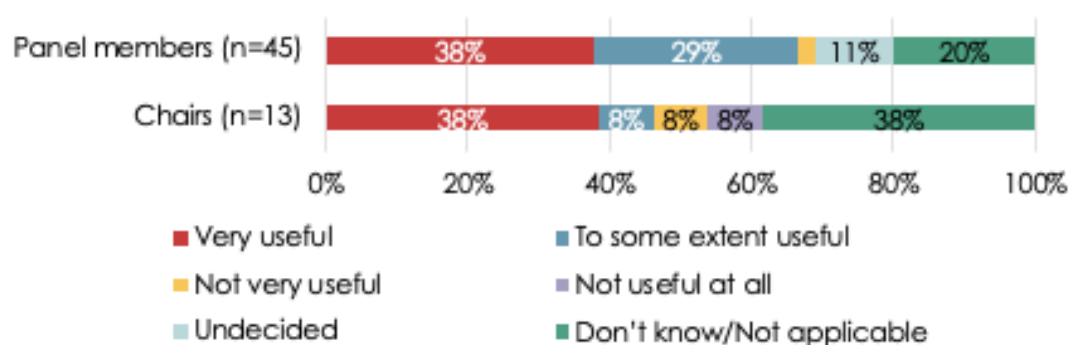


Figure 218 CRCRM round 2 guidance for applicants and research organisations including improved guidance on features that demonstrate interdisciplinary research for this scheme

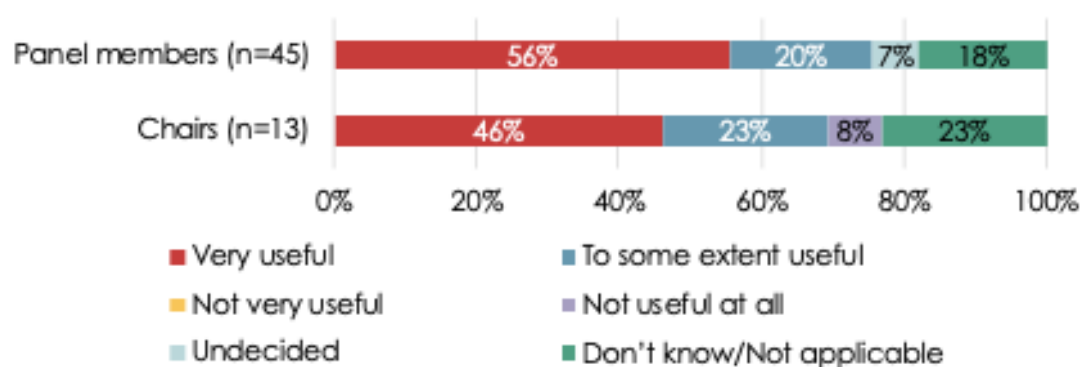
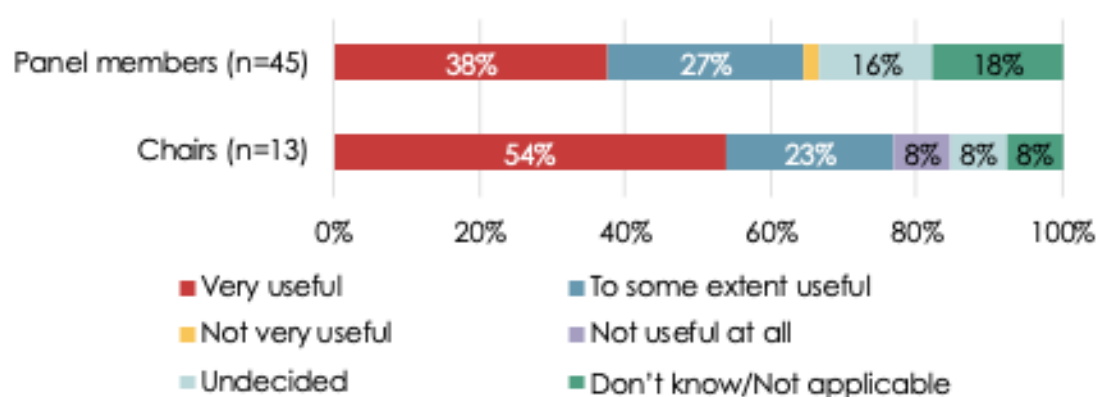


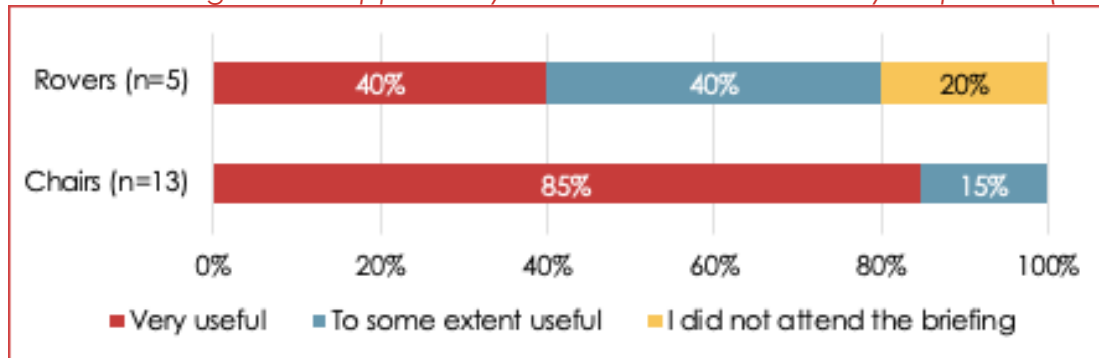
Figure 219 Generalised feedback from the round 1 outline and full and round 2 outline stage panel chairs



Shown in Figure 220, almost all rovers and chairs found the pre-panel briefing with senior CRCRM managers and opportunity to meet the convenor of their

panel very useful or to some extent useful. 85% of chairs found this briefing and opportunity very useful.

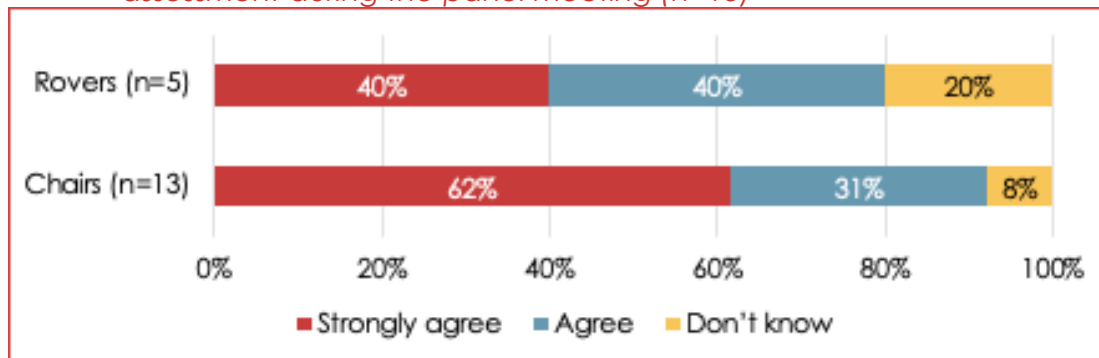
Figure 220 How useful did you find the pre-panel briefing with senior CRCRM managers and opportunity to meet the convenor of your panel? (n=18)



D.3.3. Full stage assessment process: assessing applications

Participants were next asked a series of questions about assessing applications for the full stage assessment process.

Figure 221 Discussions between Introducing Members (IMs) on the Extranet discussion boards to create a collated response for Project Leads were well-balanced and fair and enabled points to be clarified that made for a fairer assessment during the panel meeting (n=18)



In Figure 221, Figure 222 and Figure 223, respondents were asked the extent to which they agreed with three statements. Almost all respondents agreed or strongly agreed that:

- Discussions between Introducing Members (IMs) to create a collated response for Project Leads were well-balanced and fair, facilitating a fairer assessment during the panel meeting
- The discussion about each application by the 3 assigned IMs to create compiled feedback was constructive for the Project Lead
- The role of the Chair in signing off the feedback to be sent to Project Leads was constructive in the PL response process

The second statement was asked to all three groups, but the first and third statement were asked to rovers and chairs only. There was little disagreement, with the exception of one rover who disagreed with the third statement.

Figure 222 The discussion about each application by the 3 assigned IMs to create compiled feedback was a constructive way of providing feedback and requests for further information for the Project lead to respond to (n=63)

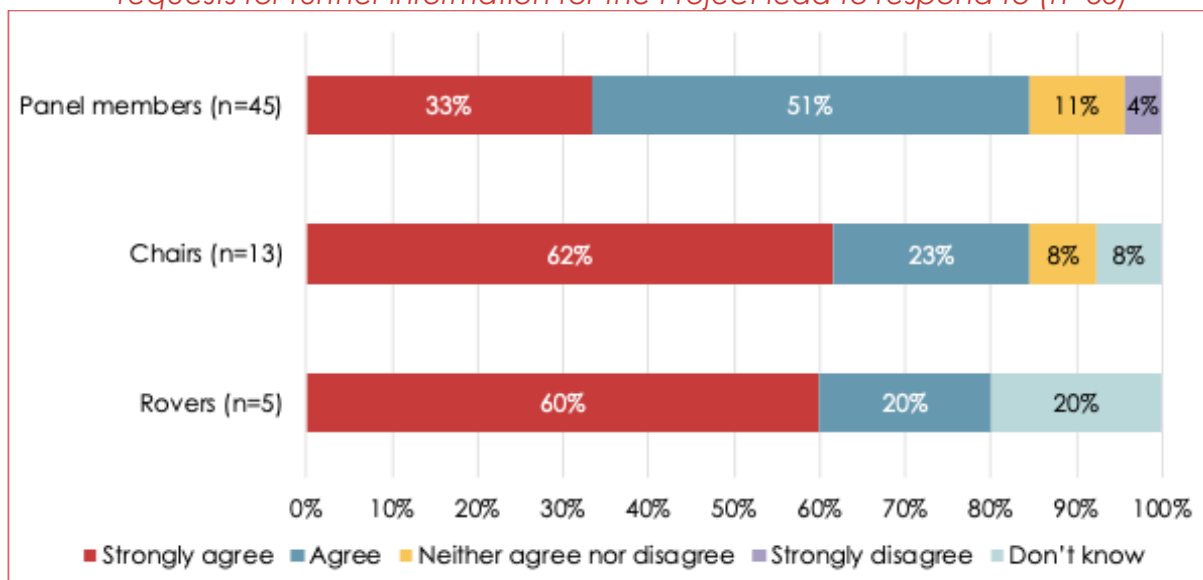
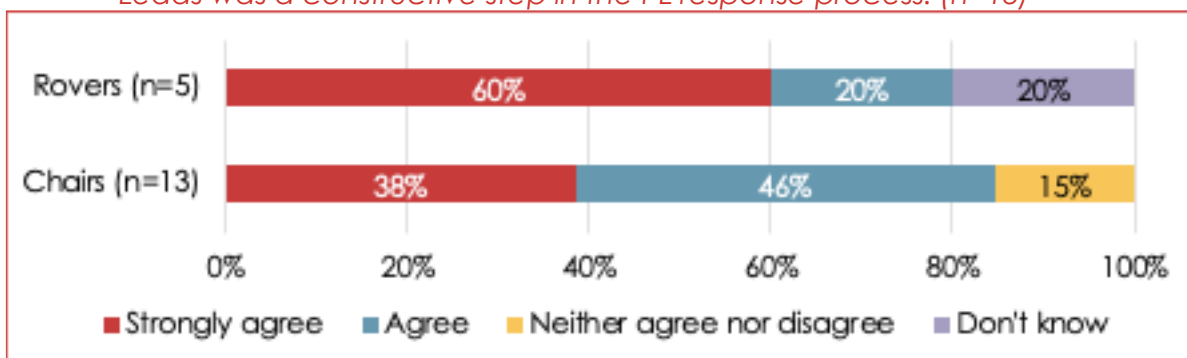
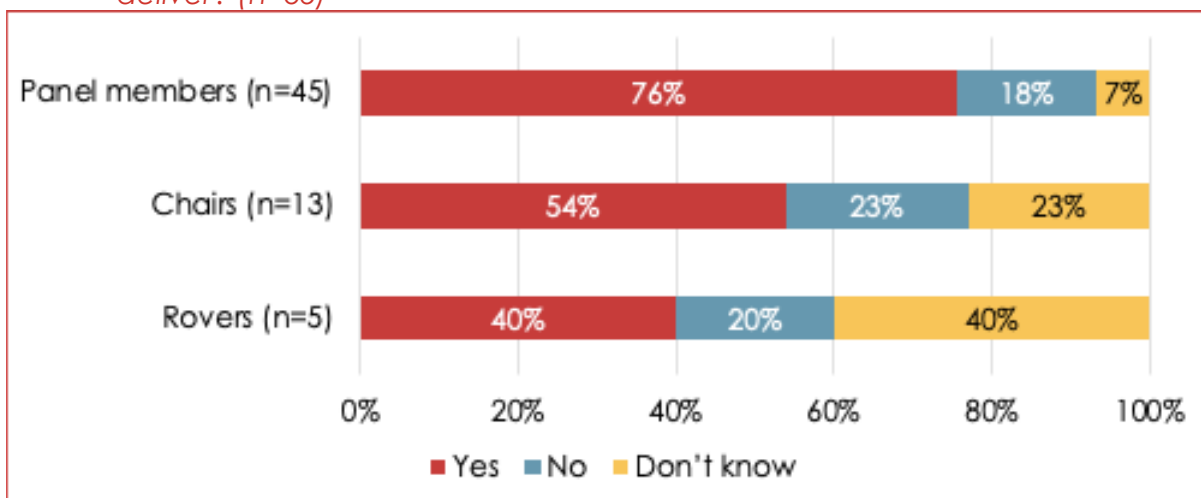


Figure 223 The role of the Chair in signing off the feedback to be sent to Project Leads was a constructive step in the PL response process. (n=18)



The majority of panel members (76%) and chairs (54%) thought that the information provided in the Resume for Research and Innovation enabled IMs to fully to assess the applicant and team capability to deliver (Figure 224). Two rovers agreed (40%) and one disagreed, while the other two rovers were unsure.

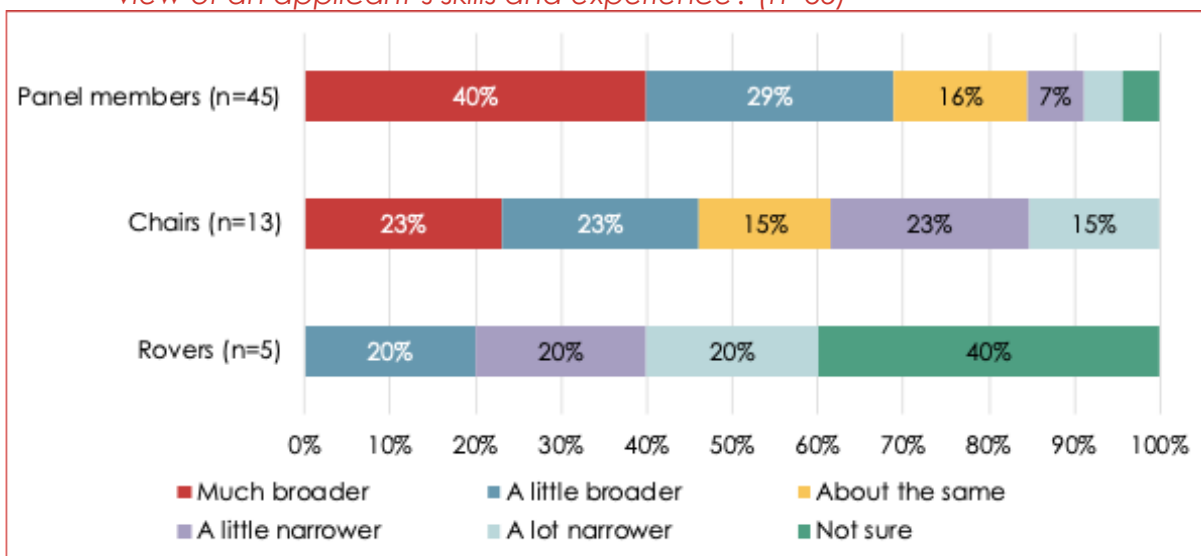
Figure 224 Did the information provided in the Resume for Research and Innovation enable IMs to fully to assess the applicant and team capability to deliver? (n=63)



Respondents were asked if the R4RI-like narrative CV gave them a broader view of an applicant's skills and experience compared to a traditional CV or other experiences. The response to this varied between groups (Figure 225).

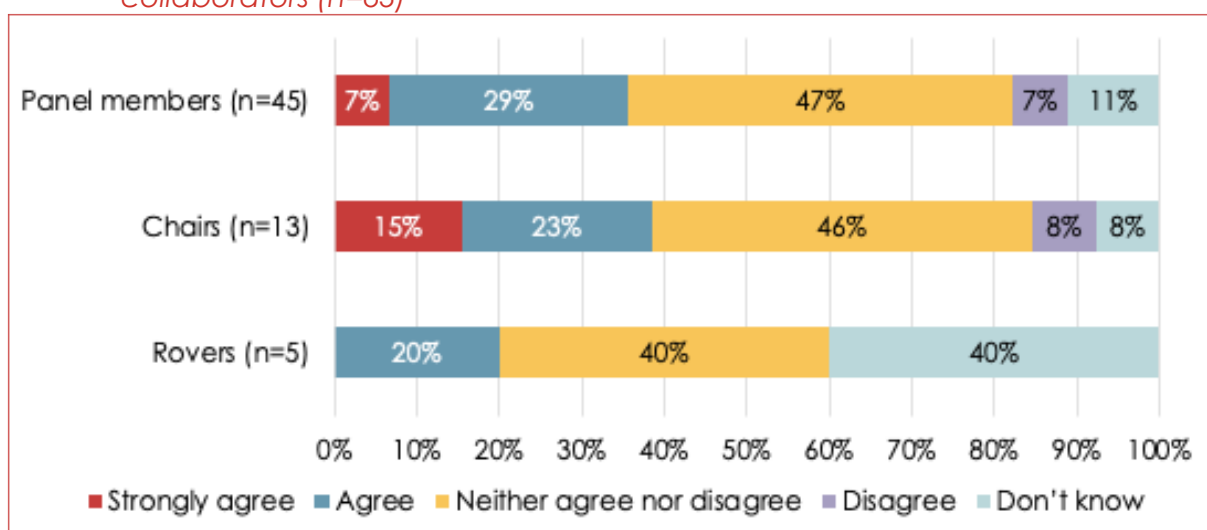
Most panel members thought the R4RI-like CV gave them a much broader (40%) or a little broader view (29%). Comparatively, the chairs had more mixed opinions: they were evenly split between much broader, a little broader, and a little narrower (23% for each), with 15% of chairs thinking the R4RI-like CV was about the same or a lot narrower. Rovers were mostly unsure (40%) or split between categories.

Figure 225 Compared to an application with a traditional CV/compared to other experiences, do you feel like the R4RI-like narrative CV gives you a broader view of an applicant's skills and experience? (n=63)



As shown in Figure 226, the majority of respondents across all three groups neither agreed nor disagreed that the IP question enabled the panel to better understand the partnership between the academic research base and external collaborators. This was an average of 44% across the groups. Roughly 36% of panel members and chairs either strongly agreed or agreed that the IP question improved the panel's understanding of this partnership.

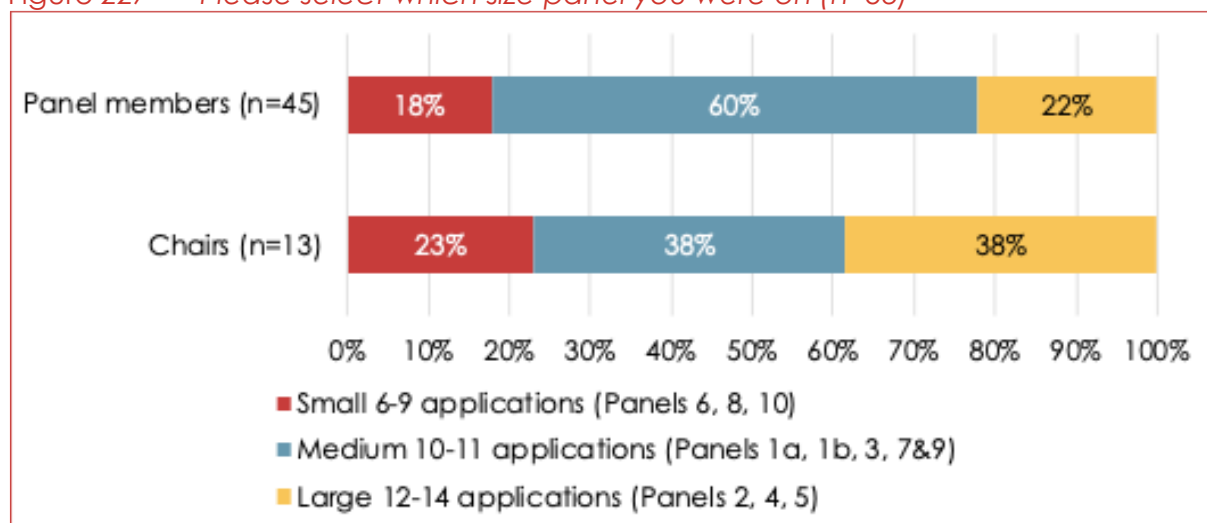
Figure 226 The IP question enabled the panel to better understand the partnership and relationship between the academic research base and external collaborators (n=63)



D.3.4. Panel meetings

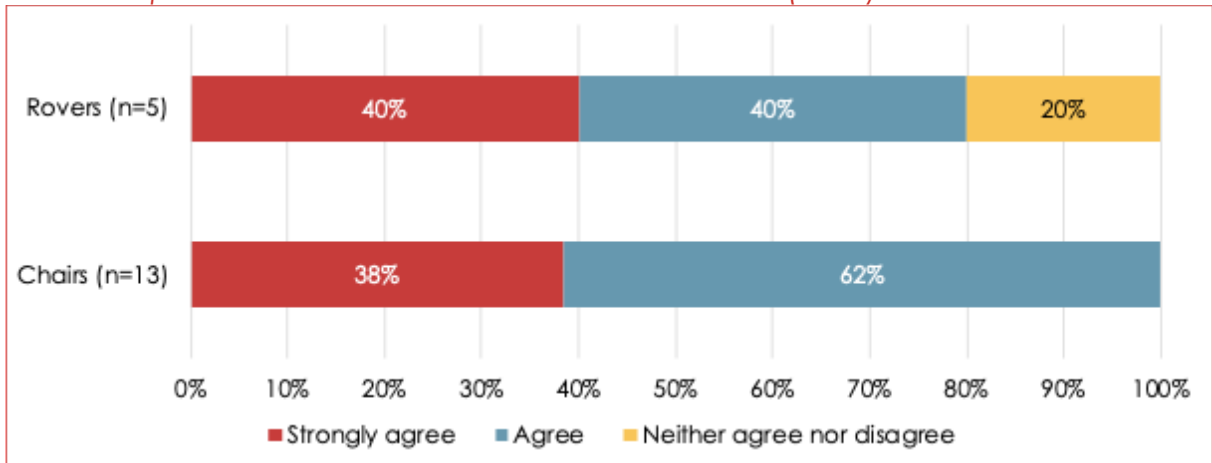
Most panel members surveyed were on medium sized panels (60%; 1a, 1b, 3, 7 and 9), and most chairs surveyed were on either medium or large panels (38% for both; 2, 4, and 5). This is shown in Figure 227.

Figure 227 Please select which size panel you were on (n=58)



Almost all chairs and rovers agreed or strongly agreed that **the panel had a suitable breadth of IDR expertise and experience to make fair assessments** (Figure 228).

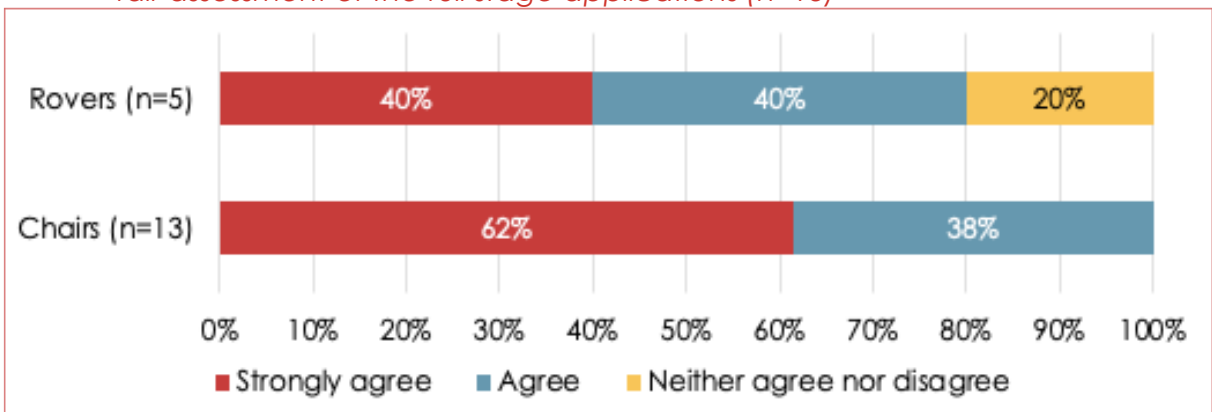
Figure 228 The panel appeared to have a suitable breadth of IDR expertise and experience to make fair scores and comments (n=18)



When asked about whether applications placed in the interface panels were suitable for those panels, both Rover and Chair respondents selected 'Agree' (n = 9, 50%) or 'Strongly Agree' (n = 9, 50%).

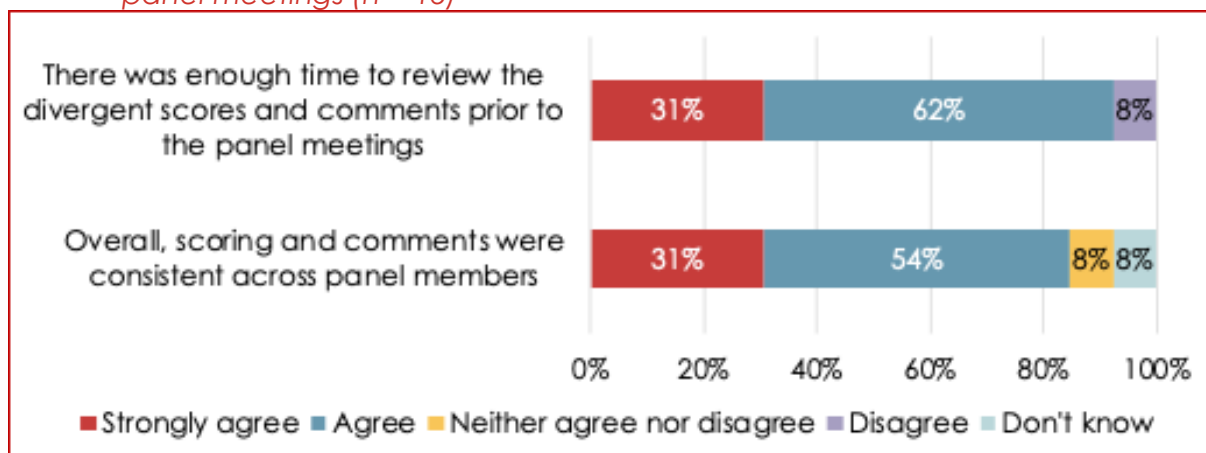
Next, in Figure 229, all chairs and 4 out of 5 rovers either agreed or strongly agreed that the panel's final scores (from panels they were involved with) were a fair assessment of the full stage applications.

Figure 229 Overall, final scores agreed by the panels I was involved with were a fair assessment of the full stage applications (n=18)



Chairs were asked two statements about scoring during panel meetings. Almost all chairs agreed or strongly agreed that there was enough time to review the divergent scores and comments prior to the panel meetings (93%) and that scoring and comments were consistent across panel members (85%).

Figure 230 Extent to which Chairs agreed with statements about scoring during panel meetings (n = 13)



Note: Rovers were not asked to rate the first statement; data from Rovers was not available about the second statement (or no answers were received).

Participants were then asked about the panel meetings during the round two full stage, and the extent to which they agreed with the following statements:

- In terms of scoring applications with divergent pre-scores, discussions between the 3 IMs to agree a final score were reached using the assessment and scoring criteria and were reflective of the panel discussion
- Where IM scores were divergent, discussion to build consensus and agreement on a final score were balanced, considered, and fair
- Discussions to build consensus on appropriate banding were well balanced, considered, and fair
- There was enough time in the panel meetings for us to build consensus

As shown in Figure 231 to Figure 234, virtually all respondents agreed or strongly agreed with all four statements. Rovers agreed or strongly agreed with every statement. No respondents disagreed with any statement.

Reflecting on your experience in the panel meetings you participated in at full stage in round 2, please indicate the extent to which you agree or disagree with the statements below.

Figure 231 In terms of scoring applications with divergent pre-scores, discussions between the 3 IMs to agree a final score were reached using the assessment and scoring criteria and were reflective of the panel discussion (n=63)

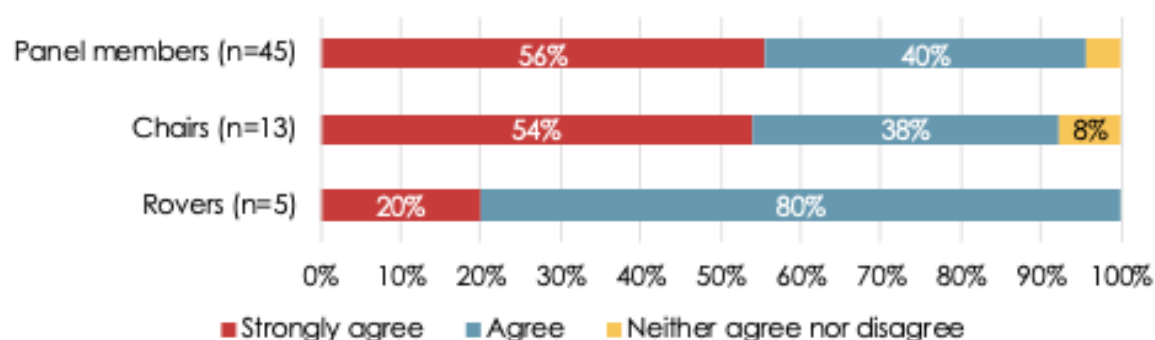


Figure 232 Where IM scores were divergent, discussion to build consensus and agreement on a final score were balanced, considered, and fair (n=63)

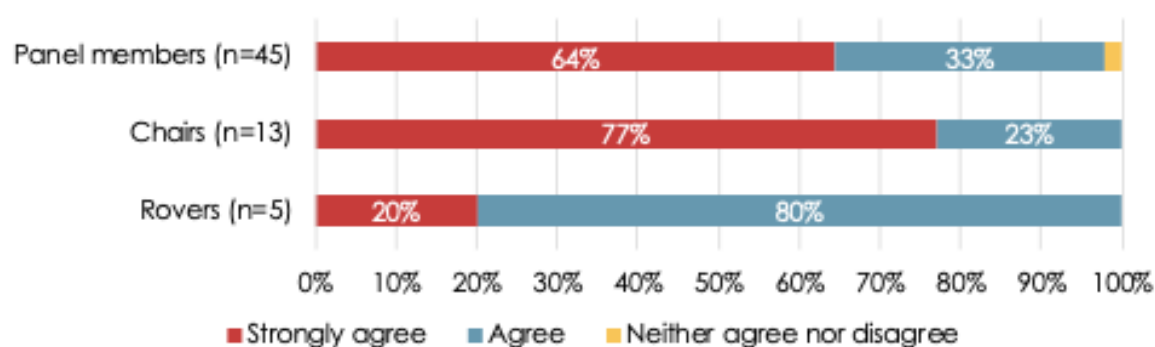


Figure 233 Discussions to build consensus on appropriate banding were well balanced, considered, and fair (n=63)

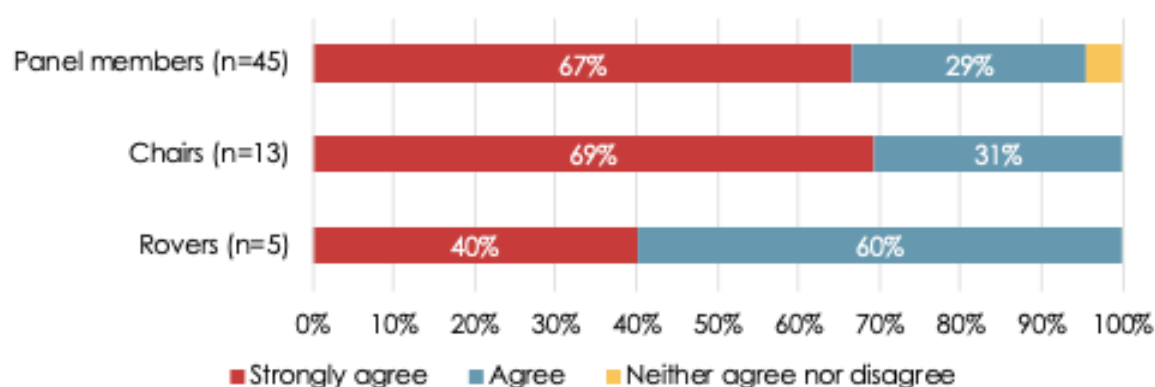
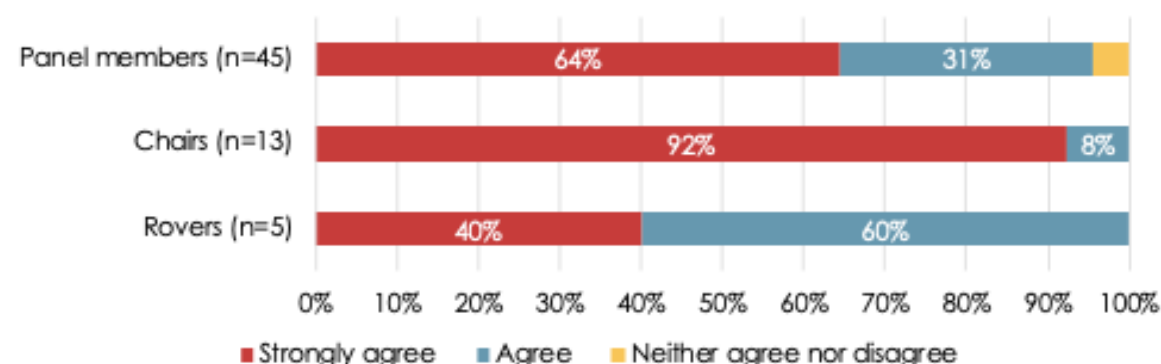


Figure 234 There was enough time in the panel meetings for us to build consensus



Next, respondents were asked to provide feedback about Readers in round two full stage panels, and the extent to which they agreed with the following statements:

- Readers led to a more robust discussion of applications
- Readers helped panel members to feel more cohesion over the course of the panel meeting
- Readers helped to step in at short notice when IMs were unexpectedly unavailable
- Readers helped the panel come to consensus when there were divergent opinions
- Readers led to more robust discussions and decisions for the banding of applications

This is shown above in

Figure 235 to Figure 239.

Overall, respondents agreed most that readers helped panel members to feel more cohesion over the course of the panel meeting. Agreement was strongest among rovers. The majority of respondents also agreed with the first

and fourth statements above, that readers led to a more robust discussion of applications, and helped the panel reach consensus. A large proportion of respondents did not know whether readers helped to step in at short notice (54% of chairs; 36% of panel members; 20% of rovers), after the majority agreeing.

Reflecting on your experience in the panel meetings you participated in at full stage round 2, for which Readers were appointed for the first time, please indicate the extent to which you agree or disagree with the statements about Readers below, comparing your experience to previous CRCRM panels which did not involve Readers

Figure 235 Readers led to a more robust discussion of applications (n=63)

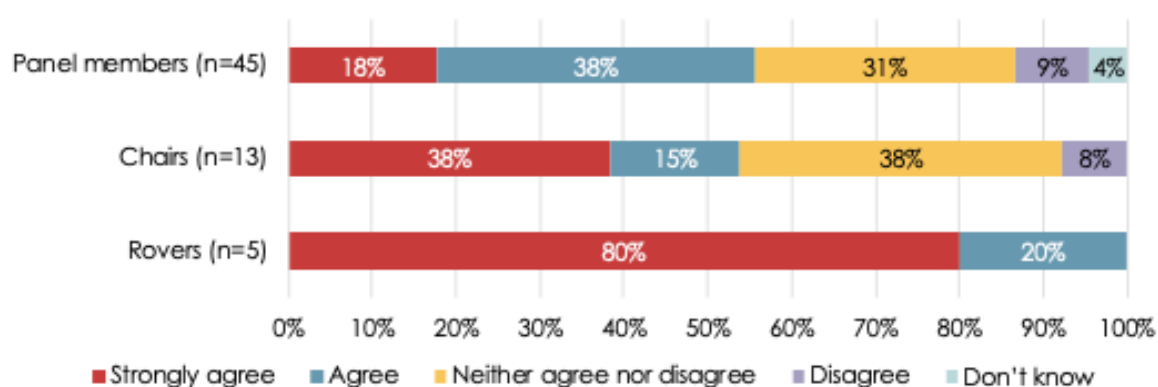


Figure 236 Readers helped panel members to feel more cohesion over the course of the panel meeting (n=63)

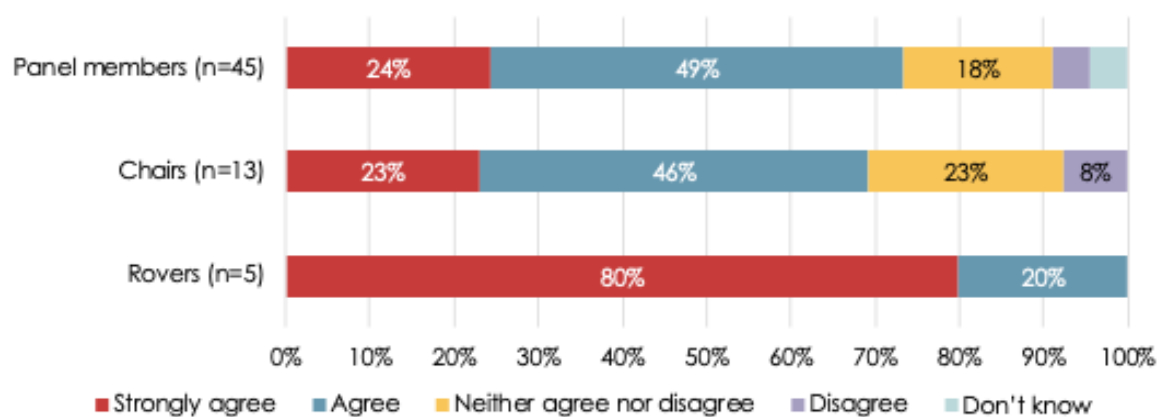


Figure 237 Readers helped to step in at short notice when IMs were unexpectedly unavailable (n=63)

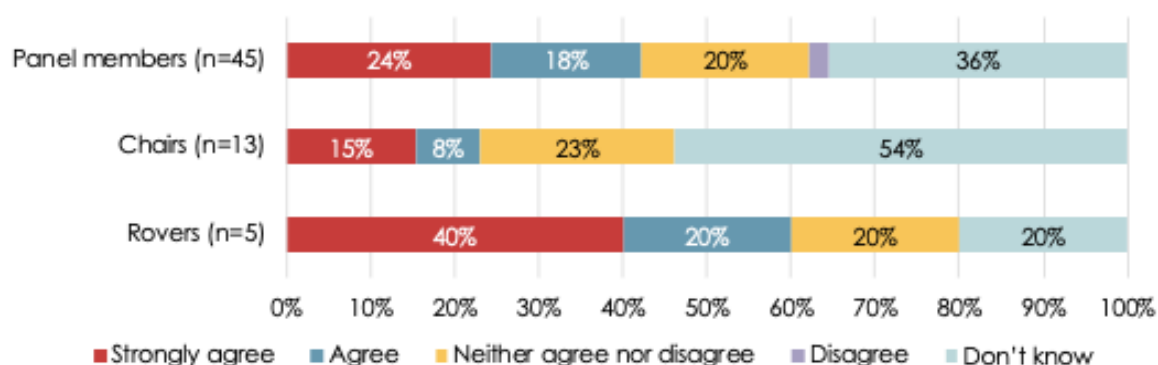


Figure 238 Readers helped the panel come to consensus when there were divergent opinions (n=63)

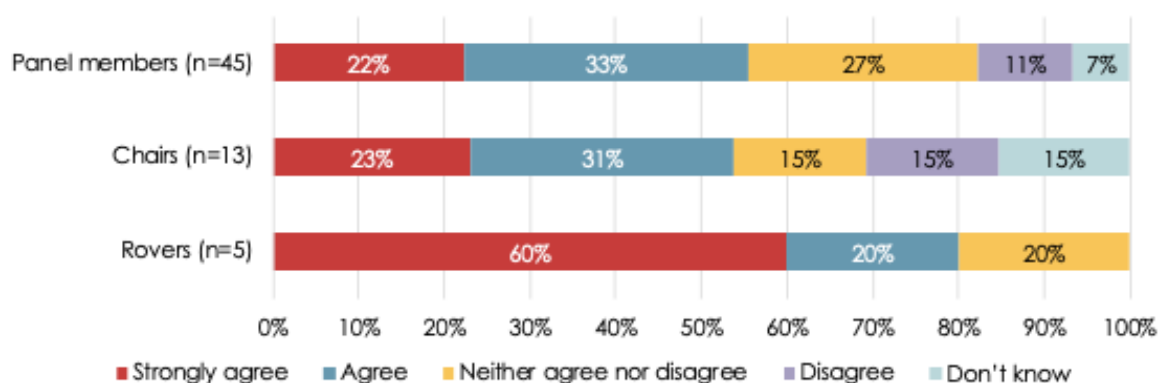
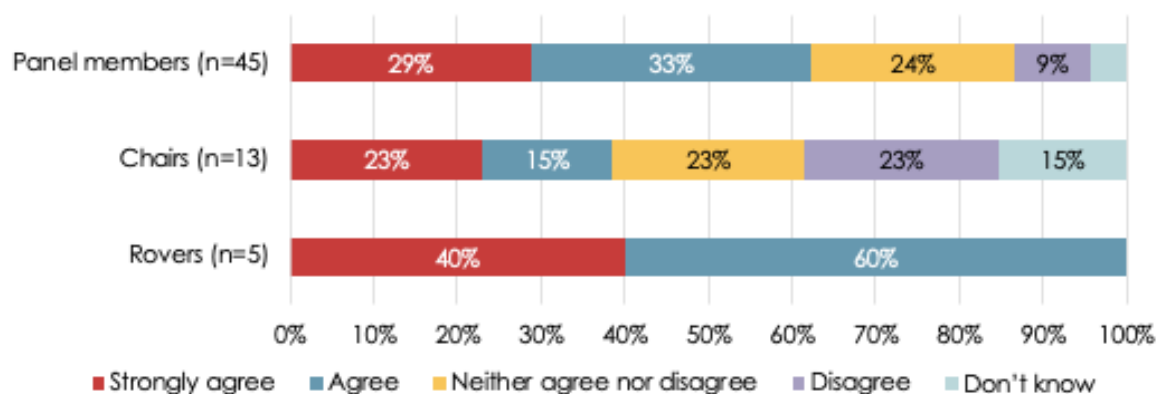


Figure 239 Readers led to more robust discussions and decisions for the banding of applications (n=63)



As shown in Figure 240 to

Figure 243, the participants were asked the extent to which they agreed with statements about the standardised set of interdisciplinary statements used in panel meetings. These statements asked were:

- The process by which interdisciplinarity statements were selected worked well
- Overall, the panel was able to select statements that were a strong reflection of the panel discussions regarding the interdisciplinarity of the applications
- The updated banding definitions were more effective than in previous CRCRM panels, when assigning applications to bands
- The process by which the panel allocated applications as A* banding worked well

Broadly, almost all respondents agreed or strongly agreed with the statements. Respondents agreed most that the process by which the panel allocated applications as A* banding worked well. Rovers agreed and strongly agreed with statements the most out of the three groups. 8% of chairs and 9% of panel members disagreed or strongly disagreed that the process by which interdisciplinarity statements were selected worked well, but few respondents disagreed to the statements overall.

To aid with the evaluation of the scheme, a standardised set of statements regarding the interdisciplinarity of applications was used during panel meetings. Please indicate the extent to which you agree or disagree with the following statements.

Figure 240 The process by which interdisciplinarity statements were selected worked well (n=63)

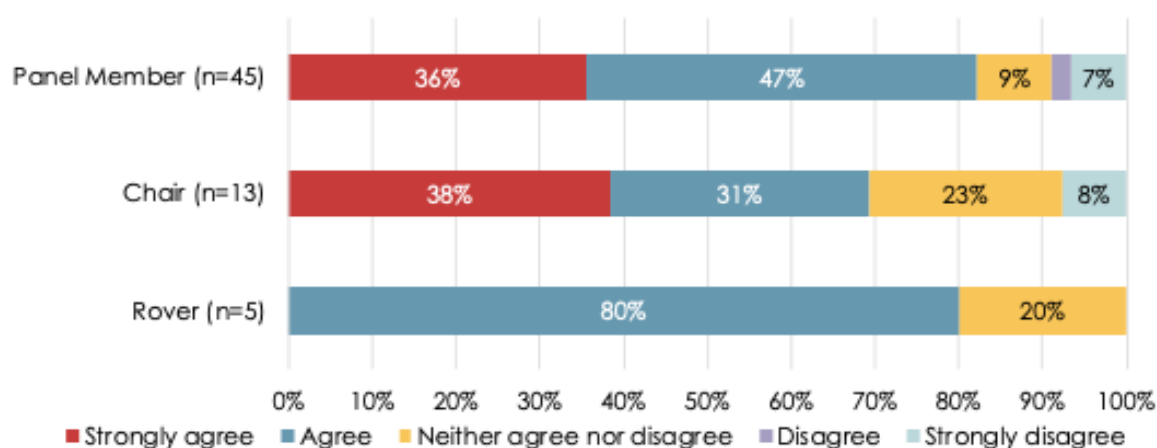


Figure 241 Overall, the panel was able to select statements that were a strong reflection of the panel discussions regarding the interdisciplinarity of the

applications (n=63)

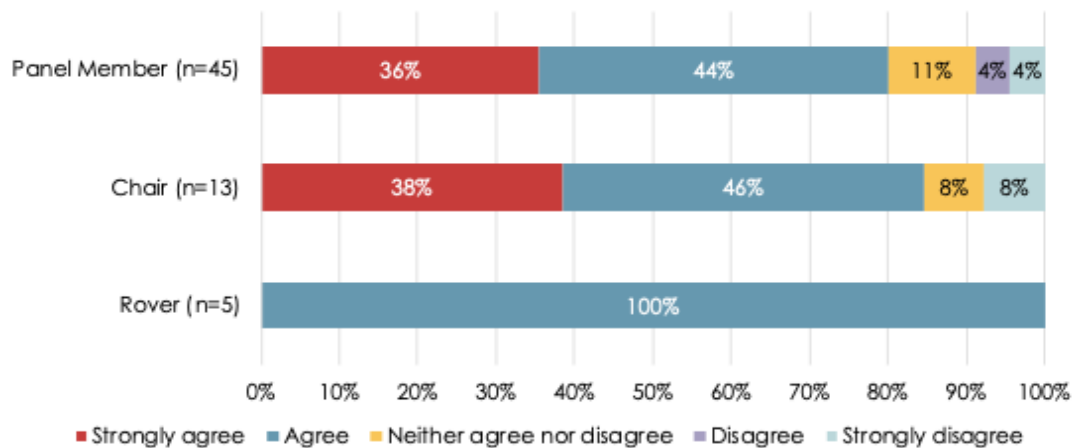


Figure 242 The updated banding definitions were more effective than in previous CRCRM panels, when assigning applications to bands (n=63)

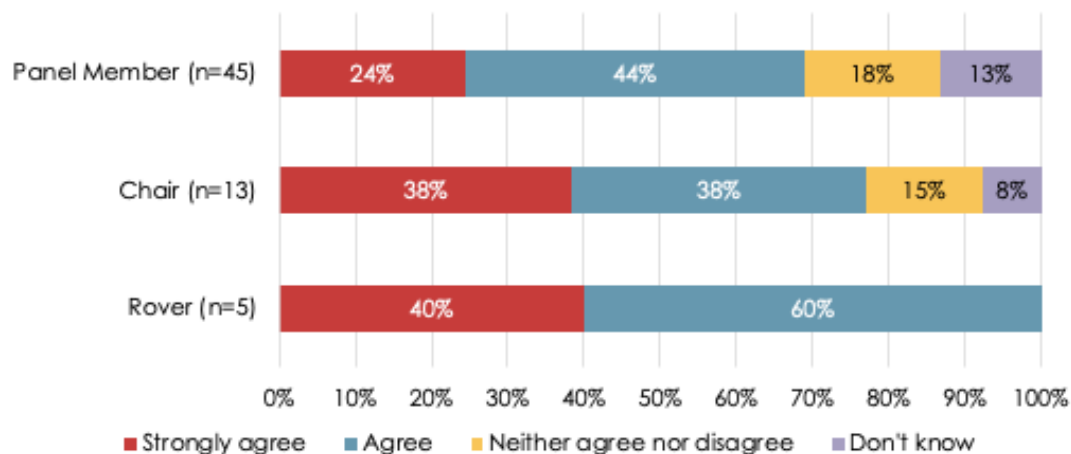
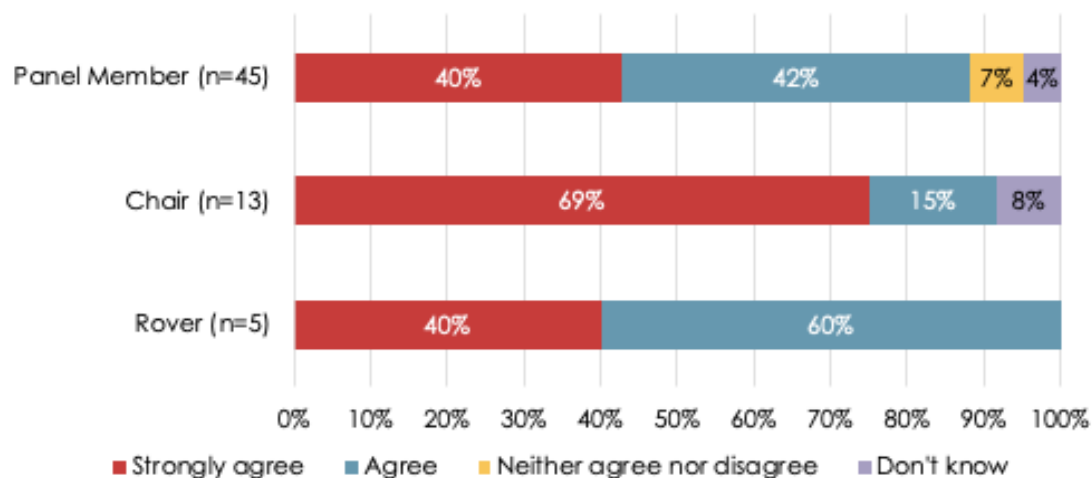
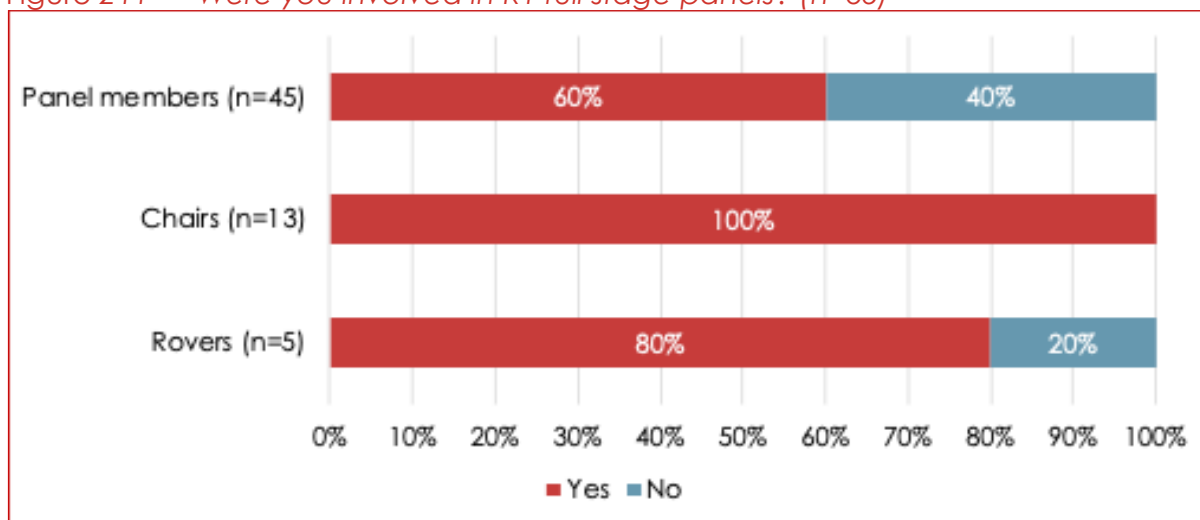


Figure 243 The process by which the panel allocated applications as A* banding worked well (n=63)



As shown in Figure 244, all chairs surveyed were involved in round one full stage panels. 4 rovers (80%) and 27 panel members (60%) were also involved in round one full stage panels.

Figure 244 Were you involved in R1 full stage panels? (n=63)



Next, respondents were asked to compare the overall quality of the applications between round one and round two full stage panels, on their interdisciplinarity, potential to deliver ground-breaking outcomes, novelty, and ambitiousness. This is shown from Figure 245 to Figure 248.

The responses varied for each criterion. Respondents across all three groups reported that the interdisciplinarity of round two full stage panels was of a higher quality overall than round one full stage. The majority of rovers (75%) and panel members (45%) thought that the potential to deliver ground-breaking outcomes was of a higher quality overall in round two, but most chairs thought the quality was about the same between rounds (69%). Most respondents across all three groups considered novelty and ambitiousness to be of about the same quality between rounds. However, an equal proportion of panel members thought ambitiousness was of a higher quality (41%) compared to about the same quality (41%) in round two full stage panels compared to round one.

If yes (were involved in R1 full stage panels), how does the overall quality of the applications assessed in your panel compare to the quality of applications in your R1 panel with regard to the following criteria:

Figure 245 Interdisciplinarity (n=44)

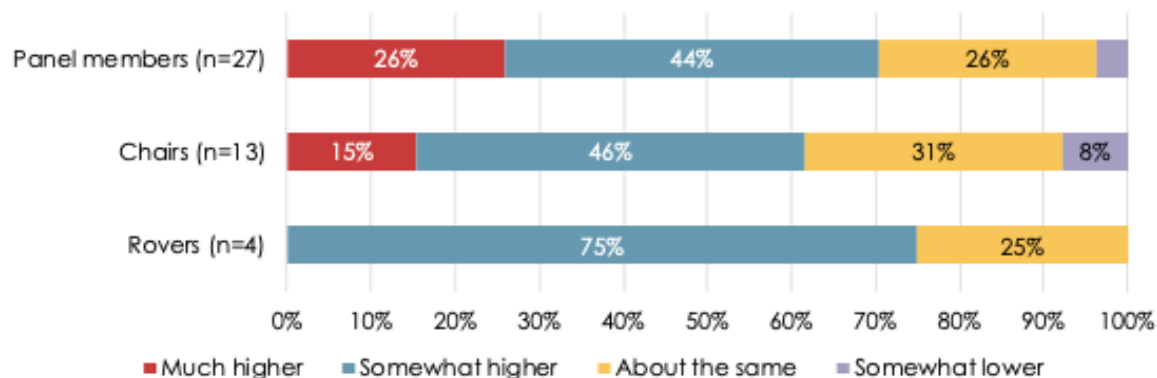


Figure 246 Potential to deliver ground-breaking and transformative outcomes (n=44)

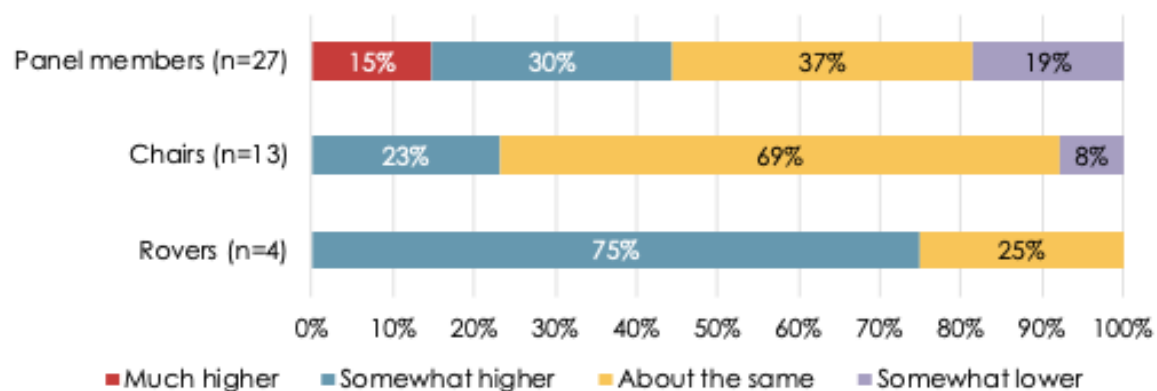


Figure 247 Novelty (n=44)

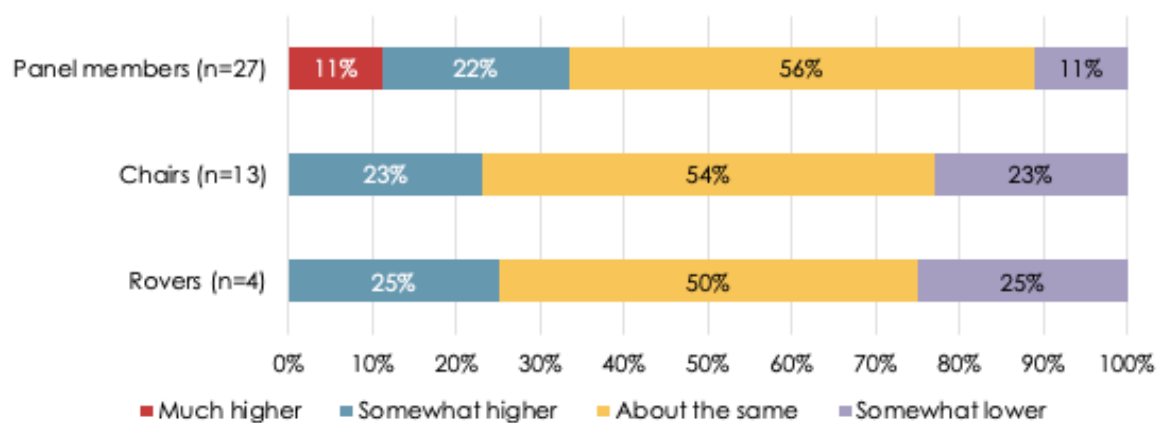
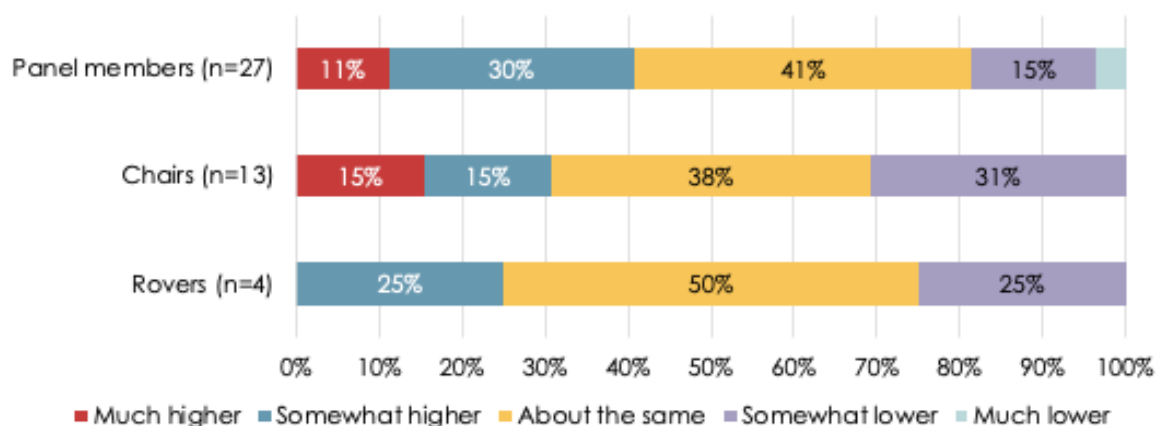


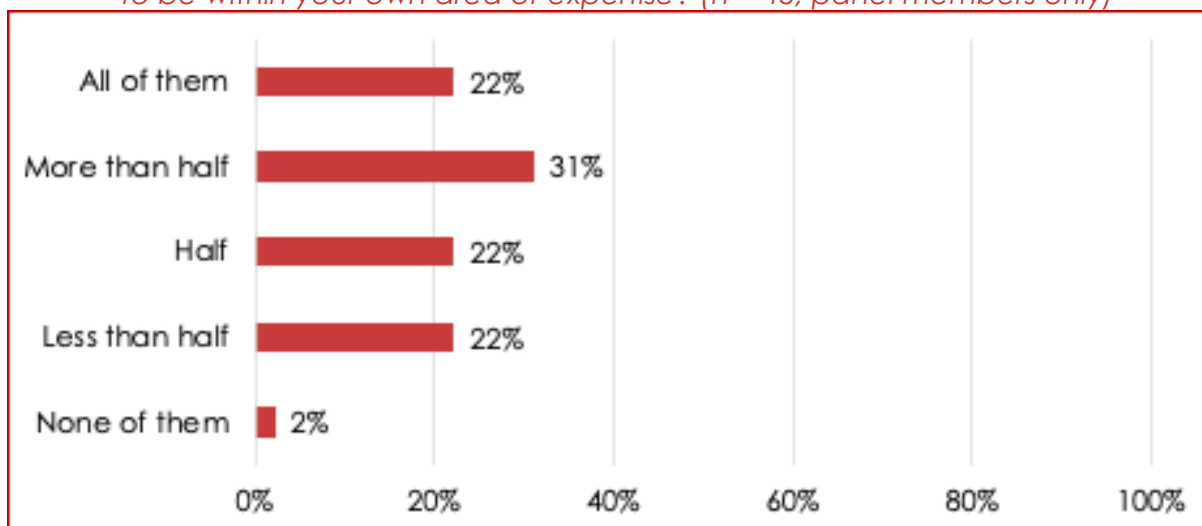
Figure 248 Ambitiousness (n=44)



Panel members were then asked a series of questions. When asked whether panel members read any other applications in their panel (ones they were not assigned IM or Reader), 51% indicated 'No' (n = 23) and 49% indicated 'Yes' (n = 22).

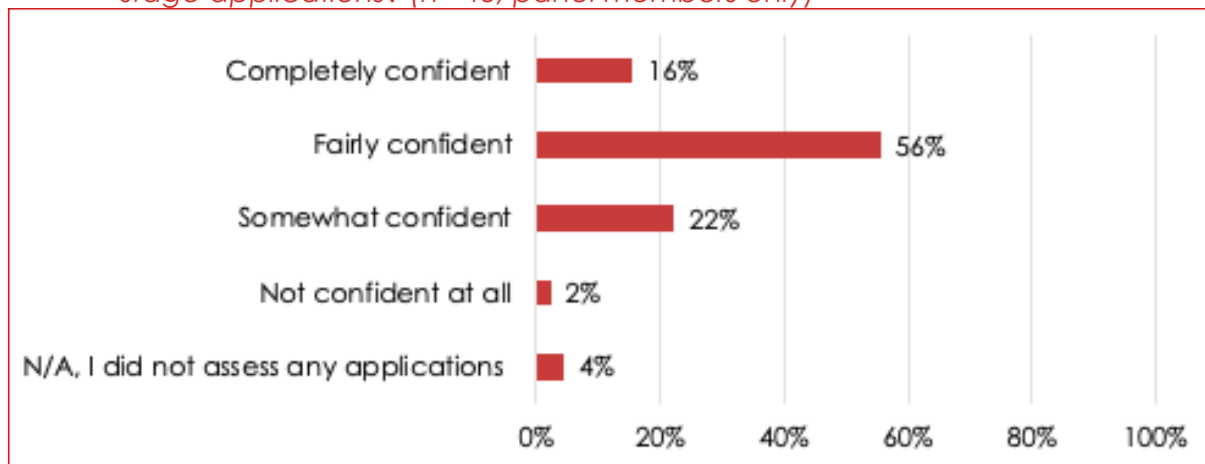
As shown in Figure 249, the majority of panel members (14, 31%) stated that more than half of the applications assigned to them as IM were within their own area of expertise. Equal numbers of panel members (10, 22%) thought all, half, or less than half, applications were within their own area of expertise.

Figure 249 What proportion of applications assigned to you as IM did you consider to be within your own area of expertise? (n = 45, panel members only)



The majority of panel members felt fairly confident judging applications outside their expertise, against the criteria for full stage applications (25, 56%, Figure 250).

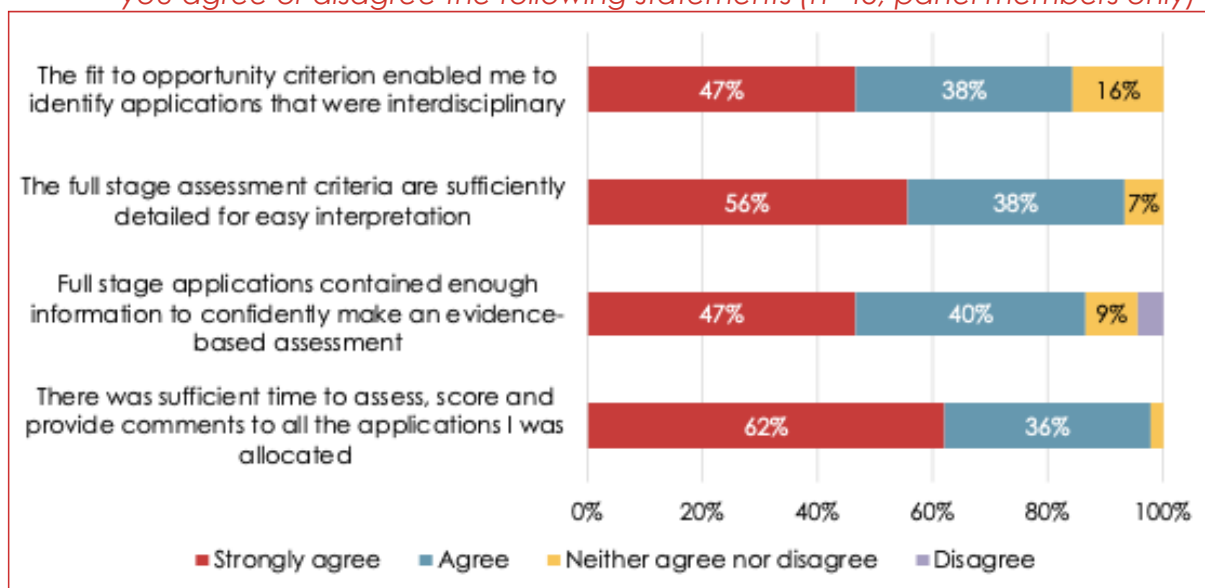
Figure 250 Where you have assessed applications outside your expertise, how confident were you in making valued judgements against the criteria for full stage applications? (n= 45, panel members only)



Panel members were then asked to reflect on their experience assessing, scoring and providing comments on full stage applications, by providing the extent to which they agree with the four statements shown in Figure 251. Overall, the majority of panel members agreed or strongly agreed with the following statements:

- The fit to opportunity criterion enabled me to identify applications that were interdisciplinary (85%)
- The full stage assessment criteria are sufficiently detailed for easy interpretation (94%)
- Full stage applications contained enough information to confidently make an evidence-based assessment (87%)
- There was sufficient time to assess, score and provide comments to all the applications I was allocated (98%)

Figure 251 Reflecting on your experience assessing, scoring and providing comments on full stage applications, please indicate the extent to which you agree or disagree the following statements (n=45, panel members only)



Panel members were asked whether they felt able to contribute to discussions during meetings when they were not acting as an IM or Reader. A total of 24 answered 'Yes' (53.3%), 11 were 'Not sure' (24.5%) and 10 answered 'No' (22.2%)

D.3.5. Overall Assessment Process

Survey participants were next asked questions about the overall assessment process.

As shown in Figure 252 to Figure 257, the next set of questions asked participants to answer whether they thought the full stage of the assessment process would lead to a set of different outcomes, namely to:

- Unlock new research, approaches or methods that would not emerge from established disciplinary thinking
- Demonstrate reciprocal research benefits through the integration of distinct disciplinary perspectives and spheres of knowledge
- Support breakthrough or disruptive ideas and collaborations
- Incentivise new and unexpected types of interdisciplinary research not routinely funded through existing UKRI responsive mode schemes
- Encourage speculative, early stage and high potential interdisciplinary research proposals embracing new concepts, techniques, or technologies
- Challenge perceptions from the research community that IDR is difficult to fund

Across the three groups, respondents overwhelmingly agreed with the above statements. Respondents agreed or strongly agreed most that the full stage will unlock new research, approaches or methods (92% of chairs; 87% of panel members; 100% of rovers), and incentivise new types of interdisciplinary research not routinely funded through existing schemes (92% of chairs; 87% of panel members; 100% of rovers).

Around a fifth of respondents across the three groups neither agreed nor disagreed to the latter two statements. There was little disagreement to any of the statements, except a small proportion of panel members (13%) and chairs (8%) disagreeing that the full stage would encourage speculative and high potential interdisciplinary research proposals embracing new concepts.

The full stage of the assessment process will lead to the intended outcomes below of this phase of the process.

Figure 252 Unlock new research, approaches or methods that would not emerge from established disciplinary thinking (n=63)

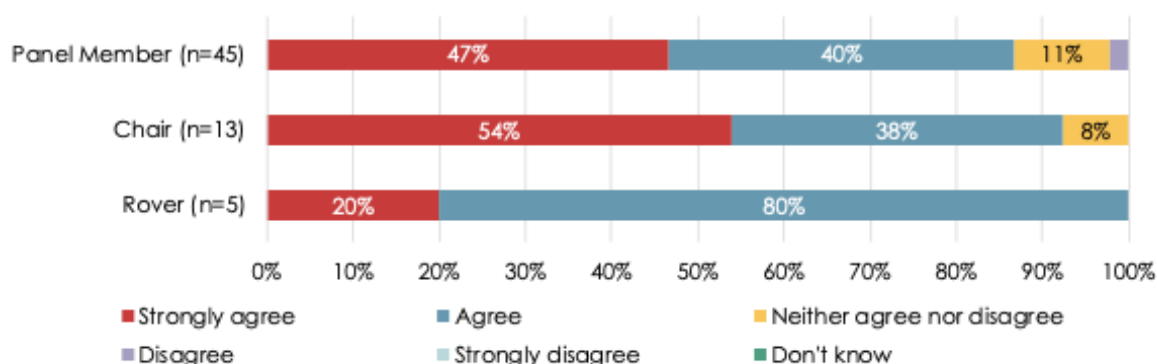


Figure 253 Demonstrate reciprocal research benefits through the integration of distinct disciplinary perspectives and spheres of knowledge (n=63)

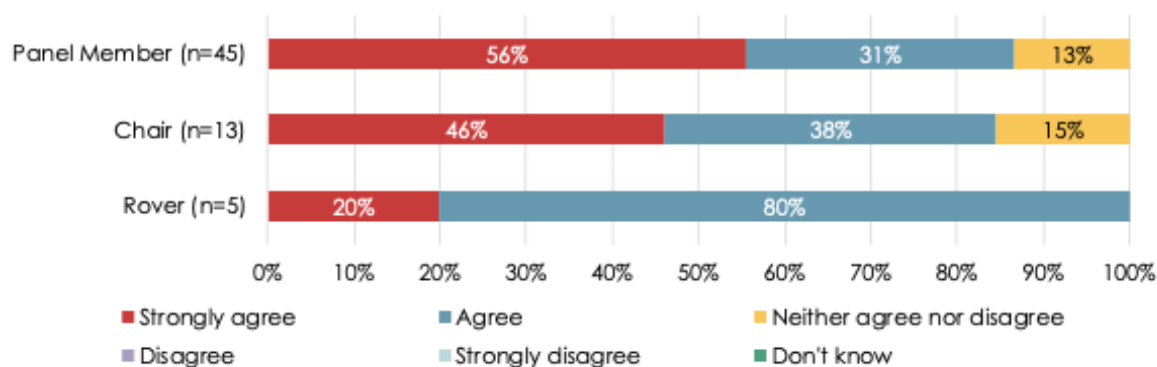


Figure 254 Support breakthrough or disruptive ideas and collaborations (n=63)

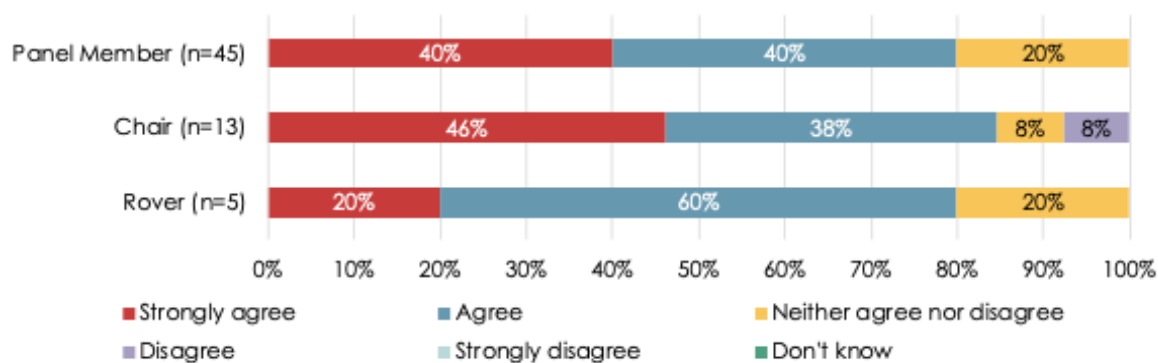


Figure 255 Incentivise new and unexpected types of interdisciplinary research not routinely funded through existing UKRI responsive mode schemes (n=63)

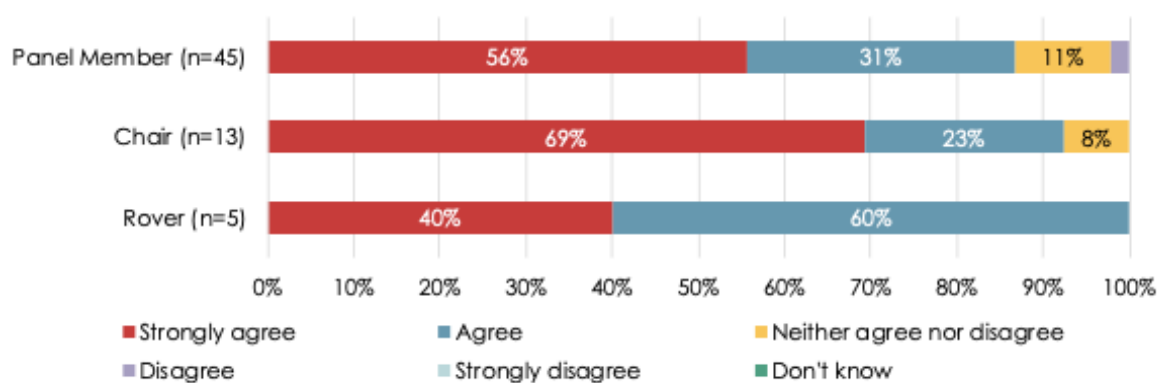


Figure 256 Encourage speculative, early stage and high potential interdisciplinary research proposals embracing new concepts, techniques, or technologies (n=63)

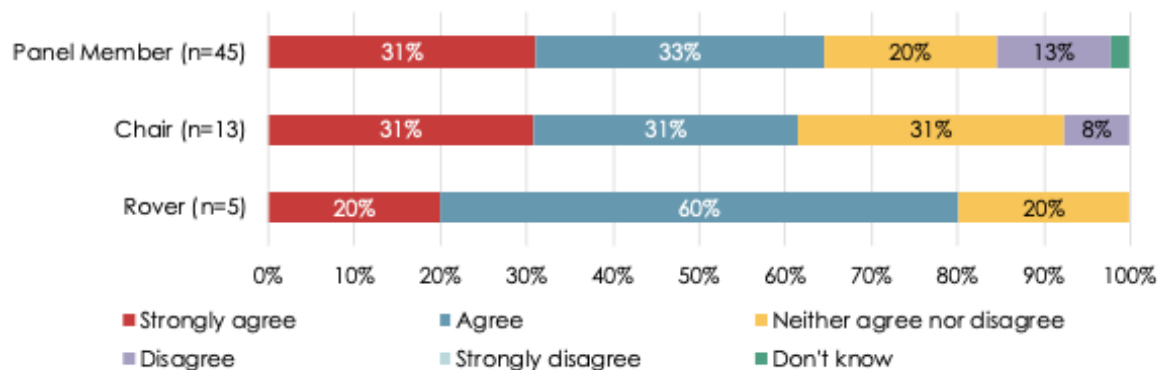
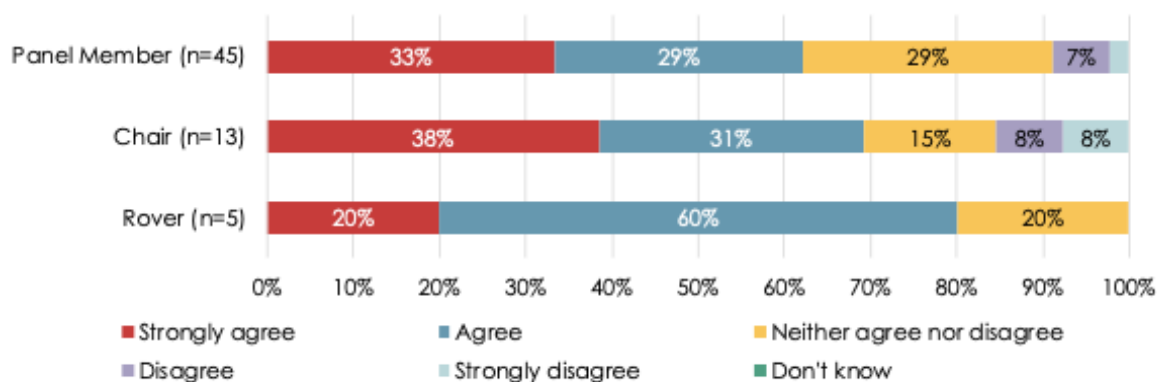


Figure 257 Challenge perceptions from the research community that IDR is difficult to fund (n=63)



When asked the extent to which they agree with the statement 'the full stage assessment process enables the identification of strong applications that have the potential to deliver ground-breaking and transformative outcomes that could only be achieved through IDR', most respondents across the three IAC roles strongly agreed or agreed with the statement (n= 57, 90%). Only five respondents selected 'Neither agree or disagree' and 1 'Disagreed'.

There was also agreement among respondents when asked to indicate their level of agreement with a statement on the partial randomisation process applied in Round 2: 'The use of the partial randomisation process outlined is a fair process for the awarding of CRCRM funding.' A total of 53 respondents were positive about the partial randomisation, selecting 'strongly agreed or' agreed' (84%). Six respondents neither agreed nor disagreed (9.5%), 3 respondents disagreed (disagreed or strongly disagreed), and 1 respondent selected 'Don't know'.

Figure 258 to Figure 270 show the extent to which chairs, panel members, and rovers believed various aspects of the assessment process were adding value.

As shown, respondents generally found the IAC, the project lead response to feedback, the option to assign applications to an A* band, and having external Rovers to observe panels, to be adding significant value to the assessment process. A large proportion of all respondents assigned these a "high value" score.

The partial randomisation process performed less well, with around 14% of panel members and chairs in each survey assigning this aspect a "low value" score (though most still felt they had "high" or "moderate" value). However, overall, the majority of respondents considered each aspect of the assessment process to be adding either moderate or high value.

With regard to your role in the full stage assessment, to what extent do you think the following aspects of the assessment process are adding value?

Figure 258 The Interdisciplinary Assessment College (n=63)

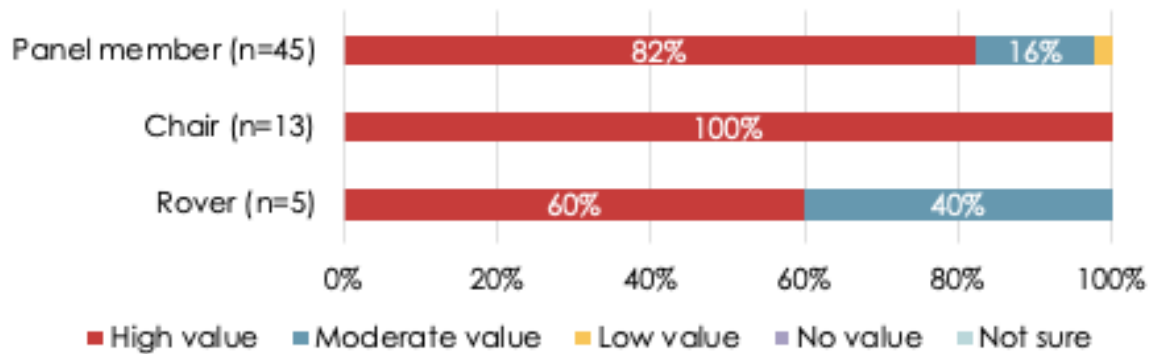


Figure 259 The assessment criteria the applications are assessed against (n=63)

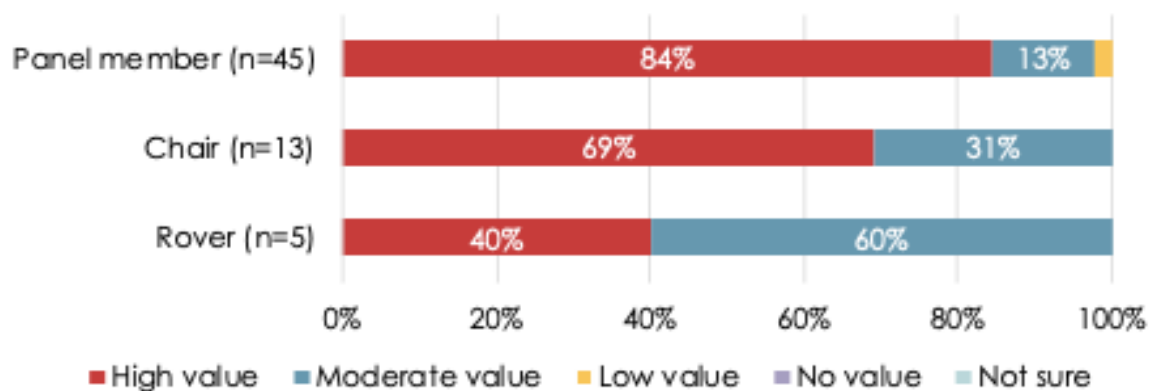


Figure 260 The participation in (Extranet) discussion boards for the collation of a combined set of feedback and requests for clarifications for Project Leads (n=63)

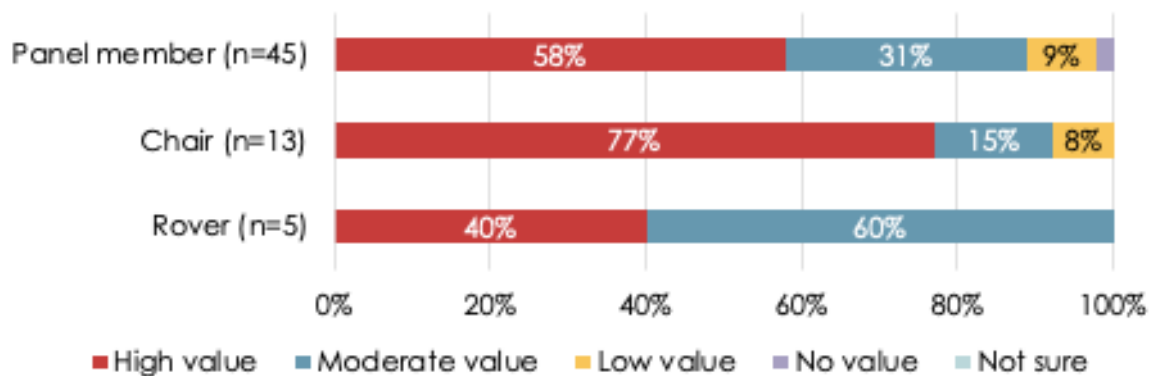


Figure 261 The Project Lead response to feedback and requests for clarifications (n=63)

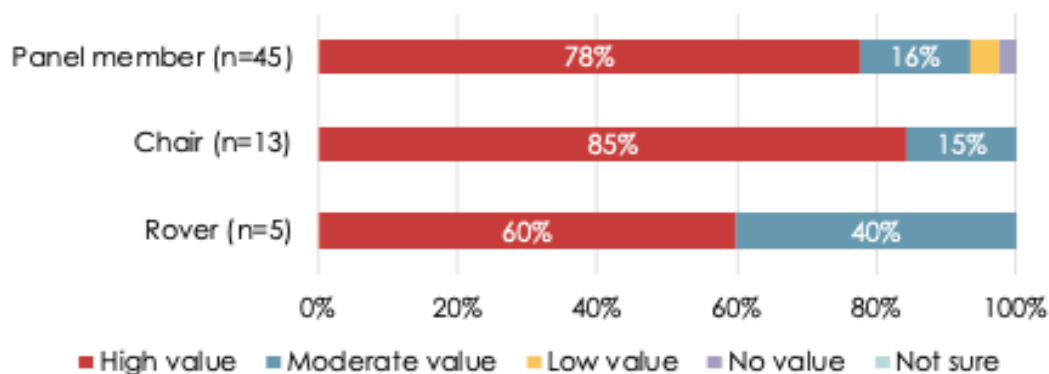


Figure 262 The opportunity to provide pre-scores in advance of panel meetings (n=63)

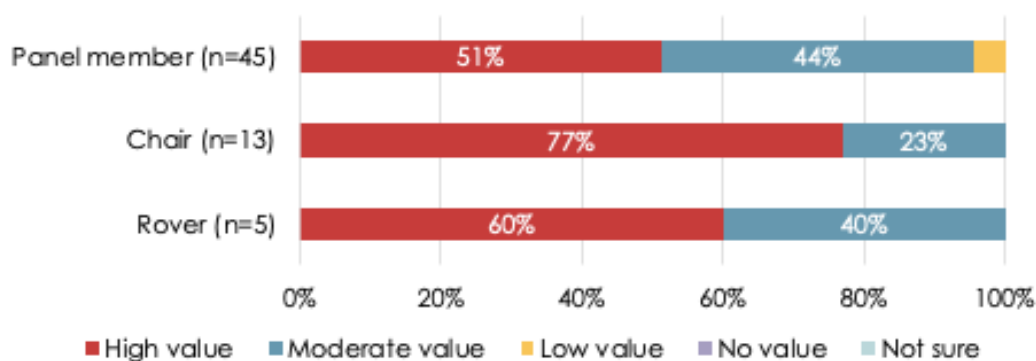


Figure 263 The panel meeting process involving Chair, deputy Chair, 3 IMs per application, Readers, a committee of panel members agreeing which applications to recommend for funding through the banding process; supported by UKRI staff and observed by rovers (n=63)

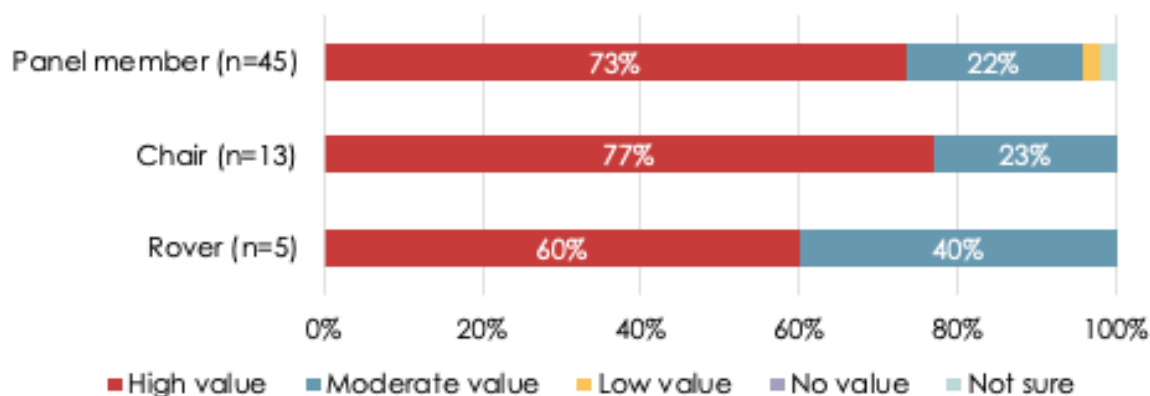


Figure 264 The banding process to enable tensioning across panels (n = 18)

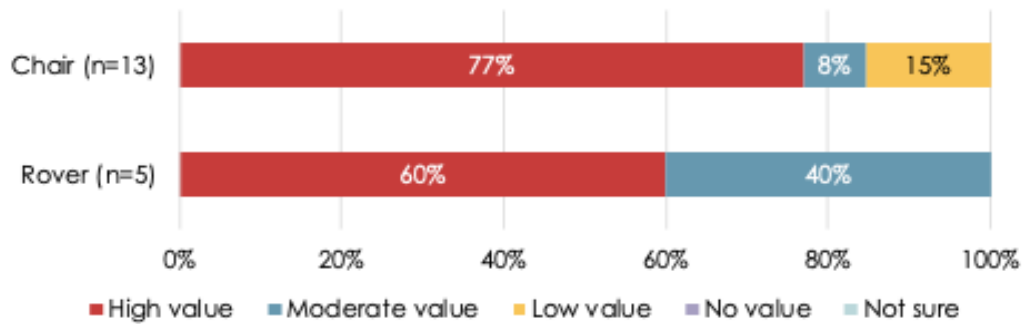


Figure 265 External Rovers observing multiple panels and providing feedback to the tensioning process (n=18)

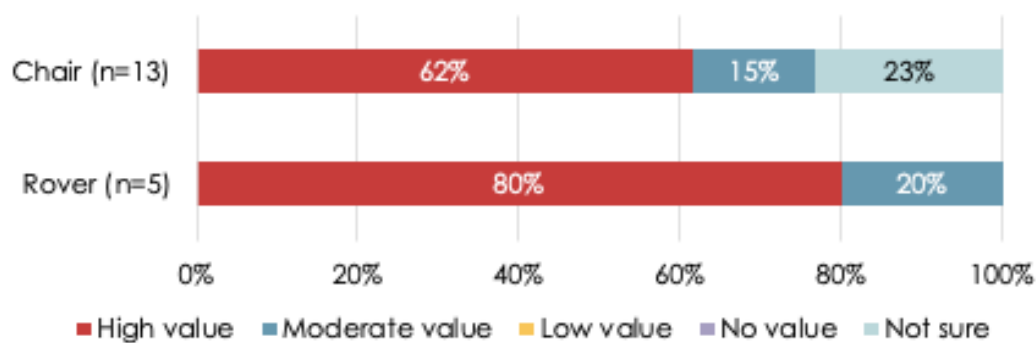


Figure 266 10 interface panels from 5 research domains (n=63)

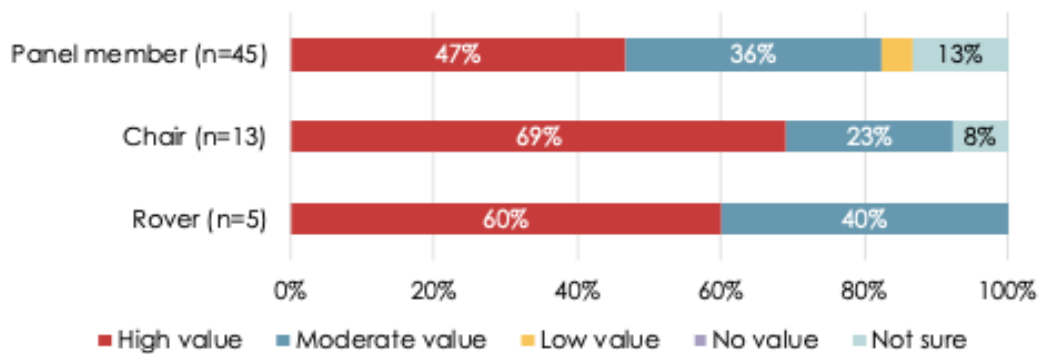


Figure 267 The option to assign application(s) to an A* band (n=63)

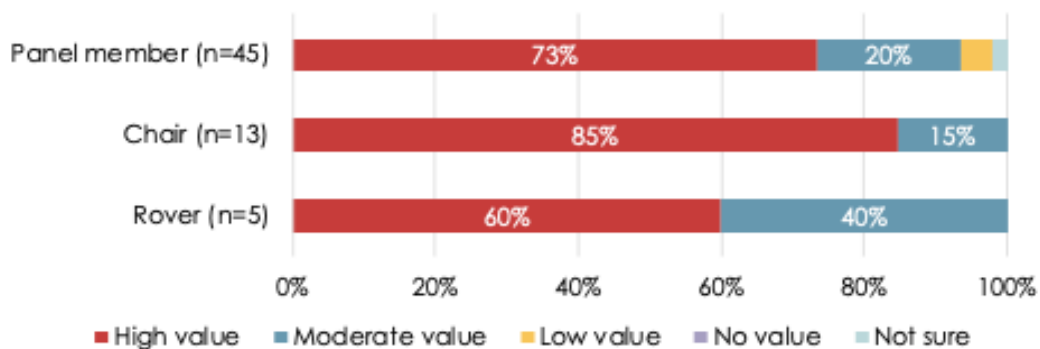


Figure 268 The partial randomisation process to counteract potential bias (n=63)

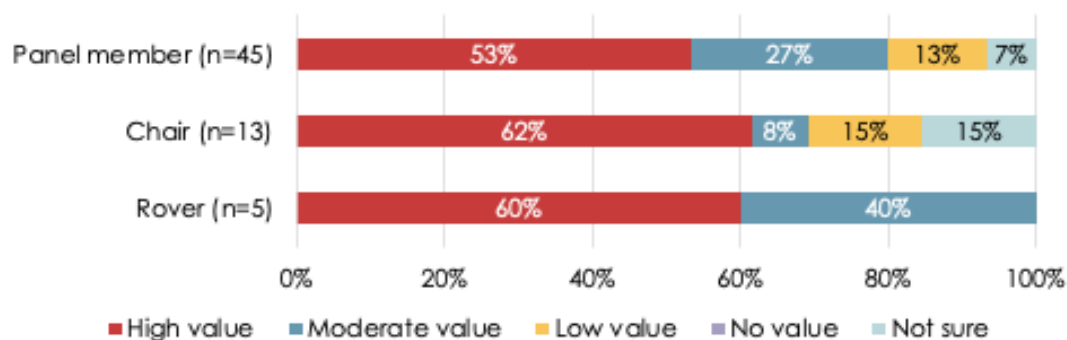


Figure 269 The meeting of the Chairs with CRCRM Project Board members (n=18)

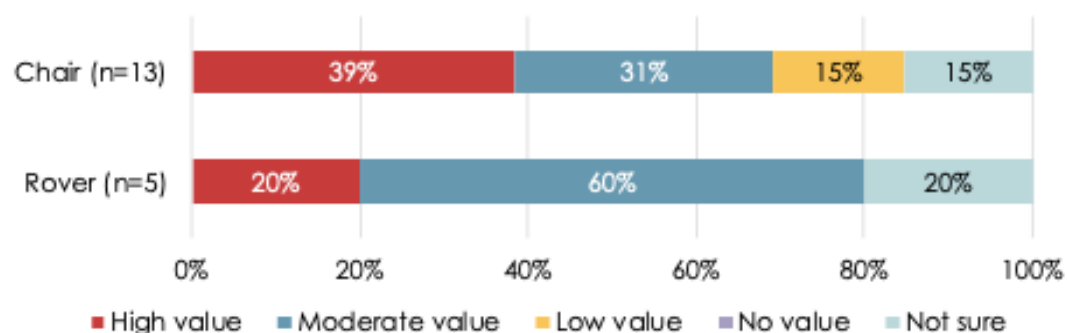
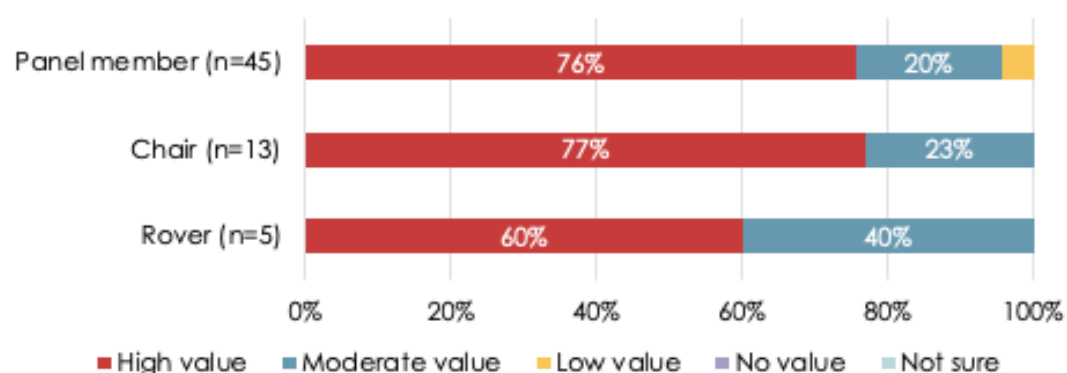


Figure 270 The whole full stage approach (n=63)



The following set of questions asked respondents whether they had noticed a change in internal support for IDR within their organisation, in a number of areas. This is shown from Figure 271 to Figure 274.

Responses were mixed between aspects, and stakeholder groups. The majority of respondents across all three groups strongly agreed or agreed that there has been better support for IDR researchers in the last few years (60% of

rovers; 60% of panel members; 54% of chairs). Rovers (80%) and panel members (78%) agreed or strongly agreed that there has been a change in developing research ideas recently, but only 39% of chairs agreed. Just under half of respondents across stakeholder groups thought that assessment processes had changed in the last few years.

Respondents were then asked if these changes could be attributed to the launch of the CRCRM scheme, displayed from Figure 275 to Figure 278.

For every area, 3/5 rovers (60%) considered that these changes could be directly attributed to the launch of the CRCRM scheme. The largest proportion of **panel members** found that changes in developing research ideas (47%) and IDR network (40%) could be attributed to CRCRM, but tended to be evenly split across 'Yes' and 'No' for the other two areas. The majority of chairs thought that better support for interdisciplinary researchers (46%) and IDR network (46%) changes could not be attributable to CRCRM, and were evenly split for the other two areas. A sizable proportion of respondents answered 'Don't know'.

In the last few years, I have noticed a change within my organisation in internal support for interdisciplinary research in the following areas:

Figure 271 Assessment processes (n=63)

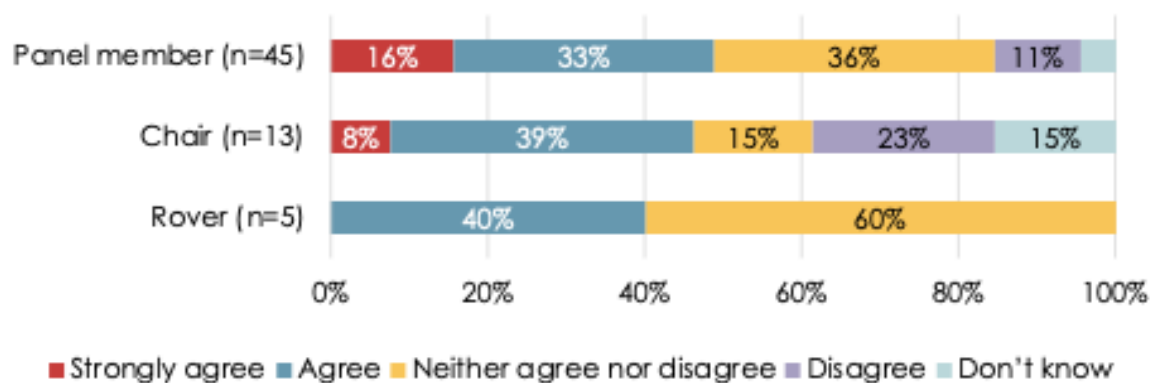


Figure 272 Developing research ideas (n=63)

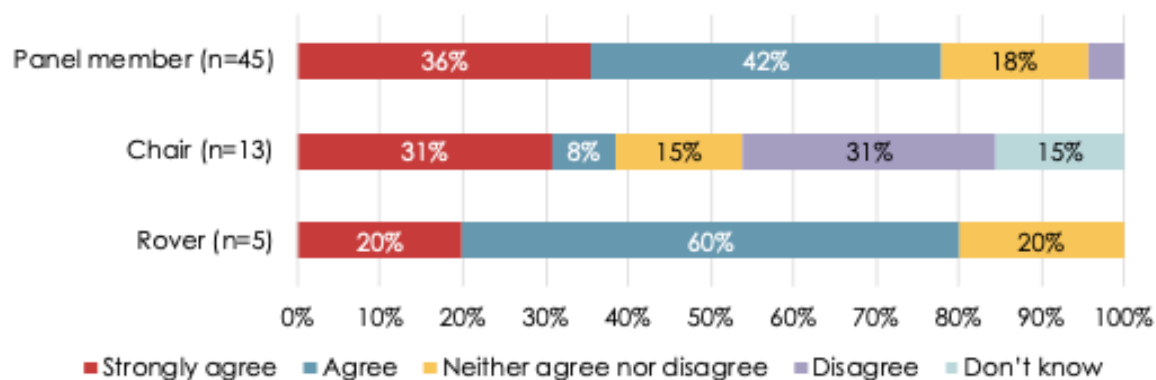


Figure 273 Better support for interdisciplinary researchers (n=63)

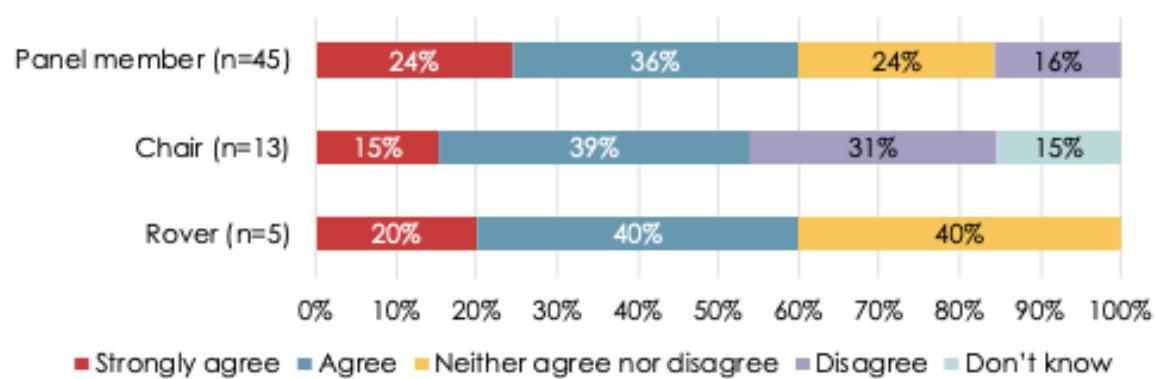
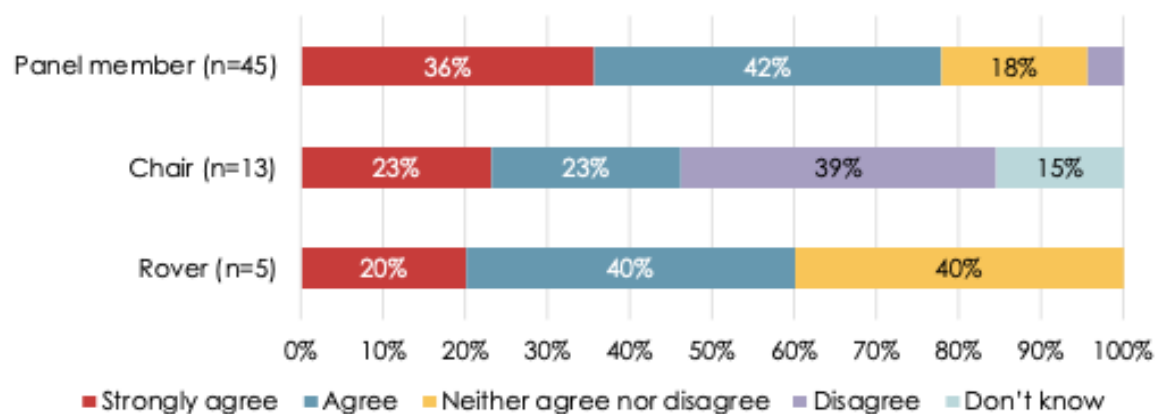


Figure 274 IDR networking (n=63)



In your view, can any of these changes be directly attributed to the launch of the CRCRM scheme in May 2023?

Figure 275 Assessment processes (n=63)

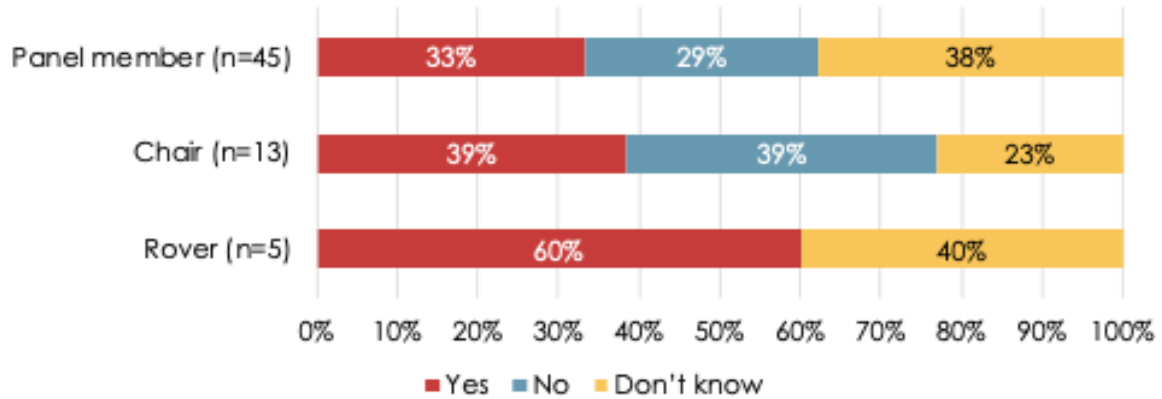


Figure 276 Developing research ideas (n=63)

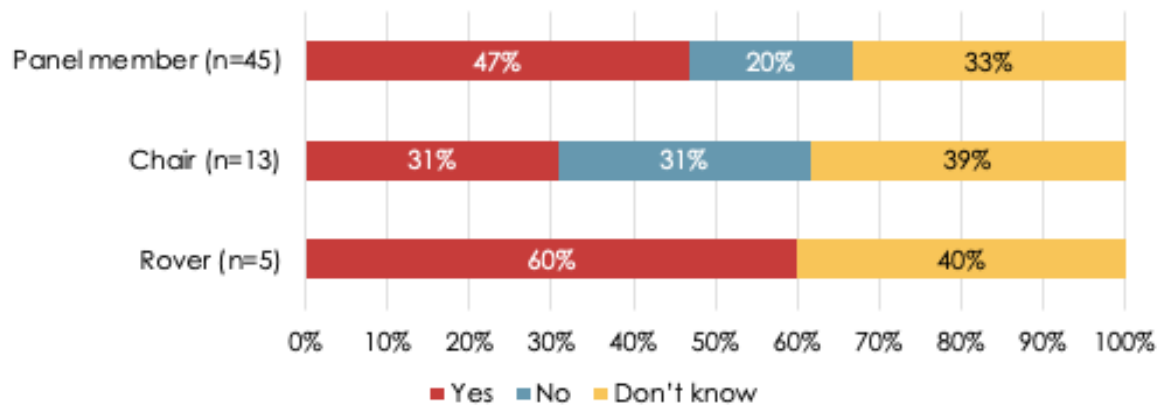


Figure 277 Better support for interdisciplinary researchers (n=63)

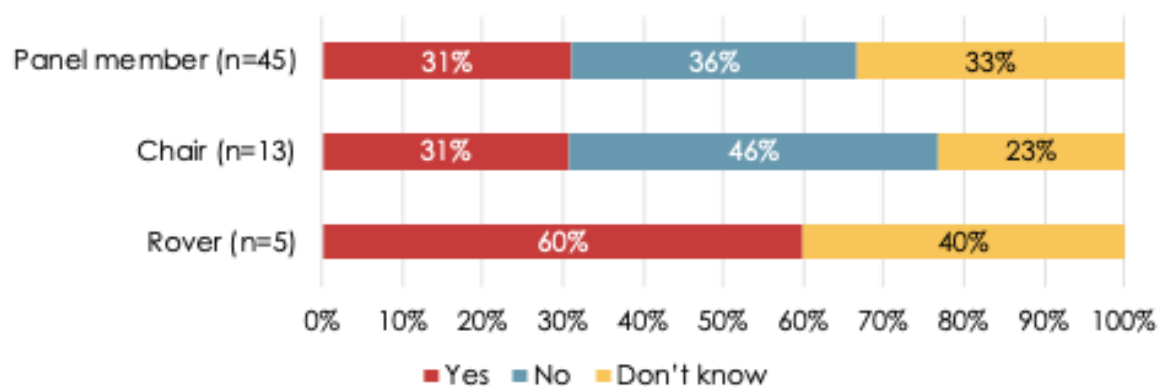
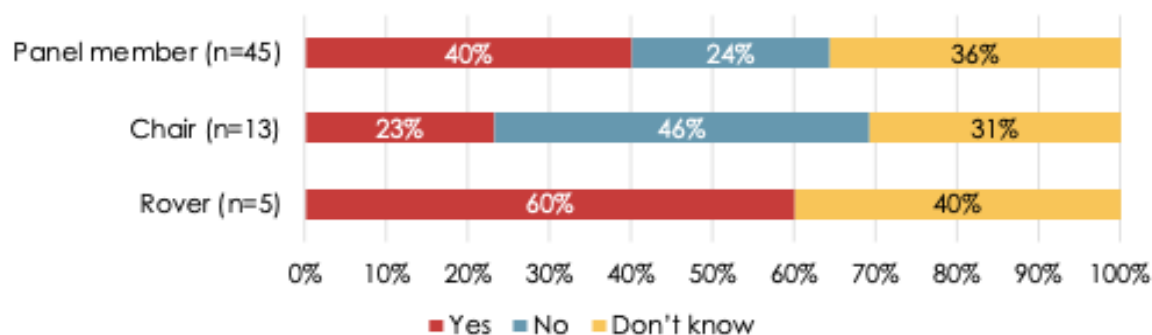


Figure 278 IDR Network (n=63)



When asked the extent to which membership of the IAC had improved their understanding of interdisciplinary research and its assessment, most respondents reported a substantial improvement. Specifically, 68% (n = 43) said their understanding had improved by 'a large amount'. This pattern was consistent across most IAC roles. The exception was Rovers, who more often reported a 'moderate amount' of improvement (n = 3) than 'a large amount' (n = 2). Among the remaining respondents, around 21% (n = 13) reported a 'moderate amount' of improvement, while only 11% (n = 7) said their understanding had improved by 'a small amount'.

Next, participants were asked if their experience from being a member of the IAC has been useful for the following interdisciplinary activities:

- Assessing IDR grant applications (not CRCRM)
- Developing your own IDR ideas
- Providing input to interdisciplinary research support and policies within your research organisation

As shown from Figure 279 to Figure 281, the vast majority of respondents across the three stakeholder groups found that their IAC experience was useful for all three interdisciplinary activities. The most useful activity for their experience was developing their own IDR ideas, which was found to be very useful or to some extent useful by rovers (100%), panel members (86%), and chairs (93%).

Has your experience from being a member of the IAC been useful in relation to other interdisciplinary activities?

Figure 279 Assessing IDR grant applications (not CRCRM) (n=63)

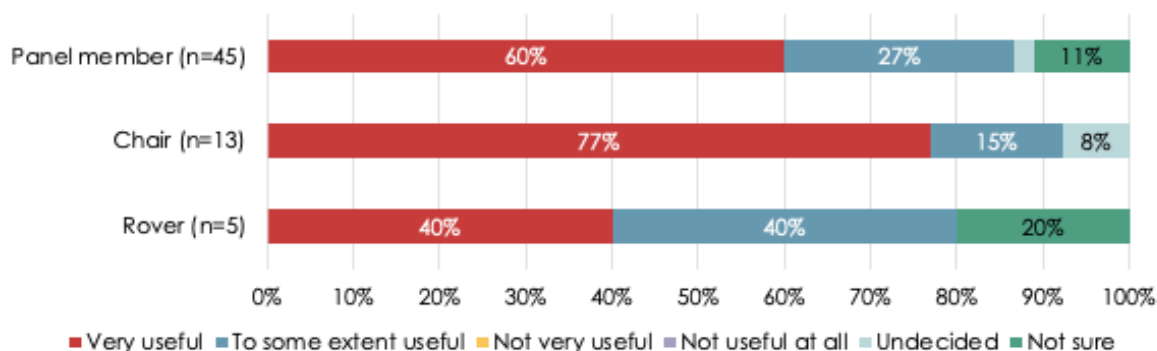


Figure 280 Developing your own interdisciplinary research ideas (n=63)

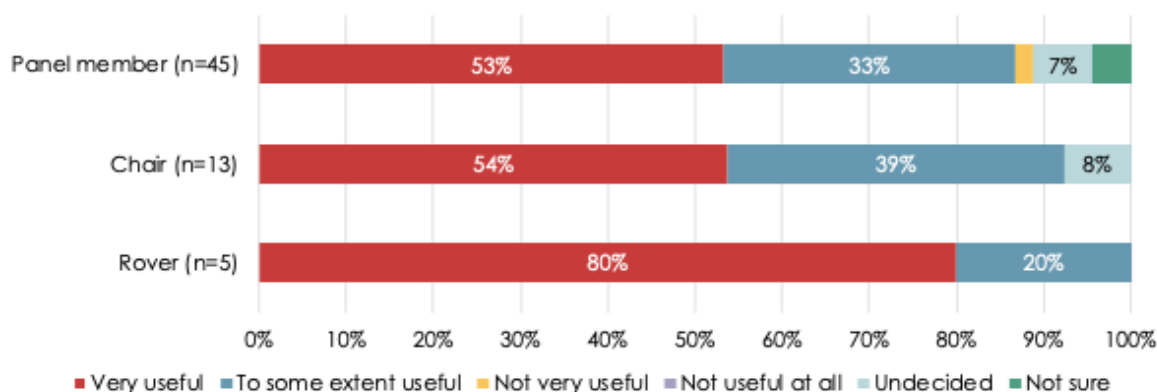
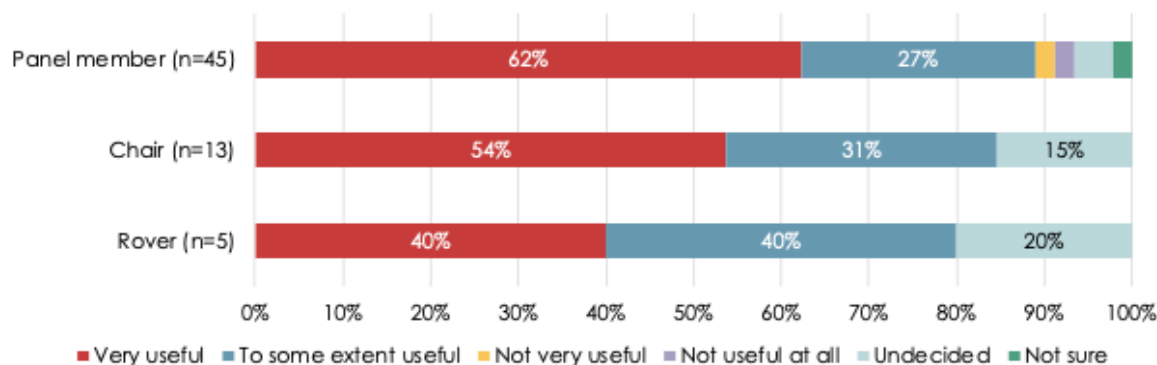


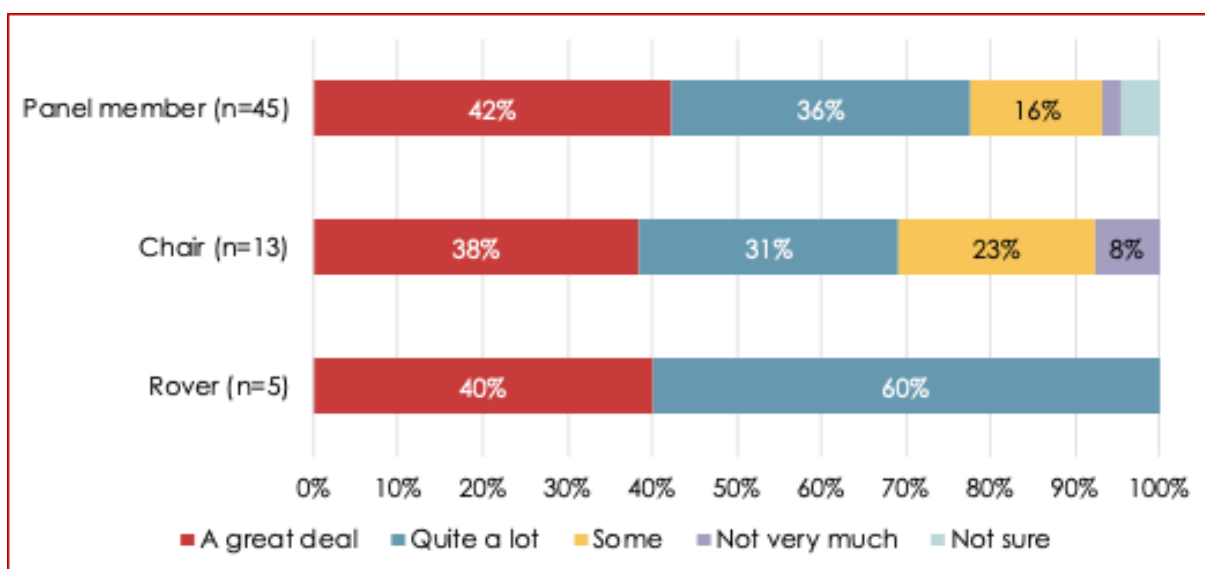
Figure 281 Providing input to interdisciplinary research support and policies within your research organisation (n=63)



Lastly, in Figure 282, survey respondents were asked to reflect on the difference that the current CRCRM scheme is making, considering the overall approach to enabling IDR collaborations and its assessment within the UK. Most respondents across the three stakeholder groups found the CRCRM scheme to be making a difference.

The majority of panel members (42%) and chairs (38%) thought the CRCRM scheme was making a great deal of difference. Most rovers (60%) found the scheme to be making quite a lot of difference.

Figure 282 Thinking of the overall approach to enabling IDR collaborations and its assessment within the UK, what difference do you think the current CRCRM scheme is making? (n=63)



Appendix E Novelty and interdisciplinarity assessment

E.1. Summary

This technical report presents the preparation and assessment of text-based novelty and interdisciplinarity indicators for CRCRM proposals. We find early evidence that CRCRM proposals present higher interdisciplinarity and scientific novelty levels than other relevant projects from distinct funding mechanisms within UKRI. This finding suggests that CRCRM attracted a pool of proposals with higher interdisciplinarity and novelty levels. Moreover, filtering the analysis to compare successful CRCRM applications with projects from other funding mechanisms reveals similar trends in interdisciplinarity. Notably, the interdisciplinarity premium for CRCRM proposals is more pronounced among successful applications. This result provides early signs that the selection process favoured greater interdisciplinarity or, at the very least, did not disadvantage it.

We do not yet have outputs publications at this programme stage, which is the data type typically used to compute scientometric indicators. Instead, we only have access to textual summaries. Therefore, the analysis used only these textual descriptions enriched by a proxy of their respective prior art. Defining prior art is fundamental for novelty indicators because novelty is, by definition, a dynamic concept embedding a leap forward compared to a moving state of the art. Our prior art configuration is specific to each individual proposal. It consists of the most semantically similar scientific contributions among over 200 million works published the year before each CRCRM proposal application year. In addition to CRCRM, we computed interdisciplinarity and novelty indicators for a group of potential controls. This approach helps identify early signs of added value and CRCRM's distinctive features. Ideally, we would access proposal texts from other UKRI funding mechanisms. Lacking these, we opted for a second-best solution: retrieving project descriptions from relevant mechanisms via the Gateway to Research. We used project titles and descriptions from the Global Challenges Research Fund (GCRF), cross-council research agreement (CCRA), and Physics of Life programmes and enriched each text from this benchmark group with their respective prior art, following the same approach as for CRCRM's.

The final step of the analysis was deploying a "Semantic fixed-effects" model. Comparing aggregate indicators across programmes can be misleading because resulting differences can be unrelated to the programmes themselves. Field and sub-field differences are one of the most relevant dimensions critical to account for; for example, a good indicator level for material science can drastically differ from a typical good level for sociology. Traditionally, scientometric analyses account for this by including field fixed-

effects – comparing works against others in the same field. However, assessing interdisciplinarity and novelty requires breaking field silos making traditional field effects inconsistent. Our "Semantic fixed-effects" method resolves this issue through a within-group analysis controlling for semantic proximity. We constructed matched sets by pairing each CRCRM proposal with the 10 most semantically similar benchmark projects based on semantic similarity. This approach captures unobserved semantic factors that could confound comparisons without setting field boundaries. The results from this model confirm the initial aggregate differences, showing that CRCRM proposals have statistically significant higher levels of novelty and interdisciplinarity than benchmark projects after controlling for within-group semantic proximity. When we drop unsuccessful CRCRM applications from the analysis, this relationship strengthens, suggesting a potential enabling mechanism in the selection process promoting interdisciplinarity.

E.2. Descriptions of indicators

Our analysis uses advanced natural language processing tools to understand how novel and interdisciplinary CRCRM proposals are. Natural language processing tools allow computers to understand text meaningfully rather than just matching keywords. We measure interdisciplinarity—how much a project spans different fields—and novelty—how original its ideas are—using models trained on vast amounts of scientific data. For interdisciplinarity, we analyse the mix of research areas linked to each proposal, using indicators like diversity scores and balance measures. For novelty, we use a specialised machine learning model inspired by groundbreaking research, such as Nobel-winning work, to assess how unique a project's ideas compare to existing work. This approach enables us to evaluate proposals systematically and compare their originality and breadth across disciplines. By doing so, we can identify projects that push the boundaries of knowledge and tackle complex problems in unprecedented ways.

Initially, we intended to use topic combinations for our text-based analysis. However, this was not possible because we did not have access to proposal texts for benchmark projects similar to CRCRM project proposals. Instead, we used project abstracts from successful projects retrieved from Gateway to Research. Differences in the nature of the input text would lead to a non-harmonised list of topics, biasing the analysis in ways we cannot fully anticipate. Differences in the nature of the textual inputs could lead to different numbers of topics or varying levels of granularity, resulting in differences in interdisciplinarity indicators due to the type of text rather than the scientific content of the proposals. Therefore, we opted to use a methodology (text embeddings) that understands the semantic meaning of the text and, thus, its scientific content regardless of the format or style.

E.2.1. Technical details

Our analysis comprised text-based indicators – two interdisciplinarity indicators and one novelty indicator. All indicators rely on natural language processing tools, namely, text embeddings.

E.2.1.1 Text embeddings

Text embeddings are a method in natural language processing that convert words or entire documents into mathematical vectors. This transformation captures contextual and semantic relationships, allowing computers to interpret language in a way that reflects meaning rather than mere keyword matching. Through this approach, similar texts have vectors that cluster closely in the embedding space, while dissimilar texts lie farther apart. By comparing these distances, we can measure how closely different pieces of text are semantically related. These embeddings are generated by models that learn from large text corpora, identifying patterns and associations among words, phrases, and concepts. Consequently, text embeddings enable the analysis of textual data at scale while preserving rich semantic nuances. By representing text in this manner, we can measure thematic overlap and differences—an essential step when assessing the novelty of a proposed research idea or quantifying how broadly a proposal draws from multiple disciplines.

E.2.1.2 Specter-2 embeddings

Specter-2 is an advanced text embedding model specifically tailored for scholarly documents. Building on its predecessor, it leverages both textual content and citation information, capturing the ways papers interlink and reference one another. This dual focus allows specter-2 to generate embeddings that better reflect scientific themes and cross-disciplinary relationships. By concentrating on scholarly literature, Specter 2 excels at discerning subtle connections between research articles, even when they span diverse fields. In this analysis, we use specter-2 embeddings to identify semantic similarity between proposals and prior publications—an essential element in measuring both interdisciplinarity and novelty.

The interdisciplinarity indicators measure the extent to which proposals or projects relate to multiple disciplines. The CRCRM data provided by the client and benchmark data retrieved from Gateway to Research contain field labels and keywords; however, these tags do not present a systematic and harmonised approach across datasets. The lack of harmonisation prevents us from using these tags to compute interdisciplinarity indicators. Therefore, we explored the prior art constructed to develop the novelty indicators, which we harmonised systematically across CRCRM and benchmark data. For each prior art set per proposal/project, we have a list of scientific works tagged systematically against one or multiple fields of study using the S2FOS classification developed by Semantic Scholar.¹

¹ Kinney, R., Anastasiades, C., Authur, R., Beltagy, I., Bragg, J., Buraczynski, A., ... & Weld, D. S. (2023). The semantic scholar open data platform. arXiv preprint arXiv:2301.10140.

E.2.1.3 Indicators

The interdisciplinarity indicators explore the distribution of S2FOS classes within the prior art set of each proposal or project. For each case, the count per field is the number of scientific works in the prior art tagged with a specific S2FOS class. More specifically, we compute the following indicators:

- **Herfindahl-Hirschman Index (HHI):** The HHI measures concentration by summing the squared proportions of each field's counts relative to the total. A lower HHI reflects a more evenly distributed focus across multiple fields, reflecting higher interdisciplinarity. The following formula represents the Herfindahl-Hirschman Index:

$$HHI = \sum_{i=1}^N p_i^2$$

Where:

- p_i^2 is the proportion of the total contributions from field i , and
- N is the total number of fields.
- **Entropy:** This metric measures the randomness in the distribution of fields, with higher entropy reflecting a more unexpected and diverse composition. It consists of the negative sum of the proportions of each field's count multiplied by the natural logarithm of those proportions. Higher entropy reflects greater interdisciplinarity and balance. The entropy metric follows the formula:

$$H = - \sum_{i=1}^N p_i \cdot \log(p_i)$$

Where:

- p_i^2 is the proportion of the total contributions from field i ,
- $\log$ = Natural logarithm, and
- N is the total number of fields.

The novelty indicator stems from a recent scientific project developed in cooperation between KU Leuven and UC Berkeley by a project team member. We presented the methodology at several international peer-reviewed conferences.² The text-based indicator stems from a machine learning model that learns from the novelty patterns in scientific articles that led to Nobel prizes (papers renowned for their high levels of novelty). The method successfully disentangles novelty and quality by accounting for the

² Machado, D. (2024). "The meaning of novelty: predicting novelty with text embeddings". Presented at WOEPS24, TURIN, 2024; LIS-Bibliometrics, Brighton, 2024; and REvaluation Conference, Vienna, 2024.

number of citations and journal venues. The model's features comprise solely the text of an article and the text of the closest prior art, measuring the originality of each scientific contribution. The final indicator involves extrapolating this model to CRCRM and benchmark textual data.

E.3. Data and results

E.3.1. All CRCRM applications

The core data for this analysis was application data from CRCRM, which included 979 applications in Round 1 and 576 applications in Round 2. We concatenated titles and summaries for the textual representation of each proposal and computed specter-2 text embeddings for each, depicting a mathematical representation of their scientific content. Next, we retrieved the same text embeddings for 1040 projects from the GCRF programme, 51 from CCRA and 25 from Physics of Life. The text for these benchmark programmes came from project titles and abstracts retrieved from Gateway to Research. In total, we computed 2095 textual embeddings in Round 1 and 1692 in Round 2.

To represent prior art per proposal/project, we aimed to retrieve the 50 closest and most semantically similar publications published before the publication year of each proposal/project. We computed similarities by identifying semantic clusters using specter-2 embeddings among over 200 million scientific works indexed by the Semantic Scholar repository. This process led to the exclusion of 22 CRCRM Round 1 proposals and 29 benchmark projects due to insufficient prior works (below 50) within the respective specter-2 semantic cluster. Therefore, the final focal set consisted of 950 CRCRM Round 1 proposals, 576 Round 2 proposals, and 1094 benchmark projects.

Table 1 and Table 2 summarise the key indicators of the current analysis: the Herfindahl-Hirschman Index (hhi), entropy, Nobel-based novelty indicator, and the CRCRM marker variable. HHI measures interdisciplinarity, with lower values reflecting greater interdisciplinarity. Entropy captures diversity and balance across scientific fields, while the Nobel novelty indicator quantifies scientific originality using the machine learning model trained on groundbreaking research. The CRCRM marker indicates whether a project belongs to the CRCRM programme.

For Round 1, the average HHI is 0.37, reflecting moderate interdisciplinarity, with a range from 0.10 to 1.00. Entropy averages 1.34 and shows a widespread, highlighting varying diversity levels. Nobel novelty averages 0.02 with a standard deviation of 0.13, indicating low overall novelty but some instances of higher originality. A CRCRM marker mean of 0.46 shows that nearly half of the projects are CRCRM proposals.

Table 1 Summary statistics of key indicators (Round 1)

	hhi	entropy	nobel_novelty	CRCRM marker
count	2044	2044	2044	2044
mean	0.37	1.34	0.02	0.46
std	0.18	0.46	0.13	0.50
min	0.10	-0.00	0.00	0.00
25%	0.23	1.05	0.00	0.00
50%	0.32	1.40	0.00	0.00
75%	0.45	1.69	0.00	1.00
max	1.00	2.43	1.00	1.00

Source: Technopolis-group based on project data, Gateway to research and Semantic Scholar

The key indicators follow a similar pattern for Round 2 with an average HHI of 0.36 and an average entropy value of 1.34. Nobel novelty averages 0.03 with slightly higher standard deviation of 0.18, also demonstrating instances of higher originality. A CRCRM marker mean of 0.35 shows that a slightly lower proportion of the projects in this Round 2 analysis are CRCRM proposals.

Table 2 Summary statistics of key indicators (Round 2)

	hhi	entropy	nobel_novelty	CRCRM marker
count	1670	1670	1670	1670
mean	0.36	1.34	0.03	0.35
std	0.18	0.44	0.18	0.48
min	0.11	-0.00	0.00	0.00
25%	0.24	1.09	0.00	0.00
50%	0.31	1.42	0.00	0.00
75%	0.43	1.66	0.00	1.00
max	1.00	2.50	1.00	1.00

Source: Technopolis-group based on project data, Gateway to research and Semantic Scholar

Table 3 and Table 4 compare the means of three key indicators—Herfindahl-Hirschman Index (HHI), entropy, and Nobel novelty—between CRCRM proposals and benchmark projects.

The mean HHI for CRCRM Round 1 proposals is 0.343, compared to 0.390 for benchmark projects, a significant difference of -0.048 ($p < 0.001$), demonstrating greater interdisciplinarity in CRCRM proposals. For entropy, the mean is 1.391 for CRCRM proposals versus 1.293 for benchmark projects, with a significant difference of 0.098 ($p < 0.001$). Higher entropy indicates greater diversity across scientific fields, reinforcing their interdisciplinary nature. Nobel novelty averages 0.026 for CRCRM proposals and 0.011 for benchmark projects, with a more minor but significant difference of 0.015 ($p = 0.009$), showing that CRCRM proposals achieve slightly higher novelty on average.

Table 3 Aggregate mean differences between CRCRM proposals and benchmark projects (Round 1)

	Mean (CRCRM proposals)	Mean (benchmark projects)	Mean Difference	p-value
hhi	0.343	0.390	-0.048	0.000
entropy	1.391	1.293	0.098	0.000
nobel_novelty	0.026	0.011	0.015	0.009

Source: Technopolis-group based on project data, Gateway to research and Semantic Scholar

Similarly for Round 2, the mean HHI for CRCRM proposals is 0.312, an even larger difference from the benchmark projects ($p < 0.001$), confirming greater interdisciplinarity in CRCRM proposals. Round 2 proposals also have larger mean entropy and Nobel novelty values compared to the benchmark projects, as well as larger differences between the two compared to Round 1.

Table 4 Aggregate mean differences between CRCRM proposals and benchmark projects (Round 2)

	Mean (CRCRM proposals)	Mean (benchmark projects)	Mean Difference	p-value
hhi	0.312	0.390	-0.078	0.000
entropy	1.435	1.293	0.142	0.000
nobel_novelty	0.045	0.028	0.017	0.072

Source: Technopolis-group based on project data, Gateway to research and Semantic Scholar

These findings highlight CRCRM proposals as more interdisciplinary and novel than their benchmark project counterparts, aligning with the programme's

focus on innovative and cross-disciplinary research. The statistically significant differences in quantitative analyses emphasise the added value of CRCRM proposals. These results, based on text-derived indicators, underline CRCRM's distinct role within UKRI funding, even without publication-based metrics at this stage.

The final stage of the analysis employs econometric regressions with "Semantic fixed-effects". "Semantic fixed-effects" allows us to compare each CRCRM proposal to a cluster of semantically closest benchmark projects. This design helps mitigate confounding factors related to field- or topic-level idiosyncrasies by ensuring that the comparison occurs only within tightly matched semantic strata.

Table 5 and Table 6 display the core results. Models (1) and (2) use linear fixed-effects regressions for HHI and Entropy, respectively, while Model (3) uses a conditional logit for the Nobel_Novelty measure. All three models include Semantic fixed-effects, meaning that each CRCRM proposal is directly compared only to its set of 10 most semantically similar benchmark projects.

The Round 1 proposals in Model (1) – HHI (Linear Fixed-Effects), the CRCRM proposals have a coefficient of -0.016, which is significant at the 1 percent level. Since lower HHI values indicate greater interdisciplinarity, this negative coefficient shows that CRCRM proposals achieve higher interdisciplinarity than benchmark projects within the same semantic "neighbourhood." In Model (2) – Entropy (Linear Fixed-Effects), the CRCRM proposals' coefficient is +0.037, which is also significant at the 1 percent level. This result indicates that CRCRM proposals score higher on entropy, reflecting a more unexpected and diversified range of scientific fields compared to semantically matched benchmark projects. In Model (3) – Nobel_Novelty (Conditional Logit), the analysis uses a conditional logit specification because the Nobel_Novelty indicator functions as a categorical or binary outcome (e.g., whether a proposal exceeds a threshold for higher novelty). The CRCRM proposals' coefficient is +0.438, significant at the 5 percent level, corresponding to an odds ratio of 1.549. This result suggests that being a CRCRM proposal is associated with ~1.55 times higher odds of being classified among the higher-novelty group (according to the Nobel_Novelty criterion) relative to comparable benchmark projects within the same semantic cluster.

Table 5 Semantic fixed-effect regressions (Round 1)

	(1) HHI	(2) Entropy	(3) Nobel_Novelty
CRCRM proposals	-0.016***	0.037***	0.438**
	(0.005)	(0.012)	(0.218)

Observations	1045	1045	187
Model	Linear Fixed-effects	Linear Fixed-effects	Conditional logit
Semantic fixed-effects	Yes	Yes	Yes

Notes: Robust standard errors in parentheses, * $p < 0.1$, ** $p < 0.05$, *** $p < 0.01$

Source: Technopolis-group based on project data, Gateway to research and Semantic Scholar

For Round 2 proposals, the CRCRM proposals have a coefficient of -0.044 for Model (1) ($p < 0.01$), also demonstrating that CRCRM proposals achieve higher interdisciplinarity than semantically similar benchmark projects. In Model (2) – Entropy (Linear Fixed-Effects), the CRCRM proposals' coefficient is +0.07 ($p < 0.01$), indicating a more diverse range of scientific fields compared to semantically matched benchmark projects. In Model (3) – Nobel_Novelty (Conditional Logit), the CRCRM proposals have a coefficient of +0.84, significant at the 1 percent level, corresponding to an odds ratio of 2.318. This result suggests that being a CRCRM Round 2 proposal is associated with ~2.32 times higher odds of being classified among the higher-novelty group (according to the Nobel_Novelty criterion) relative to comparable benchmark projects within the same semantic cluster.

Table 6 Semantic fixed-effect regressions (Round 2)

	(1) HHI	(2) Entropy	(3) Nobel_Novelty
CRCRM proposals	-0.044***	0.07***	0.84***
	(0.005)	(0.014)	(0.217)
Observations	6336	6336	1397
Model	Linear Fixed-effects	Linear Fixed-effects	Conditional logit
Semantic fixed-effects	Yes	Yes	Yes

Notes: Robust standard errors in parentheses, * $p < 0.1$, ** $p < 0.05$, *** $p < 0.01$

Source: Technopolis-group based on project data, Gateway to research and Semantic Scholar

Pairing each CRCRM proposal exclusively with its nearest semantic neighbours changes the adequate sample size compared to analyses without semantic fixed effects. This effect is particularly evident in the Nobel_Novelty measure, which uses a binary outcome within a conditional logit framework. Conditional logit models exclude any group or “stratum” where the outcome variable shows no variation (e.g., all observations in a semantic group having the same Nobel_Novelty value). As a result, the model

drops observations without variation, leading to the smaller sample size reported for Model (3). This reduction highlights that these results rely solely on within-group variation in outcomes. By comparing CRCRM proposals to their semantically matched benchmark projects, the analysis ensures that differences in novelty—or other metrics—are identified only among highly similar projects. Restricting the sample to within-group comparisons enhances control for semantic similarity but may limit broader generalisability. These results require cautious interpretation, as they capture variation only among matched projects rather than across the entire dataset.

E.3.2. Successful CRCRM (awarded) applications

The final part of the analysis was filtering the CRCRM applications to retain only the successful ones. Of all the applications invited to the second stage of the selection process, 36 were successful in Round 1 and 32 were successful in Round 2. Our prior art construction process dropped one application, leaving us with 35 successful proposals in Round 1. Given the small number of observations for this analysis segment, we could not explore the novelty metric based on machine learning, which has a highly skewed nature.

All the benchmark data are successful projects; therefore, as we filter CRCRM per successful applications, we present sub-aggregate indicators per benchmark programme (see Table 7). However, we cannot confidently infer statistical differences across programmes with these few observations per programme due to overlapping confidence intervals.

Table 7 Aggregate means of key indicators per funding programme

Indicator	Awarded CRCRM (Round 1)	Awarded CRCRM (Round 2)	GCRF	CCRA	Physics of life
hhi	0.309	0.292	0.390	0.435	0.300
entropy	1.462	1.507	1.297	1.144	1.451
N	35	32	1018	51	25

Source: Technopolis-group based on project data, Gateway to research and Semantic Scholar

When comparing awarded CRCRM applications with aggregate benchmark projects, the results are similar to the analysis using all CRCRM applications. Successful CRCRM projects present lower concentration levels of fields measured through the hhi index, reflecting greater interdisciplinarity and higher field diversity measured through the entropy indicator.

Table 8 Aggregate mean differences between CRCRM and benchmark projects (Round 1)

	Mean (CRCRM projects)	Mean (benchmark projects)	Mean Difference	p-value
hhi	0.309	0.390	-0.081	0.02
entropy	1.462	1.293	0.169	0.045

Source: Technopolis-group based on project data, Gateway to research and Semantic Scholar

Table 9 Aggregate mean differences between CRCRM and benchmark projects (Round 2)

	Mean (CRCRM projects)	Mean (benchmark projects)	Mean Difference	p-value
hhi	0.292	0.390	-0.098	0.007
entropy	1.507	1.293	0.214	0.015

Source: Technopolis-group based on project data, Gateway to research and Semantic Scholar

When comparing awarded CRCRM applications with aggregate benchmark projects, the results are similar to the analysis using all CRCRM applications (Table 8 and Table 9). Successful CRCRM projects present lower concentration levels of fields measured through the Herfindahl-Hirschman concentration index and higher field diversity measured through the entropy indicator, representing greater interdisciplinarity. These differences are statistically significant, with p-values of 0.02 and 0.045 in Round 1, and 0.007 and 0.015 in Round 2 evidencing that successful CRCRM applications present higher general levels of interdisciplinarity than benchmark projects.

Finally, we also conduct the semantic fixed-effects version of the analysis, suggesting similar conclusions (Table 10 and Table 11). When comparing each successful CRCRM proposal with the 10 most semantically close projects across the benchmark group, we find successful CRCRM to present lower disciplinary concentration (hhi) and higher entropy levels, both evidencing greater interdisciplinarity. For both metrics, the strength of the relationship is more accentuated in this filter by successful CRCRM applications than in the previous analysis considering all proposals. These results are consistent across both rounds of CRCRM.

Table 10 Semantic fixed-effect regressions with CRCRM awarded proposals (Round 1)

	(1) HHI	(2) Entropy
--	---------	-------------

CRCRM awarded proposals	-0.07***	0.164***
	(0.015)	(0.042)
Observations	385	385
Model	Linear Fixed-effects	Linear Fixed-effects
Semantic fixed-effects	Yes	Yes

Notes: Robust standard errors in parentheses, * $p < 0.1$, ** $p < 0.05$, *** $p < 0.01$. Source: Technopolis-group based on project data, Gateway to research and Semantic Scholar

Table 11 Semantic fixed-effect regressions with CRCRM awarded proposals (Round 2)

	(1) HHI	(2) Entropy
CRCRM awarded proposals	-0.07***	0.15**
	(0.024)	(0.064)
Observations	352	352
Model	Linear Fixed-effects	Linear Fixed-effects
Semantic fixed-effects	Yes	Yes

Notes: Robust standard errors in parentheses, * $p < 0.1$, ** $p < 0.05$, *** $p < 0.01$. Source: Technopolis-group based on project data, Gateway to research and Semantic Scholar

Appendix F Analysis of Panel Scores

F.1. Round 1 Applications

F.1.1. Outline Stage

Figure 283 presents the distribution of final scores awarded during the Outline Stage for two assessment criteria, *Interdisciplinarity* (red) and *Advancement, Novelty, and Timeliness* (yellow), across each of the thirteen panels. The figure allows us to compare how the scores vary between panels and how the scoring patterns differ between the two criteria.

In the figure *Interdisciplinarity* scores tend to show greater variation within several panels, particularly Panels 01, 02, 03, and 13, as reflected by their wider interquartile ranges and longer whiskers. This may indicate that evaluators within these panels applied more diverse interpretations of what constitutes interdisciplinarity, potentially reflecting disciplinary differences between fields or differing levels of confidence in assessing the criterion.

In contrast, scores for *Advancement, Novelty, and Timeliness* appear more tightly clustered across most panels, suggesting greater agreement among panel members when evaluating this criterion. This consistency could be result of clearer guidance or greater familiarity with the concepts being assessed.

Outliers are also visible in both score types, though more frequent in some panels than others. These could reflect particularly strong or weak proposals, or varying interpretations among evaluators.

Overall, the figure highlights variations in how different panels apply the two criteria, with more divergence observed in how interdisciplinarity is scored.

F.1.2. Full Stage

The distribution of *Average IM Scores* and *Final Agreed Scores* across panels in the next figure shows broadly similar scoring patterns, with most panels exhibiting median scores in the range of 7–8. Across both score types, the majority of proposals are concentrated within relatively narrow interquartile ranges, indicating a moderate degree of consistency in scoring outcomes across panels.

Average IM Scores tend to be more tightly clustered, with lower standard deviations and narrower interquartile ranges in most panels. Panels 05 and 06, for example, display particularly compact distributions, suggesting relatively consistent scoring among individual panel members. Panel 07 records the highest median *Average IM Score* (8.50), indicating generally stronger reviewer assessments within that panel.

Figure 283 CRCRM Round 1 Outline Stage scores distribution

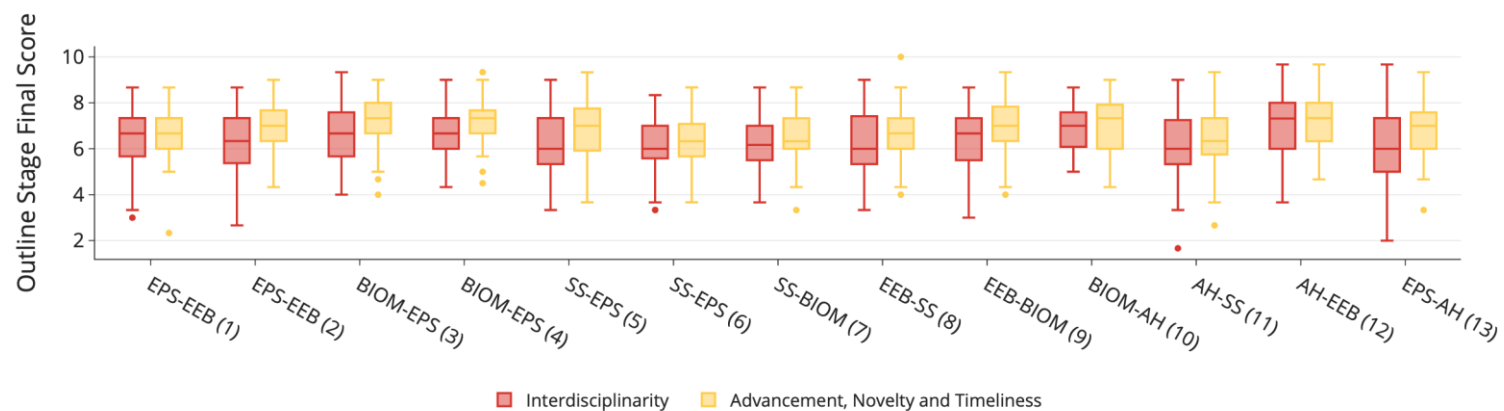
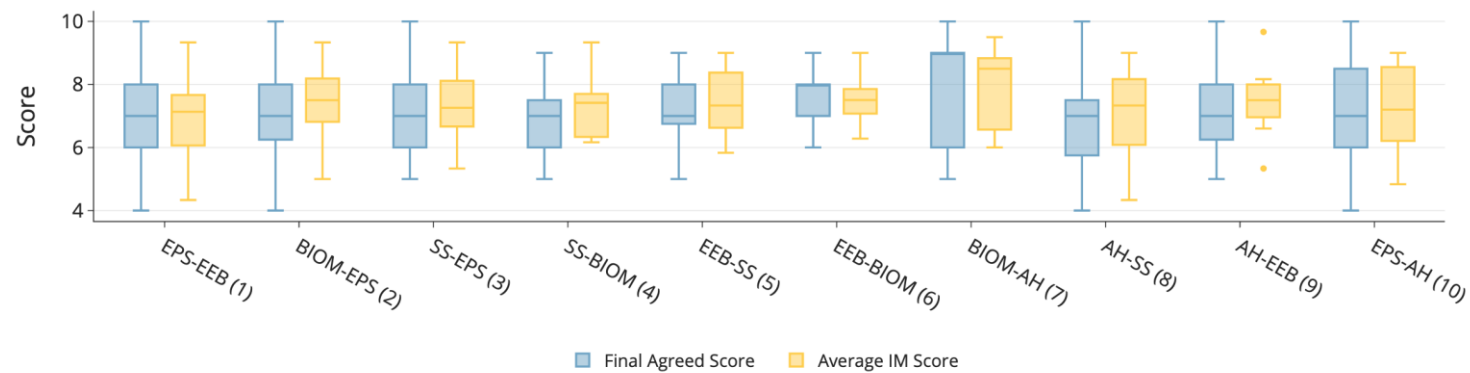


Figure 284 CRCRM Round 1 Full Stage scores distribution



Final Agreed Scores generally show greater variability than the *Average IM Scores*, with wider score ranges and higher standard deviations in several panels. This pattern is particularly evident in Panels 07, 08, and 10, where the final scores span a broader range and include the maximum score of 10. The wider dispersion suggests that panel consensus processes introduced additional differentiation between proposals beyond the initial reviewer averages.

Some panels, such as Panel 06, show relatively concentrated *Final Agreed Score* distributions centred on higher scores, indicating both strong proposal performance and greater scoring consistency. In contrast, Panels 08 and 10 display broader score spreads and larger interquartile ranges, reflecting greater heterogeneity in proposal evaluations.

Overall, the results indicate a broadly consistent relationship between *Average IM Scores* and *Final Agreed Scores* across panels, while also suggesting that the consensus scoring stage produced increased differentiation in proposal outcomes within several panels.

F.2. Round 2 Applications

F.2.1. Outline Stage

The figure below compares the distribution of *Final Agreed Scores* and *Average IM Scores* across the panels at the outline stage of the assessment process. Overall, both score distributions show relatively similar central tendencies across panels, with most median scores clustered around the 6–7 range, suggesting broad alignment between the average IM assessments and the final agreed panel scores.

However, the *Final Agreed Scores* generally display greater variability than the *Average IM Scores*, as reflected in the wider interquartile ranges and broader whiskers observed for several panels, particularly Panels 04a, 05b, and 09. This indicates that the final panel discussions introduced additional differentiation between proposals beyond the initial average reviewer assessments. In contrast, the *Average IM Scores* appear more tightly clustered across most panels, suggesting greater consistency in individual reviewer scoring.

Some panels, such as Panels 04b, 06, and 08b, show relatively high and concentrated score distributions for both measures, while others, including Panels 04a and 09, show broader spreads and lower minimum scores, reflecting greater heterogeneity in the assessment. Outliers are also visible in several panels, indicating the presence of proposals receiving either particularly high or particularly low scores relative to the panel distributions.

Figure 285 CRCRM Round 2 Outline Stage scores distribution

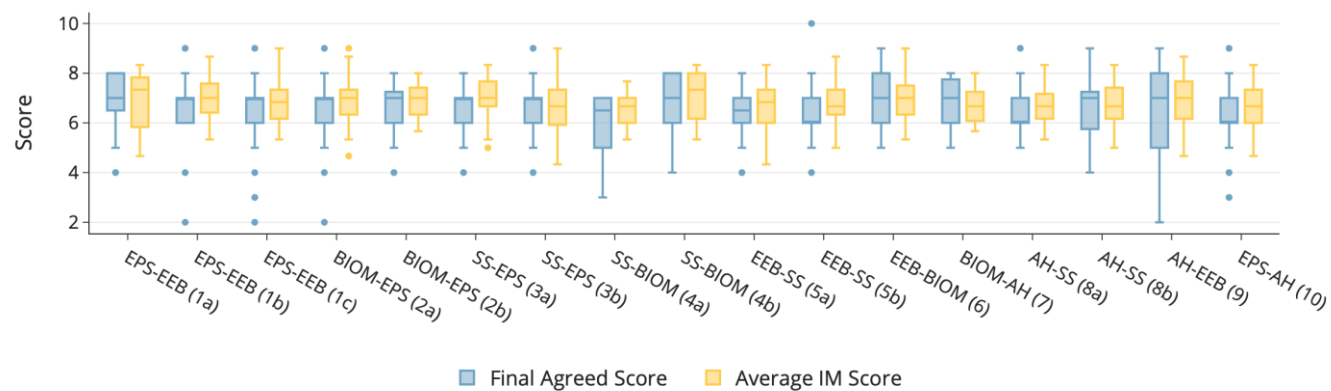
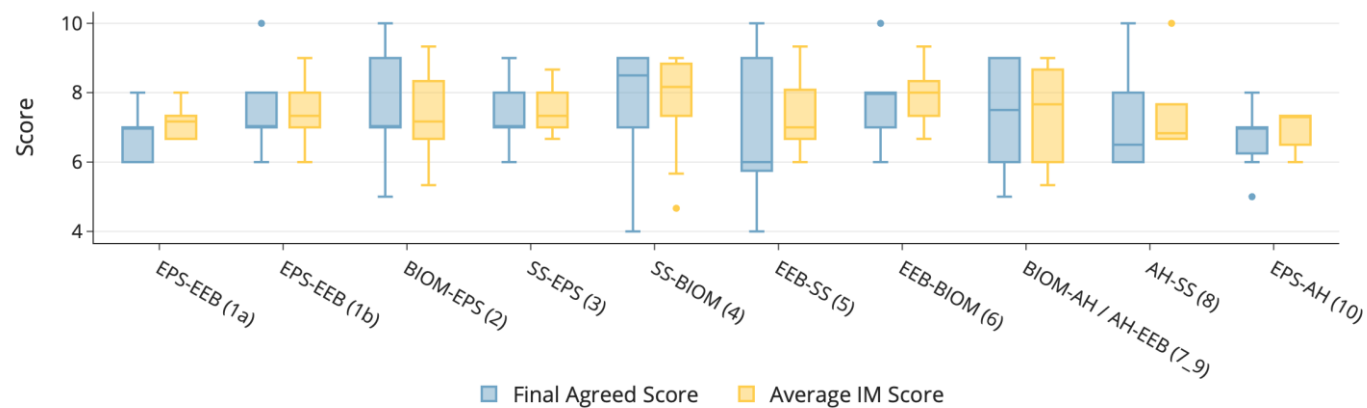


Figure 286 CRCRM Round 2 Full Stage scores distribution



Overall, the figure suggests a broadly consistent relationship between *Average IM Scores* and *Final Agreed Scores* across panels, while also highlighting differences in the extent of score dispersion and panel-level differentiation during the consensus scoring process.

F.2.2. Full Stage

The distribution of *Final Agreed Scores* and *Average IM Scores* across panels shows broadly consistent scoring patterns in the figure below, with most panels exhibiting median scores clustered around the 7–8 range. Across both score types, the majority of proposals fall within relatively narrow interquartile ranges, suggesting a moderate degree of scoring consistency within panels.

Average IM Scores are generally more tightly concentrated than *Final Agreed Scores*, with lower standard deviations and narrower score ranges across most panels (see also Table 2). Panels such as Panel 10, Panel 1a, and Panel 3 display particularly compact *Average IM Score* distributions, indicating relatively consistent assessments among individual panel members. Higher average reviewer scores are observed for Panels 4 and 6, both with median scores approaching 8.

Final Agreed Scores exhibit greater variability in several panels, suggesting that the panel discussion and consensus process introduced additional differentiation between proposals. This pattern is especially visible in Panels 4, 5, 6, and 8, which show wider score ranges and larger interquartile ranges. For example, Panel 4 combines one of the highest medians (8.5) with a broad spread of scores, while Panel 5 displays the largest overall variability, reflecting substantial dispersion in final proposal evaluations.

Some panels, such as Panel 6, show consistently strong scoring outcomes across both measures, with high medians alongside relatively concentrated score distributions. In contrast, Panels 10 and 1a exhibit lower variability and tighter clustering around the middle score range, suggesting more homogeneous scoring outcomes.

Overall, the results indicate a strong correspondence between *Average IM Scores* and *Final Agreed Scores* across panels, while also showing that the consensus scoring stage tended to increase score dispersion and differentiation between proposals in several panels.

F.3. ICC Analysis

We conducted an analysis to evaluate the consistency of panel scoring for Round 1 and Round 2 applications by calculating the Intraclass Correlation Coefficient (ICC). The ICC is a statistical measure used to assess the level of agreement among multiple evaluators who rate the same set of items (in this case, proposals). It quantifies the proportion of total variance in the scores that can be attributed to differences between proposals (i.e. genuine differences in proposal quality) relative to the variance within proposals (i.e. variability in scores assigned by different panel members to the same proposal).

A high ICC value (closer to 1) indicates that most of the variance is due to true differences between proposals, with relatively little disagreement among panel members, suggesting a high degree of scoring reliability. Conversely, a low or negative ICC suggests that scores vary widely within the same project proposal, indicating low agreement among raters and possibly inconsistent scoring criteria or interpretation.

This measure not only helps assess whether scores differ across proposals (as expected), but whether those differences reflect consistent judgments by the panel. A detailed explanation of the computation of this coefficient,

including the underlying formulas and methodology, can be found in the appendix.

F.3.1. Round 1 Applications

F.3.1.1 Outline Stage

Table 2 shows the ICC values for the Interdisciplinarity scores across panels. The ICC reflects the extent of which scores for proposals within a panel tend to cluster together, relative to the variation observed between proposals. Across panels, the values are generally low, ranging from 0.35 to near zero, which indicates that the evaluators within the same panel often gave differing scores to the same proposals.

While low ICCs are sometimes interpreted as low agreement, this does not necessarily mean the assessments were unreliable. It may instead reflect the complexity or subjectivity of the Interdisciplinarity criterion, where evaluators may have measured different aspects differently. For example, Panel 08 shows the highest ICC, suggesting that its members were more aligned in their interpretation and scoring. In contrast, Panels 03 and 04 show very low ICCs, indicating a wider spread of views, but this could reflect either genuine differences in interpretation or a broader range of proposal types.

These patterns suggest that Interdisciplinarity may be a more contested or ambiguously interpreted criterion, with greater variability in scoring across panels.

Table 12 Descriptive statistics of the Outline Stage Interdisciplinarity scores.

Panel	Count	Min	Mean	Median	Var	Max	Std	ICC
Panel 08 (EEB-SS)	89	3.33	6.32	6.00	1.60	9.00	1.27	0.35
Panel 13 (EPS-AH)	67	2.00	6.09	6.00	2.67	9.67	1.63	0.27
Panel 05 (SS-EPS)	61	3.33	6.21	6.00	1.83	9.00	1.35	0.24
Panel 01 (EPS-EEB)	92	3.00	6.40	6.67	1.63	8.67	1.28	0.24
Panel 12 (AH-EEB)	42	3.67	6.86	7.32	1.61	9.67	1.27	0.24
Panel 09 (EEB-BIOM)	80	3.00	6.33	6.67	1.60	8.67	1.27	0.24
Panel 02 (EPS-EEB)	91	2.67	6.32	6.33	1.62	8.67	1.27	0.24
Panel 11 (AH-SS)	59	1.67	6.17	6.00	2.03	9.00	1.42	0.23

Panel 07 (SS-BIOM)	56	3.67	6.23	6.17	1.23	8.67	1.11	0.21
Panel 06 (SS-EPS)	57	3.33	6.08	6.00	1.57	8.33	1.25	0.20
Panel 10 (BIOM-AH)	23	5.00	6.84	7.00	1.13	8.67	1.06	0.19
Panel 04 (BIOM-EPS)	91	4.33	6.59	6.67	1.03	9.00	1.01	0.06
Panel 03 (BIOM-EPS)	91	4.00	6.55	6.67	1.31	9.33	1.14	0.06

Source: CRCRM Round 1 Outline Stage data for evaluation.

Table 2 shows the ICC values for the Advancement, Novelty, and Timeliness scores across each panel. These values indicate the degree of consistency among the evaluators scoring each application within a panel. As with the Interdisciplinarity scores, the results show relatively low ICC values overall, with none reaching levels typically associated with strong agreement.

Panel 10 has the highest ICC at 0.34, suggesting moderate agreement among evaluators. Other panels, such as Panel 09 (0.30) and Panel 07 (0.24), also show slightly higher levels of consistency, but most of the panels report ICC values below 0.20. For example, Panel 03 shows the lowest ICC at 0.02, indicating that the proportion of score variation due to differences between proposals is minimal, and most variation arises from within-panel assessor differences.

These results do not necessarily imply that evaluations are unreliable or inconsistent in a problematic sense. A low ICC may reflect the complexity or subjectivity of the criteria (in this case, Advancement, Novelty, and Timeliness), where reasonable differences in judgment are expected. Alternatively, it may point to a wide diversity of perspectives within panels or variability in how different disciplines interpret the criteria.

These patterns highlight the broad interpretation the evaluators have rather than indicating a failure in the evaluation process.

Table 13 Descriptive statistics of the Outline Stage Advancement, Novelty, and Timeliness scores.

Panel	Count	Min	Mean	Median	Var	Max	Std	ICC
Panel 10 (BIOM-AH)	23	4.33	7.06	7.33	1.48	9.00	1.22	0.34
Panel 09 (EEB-BIOM)	80	4.00	6.92	7.00	1.60	9.33	1.27	0.30
Panel 07 (SS-BIOM)	56	3.33	6.51	6.33	1.14	8.67	1.07	0.24

Panel 08 (EEB-SS)	88	4.00	6.69	6.67	1.13	10.00	1.06	0.22
Panel 11 (AH-SS)	59	2.67	6.50	6.33	1.73	9.33	1.32	0.20
Panel 13 (EPS-AH)	67	3.33	6.81	7.00	1.43	9.33	1.20	0.20
Panel 12 (AH-EEB)	42	4.67	7.19	7.33	1.29	9.67	1.13	0.15
Panel 06 (SS-EPS)	57	3.67	6.40	6.33	1.25	8.67	1.12	0.13
Panel 01 (EPS-EEB)	92	2.33	6.79	6.67	1.06	8.67	1.03	0.13
Panel 05 (SS-EPS)	61	3.67	6.73	7.00	1.73	9.33	1.31	0.13
Panel 04 (BIOM-EPS)	91	4.50	7.23	7.33	0.71	9.33	0.84	0.10
Panel 02 (EPS-EEB)	91	4.33	6.99	7.00	0.94	9.00	0.97	0.09
Panel 03 (BIOM-EPS)	91	4.00	7.24	7.33	0.88	9.00	0.94	0.02

Source: CRCRM Round 1 Outline Stage data for evaluation.

F.3.1.2 Full Stage

Table 3 presents the ICC values for Full Stage scores across panels, reflecting variability in scoring consistency. Panels with ICC values above 0.60 (e.g. Panel 10, Panel 07, and Panel 01) show relatively higher alignment in scores and may indicate more consensus among evaluators. Panels with values between 0.40 and 0.60 (e.g. Panel 08, Panel 05, and Panel 04) fall within a moderate range, while those below 0.40 (e.g. Panel 09, Panel 02, and Panel 06) show lower alignment.

These differences likely reflect the clarity or comparability of the proposals reviewed in each panel, or differences in how evaluators applied scoring criteria, rather than a direct measure of evaluator accuracy or reliability. Overall, the results suggest a range of consistency in scoring across panels, with some panels showing more clearly aligned assessments than others.

Table 14 Descriptive statistics of the Full Stage scores

Full Stage Panel	Count	Min	Mean	Median	Var	Max	Std	ICC
Panel 10 (EPS-AH)	11	4	6.91	7.00	3.29	10	1.81	0.66
Panel 07 (BIOM-AH)	6	5	8.00	9.00	4.00	10	2.00	0.65
Panel 01 (EPS-EEB)	41	4	6.95	7.00	1.85	10	1.36	0.64

Panel 08 (AH-SS)	9	4	6.89	7.00	3.36	10	1.83	0.59
Panel 05 (EEB-SS)	17	5	7.29	7.00	1.35	9	1.16	0.57
Panel 04 (SS-BIOM)	8	5	6.88	7.00	1.55	9	1.25	0.41
Panel 03 (SS-EPS)	24	5	7.33	7.00	1.88	10	1.37	0.35
Panel 06 (EEB-BIOM)	16	6	7.56	8.00	0.93	9	0.96	0.32
Panel 02 (BIOM-EPS)	27	4	7.33	7.00	1.77	10	1.33	0.32
Panel 09 (AH-EEB)	11	5	7.18	7.00	1.76	10	1.33	0.15

Source: CRCRM Round 1 Full Stage data for evaluation.

F.3.2. Round 2 Applications

F.3.2.1 Outline Stage

In the Outline Stage data in Table 3, ICC values vary largely, from moderate consistency (e.g., Panel 3b, ICC = 0.20) to negative values indicating that within-group variability exceeds between-group variability (e.g., Panel 4a, ICC = -0.22). Several panels, including Panel 4b, Panel 8b, and Panel 1a, fall in a low-moderate range (ICC between 0.07 and 0.15), suggesting limited but non-negligible evaluator agreement. However, most ICC values cluster below 0.1, and several are negative, pointing to inconsistent scoring or a lack of distinguishable differences in proposal quality from the perspective of the evaluators.

These findings correspond with the boxplot in Figure 1b, where panels with low or negative ICC values (e.g., Panel 4a, Panel 8a, Panel 5b) tend to exhibit broader score distributions, longer whiskers, and a higher presence of outliers, pointing evaluative divergence. Conversely, panels with somewhat higher ICCs, such as Panel 3b or Panel 4b, display narrower IQRs and fewer extreme values, indicating more consistent scoring.

In summary, the ICC results and the score distribution plot highlight meaningful variation in scoring reliability across panels and sub-panels. This possibly indicates the importance of how evaluators agreed on final scores, and it may reflect differences in panel composition, use of moderation procedures, or variation in project quality.

Table 15 Descriptive statistics of the Round 2 Outline Stage scores

Panel	Count	Min	Mean	Median	Var	Max	STD	ICC
-------	-------	-----	------	--------	-----	-----	-----	-----

Panel 3b (SS-EPS)	25	4	6.44	7	1.42	9	1.19	0.2
Panel 4b (SS-BIOM)	21	4	6.62	7	1.85	8	1.36	0.15
Panel 1a (EPS-EEB)	16	4	6.75	7	1.8	8	1.34	0.08
Panel 8b (AH-SS)	17	4	6.59	7	2.01	9	1.42	0.08
Panel 2a (BIOM-EPS)	32	2	6.56	7	1.93	9	1.39	0.03
Panel 3a (SS-EPS)	21	4	6.67	7	1.23	8	1.11	0.03
Panel 1c (EPS-EEB)	32	2	6.28	7	3.31	9	1.82	0.01
Panel 6 (EEB-BIOM)	20	5	6.9	7	1.04	9	1.02	-0.03
Panel 1b (EPS-EEB)	24	2	6.71	7	2.13	9	1.46	-0.05
Panel 9 (AH-EEB)	20	2	6.45	7	2.68	9	1.64	-0.05
Panel 10 (EPS-AH)	33	3	6.33	6	1.6	9	1.27	-0.05
Panel 5a (EEB-SS)	26	4	6.42	6.5	1.13	8	1.06	-0.07
Panel 5b (EEB-SS)	24	4	6.33	6	1.8	10	1.34	-0.09
Panel 7 (BIOM-AH)	15	5	6.8	7	0.89	8	0.94	-0.11
Panel 8a (AH-SS)	16	5	6.5	6	1.07	9	1.03	-0.13
Panel 2b (BIOM-EPS)	29	4	6.79	7	1.03	8	1.01	-0.15
Panel 4a (SS-BIOM)	16	3	5.94	6.5	1.8	7	1.34	-0.22

Source: CRCRM Round 2 data for evaluation.

F.3.2.2 Full Stage

The ICC analysis for the Full Stage data indicates varying levels of scoring consistency across evaluation panels, reflecting differences in the extent to which proposals reviewed within the same panel received similar scores.

Higher ICC values observed for Panels 8 (0.80) and 2 (0.70) and, to a lesser extent, for Panels 6 and 7/9 (both approximately 0.64), suggest relatively strong within-panel agreement and more internally coherent scoring patterns. In contrast, lower ICC values for Panels 10 (0.12) and 3 (0.10), together with the slightly negative ICC for Panel 1a (-0.14), indicate weaker clustering effects and greater within-panel score heterogeneity.

These findings broadly correspond with the score distributions shown in the boxplot. Panels with higher ICC values generally display more structured and concentrated score distributions, with proposals clustering around similar score ranges despite some variation. Conversely, panels with low or negative ICC values tend to show narrower or more overlapping score distributions with less differentiation between proposals, suggesting that within-panel variability exceeds systematic panel-level clustering.

Overall, the analysis indicates that while several panels exhibit relatively strong internal scoring consistency, others display greater dispersion and heterogeneity in scoring patterns, highlighting differences in scoring homogeneity across panels.

Table 16 Descriptive statistics of the Round 2 Full Stage scores

Panel	Count	Min	Mean	Median	Var	Max	STD	ICC
Panel 8 (AH-SS)	6	6	7.2	6.5	2.6	10.0	1.6	0.80
Panel 2 (BIOM-EPS)	14	5	7.3	7.0	2.2	10.0	1.5	0.70
Panel 6 (EEB-BIOM)	6	6	7.8	8.0	1.8	10.0	1.3	0.64
Panel 7_9 (BIOM-AH_AH-EEB)	10	5	7.4	7.5	2.5	9.0	1.6	0.63
Panel 4 (SS-BIOM)	12	4	7.7	8.5	3.0	9.0	1.7	0.55
Panel 1b (EPS-EEB)	10	6	7.5	7.0	1.2	10.0	1.1	0.41
Panel 5 (EEB-SS)	13	4	7.0	6.0	4.0	10.0	2.0	0.33
Panel 10 (EPS-AH)	7	5	6.7	7.0	0.9	8.0	1.0	0.12
Panel 3 (SS-EPS)	10	6	7.4	7.0	0.7	9.0	0.8	0.10
Panel 1a (EPS-EEB)	10	6	6.8	7.0	0.6	8.0	0.8	-0.14

Source: CRCRM Round 2 data for evaluation.

F.4. Further explanation of score metrics

Three key metrics: Mean Square Between (MSB), Mean Square Within (MSW), and the Intraclass Correlation Coefficient (ICC), were used to provide valuable insights into the score results. We used these metrics to distinguish between variability caused by differences in proposal quality and variability arising from inconsistencies among evaluators.

The MSB (Mean Square Between) reflects the variance between groups (in this case, the variance in scores among project proposals in a panel). A high MSB value indicates that the average scores of project proposals quality, as detected by the evaluators. On the other hand, a low MSB value suggests that the project proposals are rated similarly, with little differentiation in average scores across essays.

The MSW (Mean Square Within) represents the variability within groups (the variability among evaluators for the same project proposal). It reflects the evaluators inconsistency or disagreement. A high MSW value indicates substantial variability in scores for the same project proposal, suggesting poor agreement among evaluators. Low MSW value, suggests good agreement among evaluators for each project proposal, with little variation in their scores.

The ICC (Intraclass Correlation Coefficient) uses MSB and MSW to determine how much of the total variance in scores is due to differences between the project proposals (MSB) versus variability among evaluators (MSW).

- If MSB is much larger than MSW, the ICC will be high, indicating strong agreement among evaluators (most variability is between project proposals).
- If MSW is similar to or larger than MSB, the ICC will be low or even negative, indicating poor agreement due to evaluator inconsistency (more variability within project proposals due to evaluator inconsistency).

The ICC value ranges (may vary depending on the source):

- < 0: Poor agreement (evaluators are less consistent than random chance).
- 0–0.20: Slight agreement.
- 0.21–0.40: Fair agreement.
- 0.41–0.60: Moderate agreement.
- 0.61–0.80: Substantial agreement.
- 0.81–1.00: Almost perfect agreement.

Appendix G AIPC analysis of applications: Methods, problems and impacts

Technopolis' in-house AI tool, The AI Policy Concierge or AIPC, was used to identify terms relating to the following areas based on the application title and summary in both rounds and vision and approach and fit to opportunity text in Round 2:

- Problems being addressed
- Expected impacts
- Methods

However, the terms identified were too granular to analyse across all proposals so were clustered into higher level categories using the AIPC. Both the categorisation of the terms and the categories themselves were manually reviewed and amended as necessary.

Once the categorisation was agreed, we were able to transform the original classification into a more standardised format.

For each interface (and all interfaces combined), the most frequently appearing categories of Methods, Impacts, and Problems were displayed as bar charts to observe changes in the categories with the different stages of assessment.

Below we present a series of charts that summarises the AI-assisted analysis of applications submitted across both funding rounds and all disciplinary interfaces. The figures show the most frequently identified research methods, key problems addressed, and intended impacts, comparing applications across rounds and interfaces. For all applications combined, engineering and technological methods and biomedical research methods were the most frequently identified in round 1 whereas in round 2, participatory approaches and co-design, data science and machine learning, and engineering and technological methods were the most common. The figures also show that the most common methods, problems and impacts differ between disciplinary interfaces, reflecting the different topics of focus in the applications.

G.1. Interface-wide analysis

G.1.1. Methods included

Figure 287 Round 1

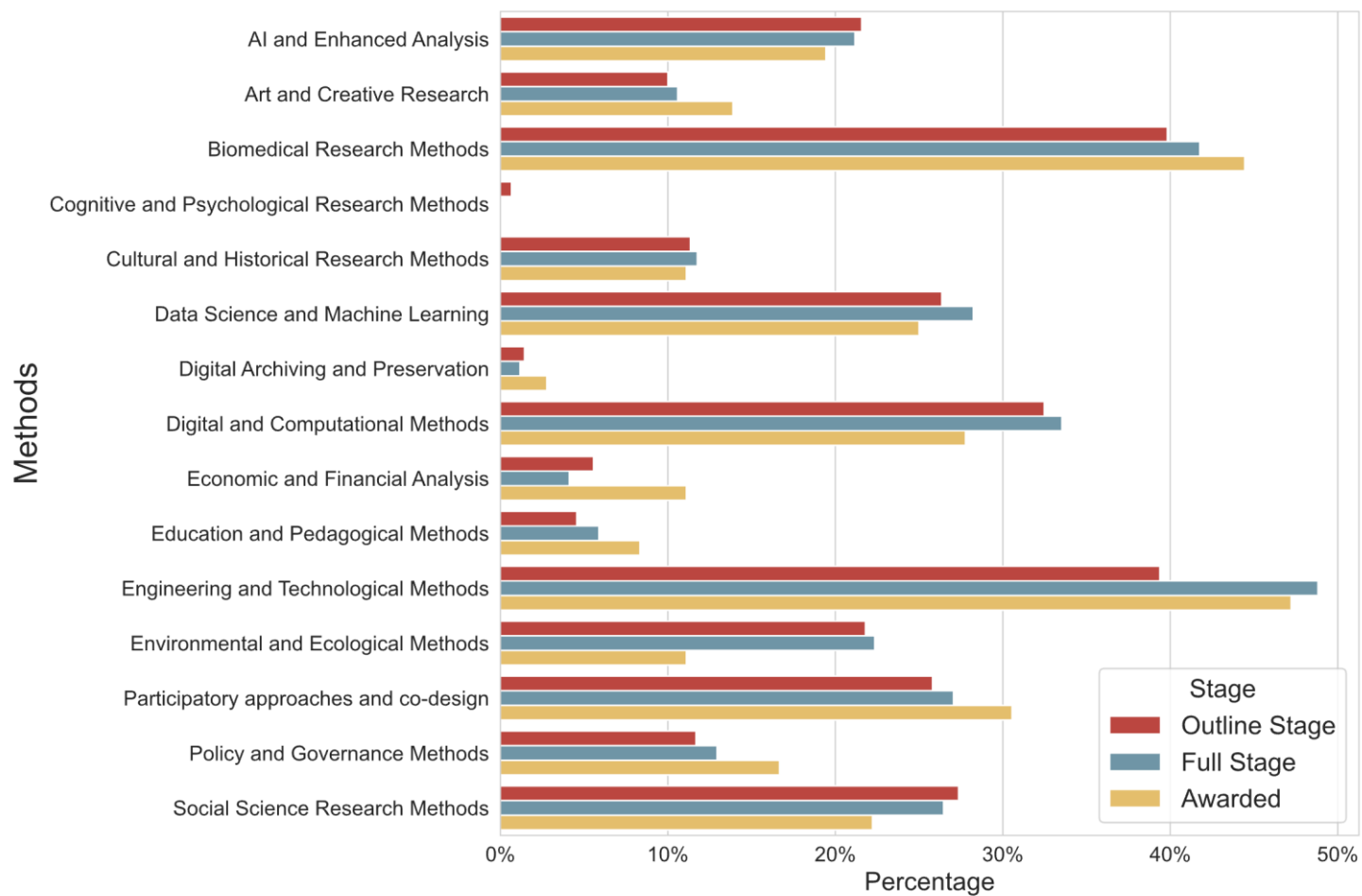


Figure 288 Round 2

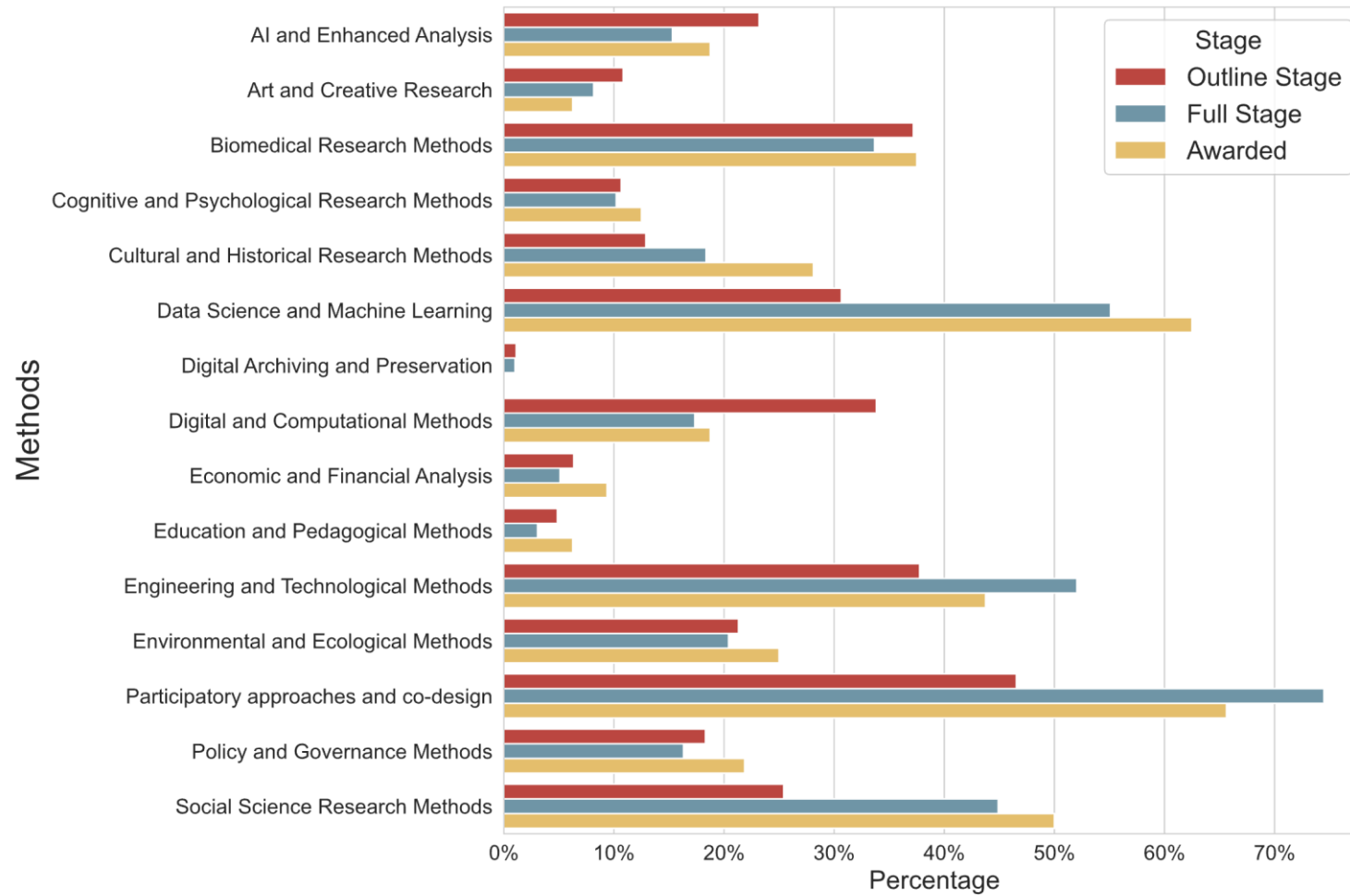


Figure 289 Round 1

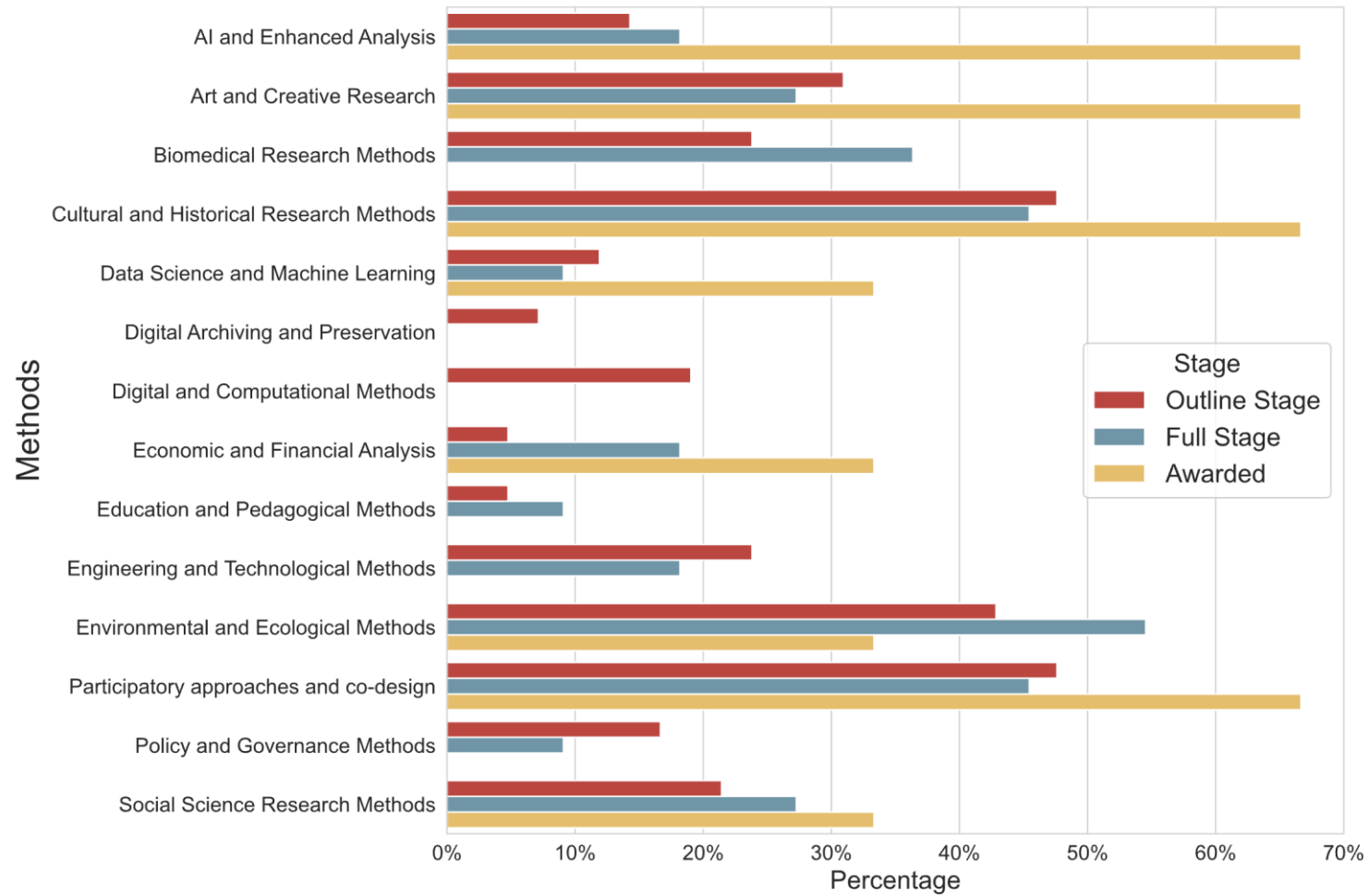


Figure 290 Round 2

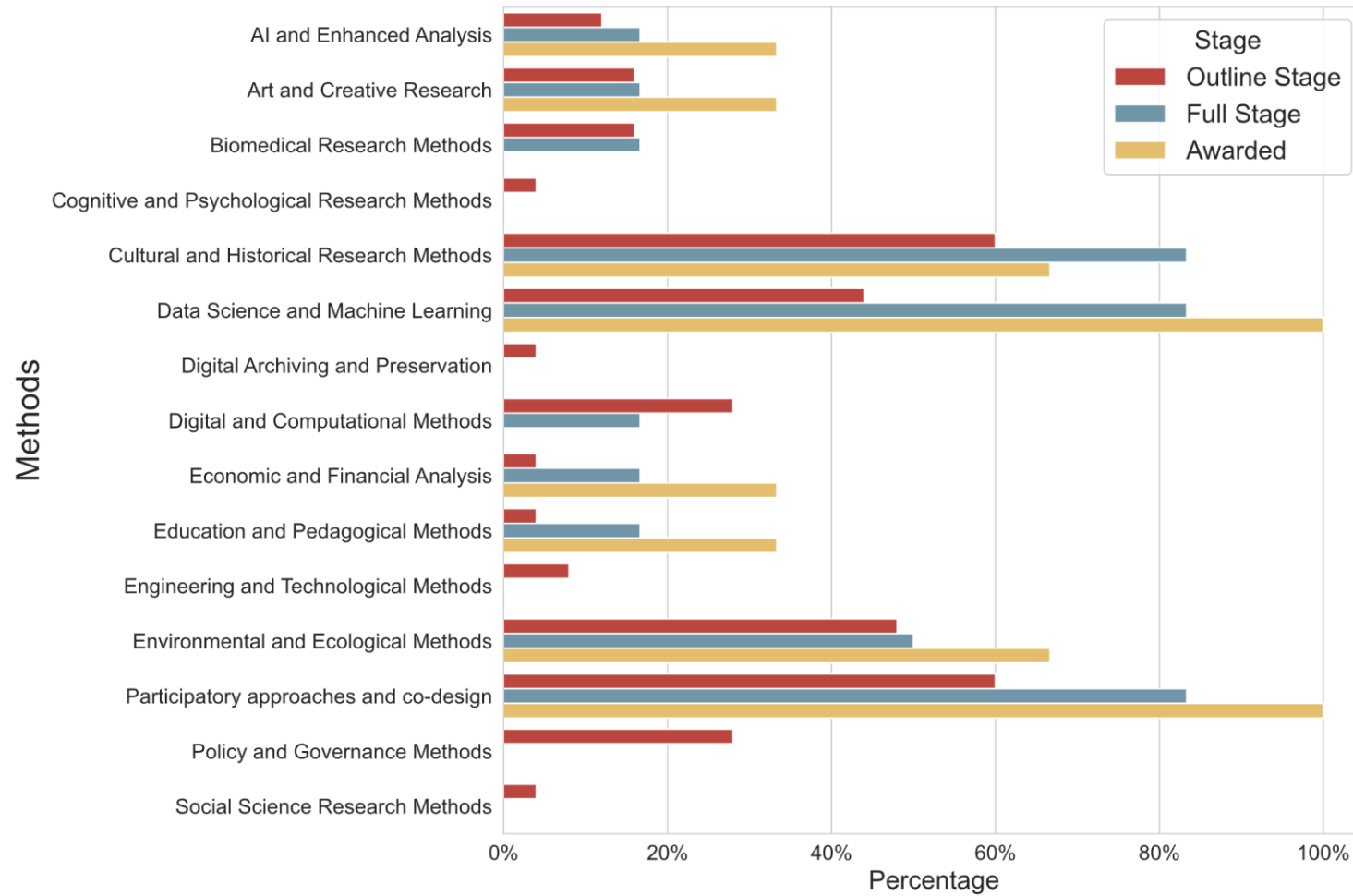


Figure 291 Round 1

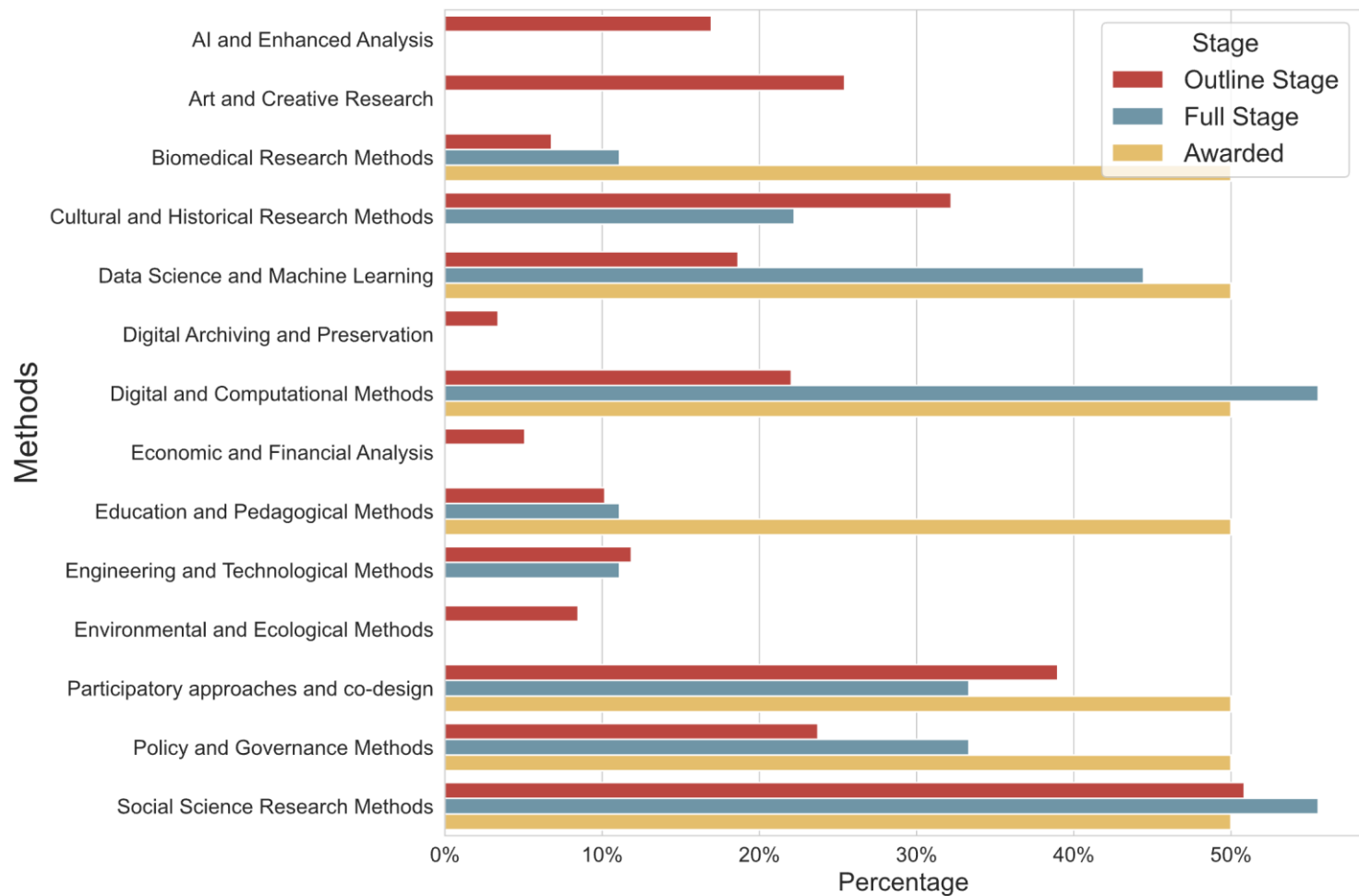


Figure 292 Round 2

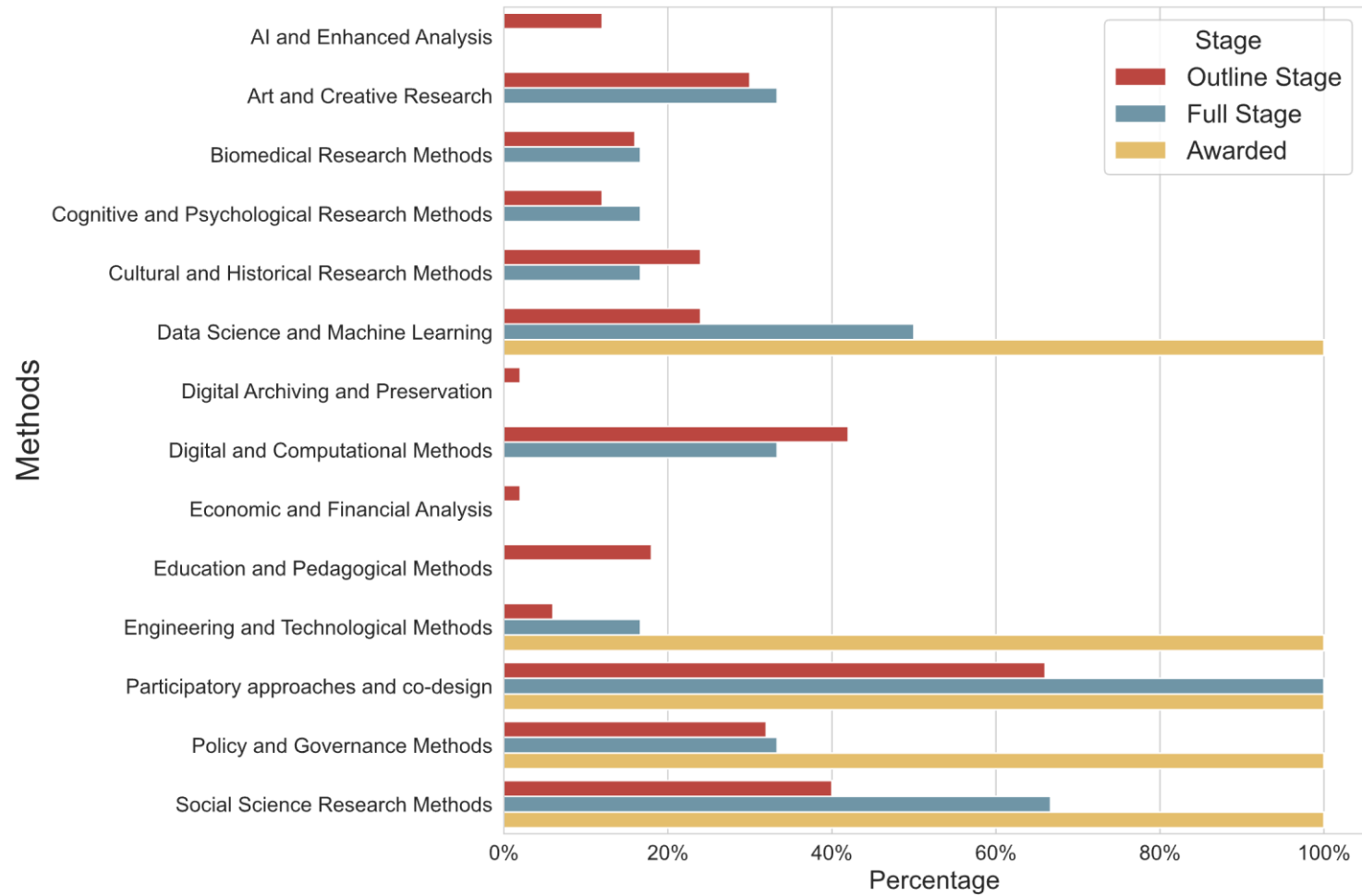


Figure 293 Round 1

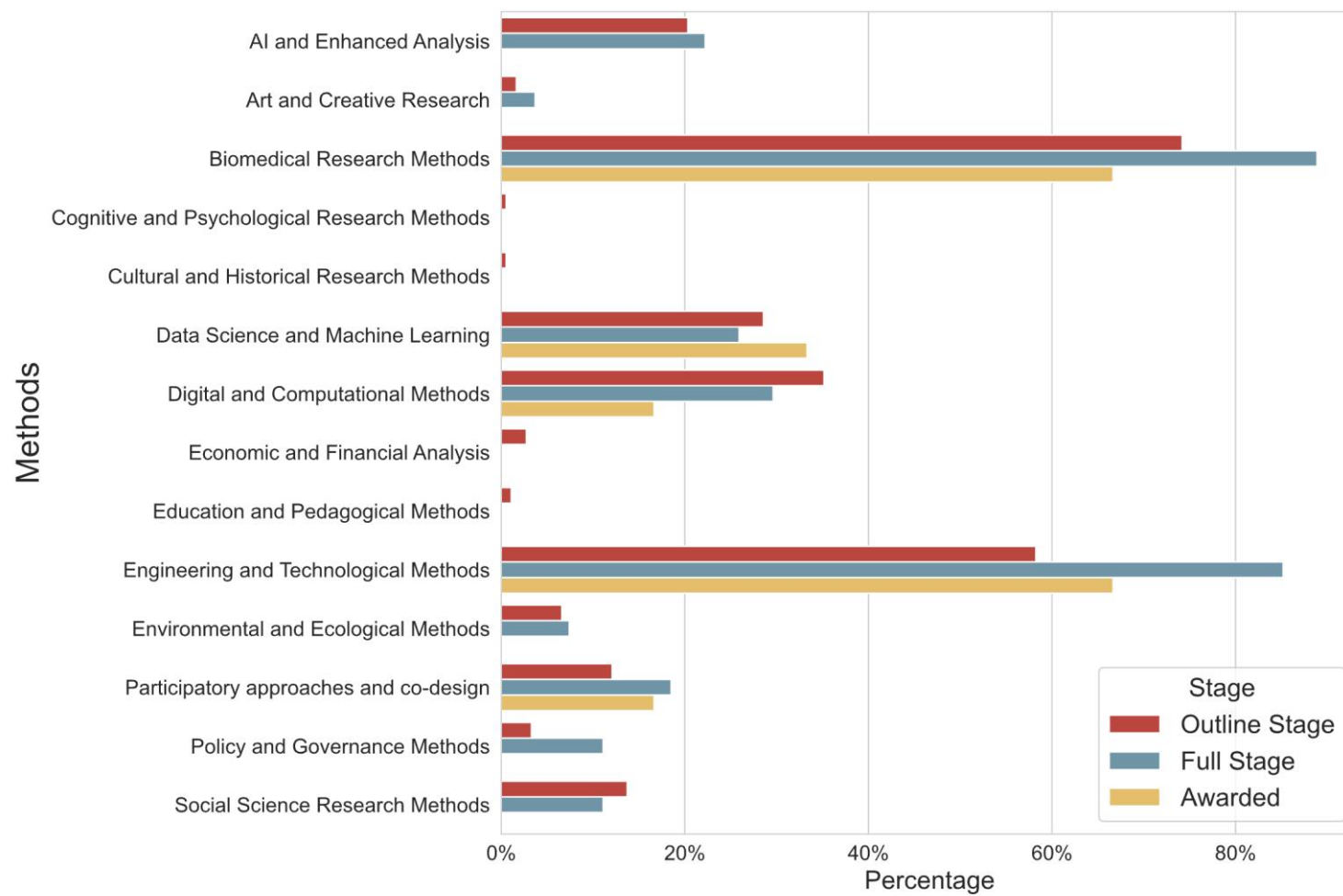


Figure 294 Round 2

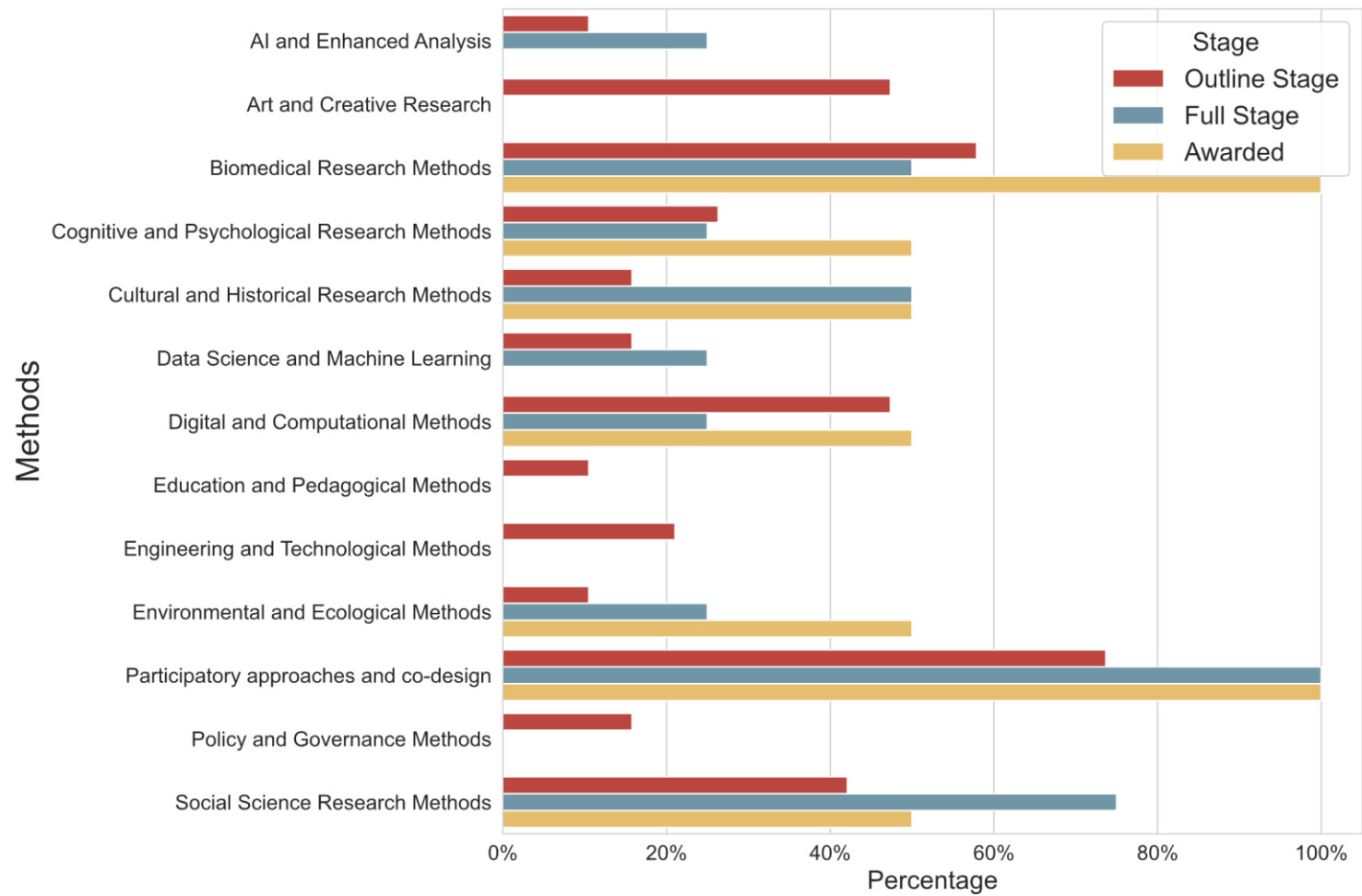


Figure 295 Round 1

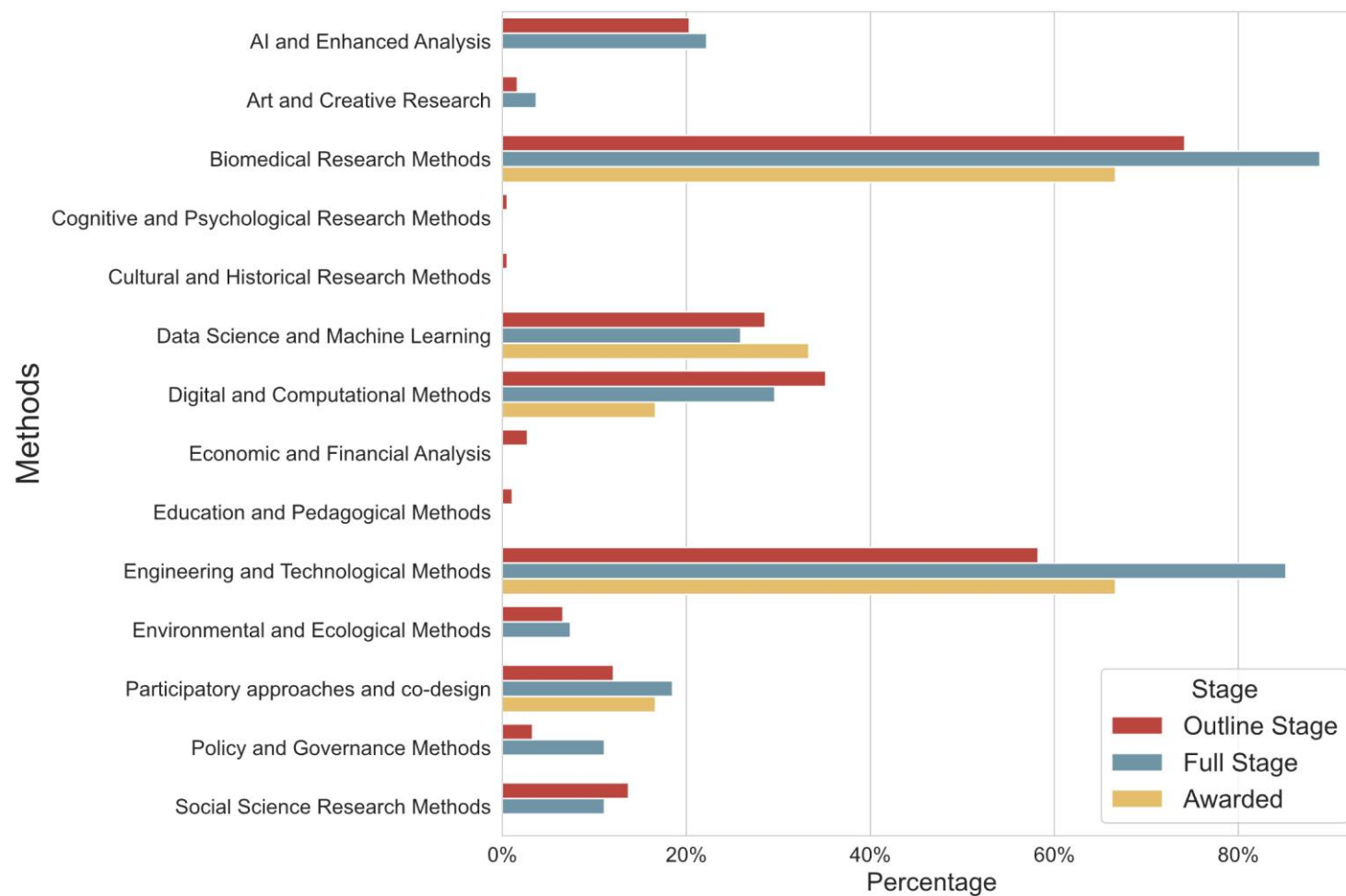


Figure 296 Round 2

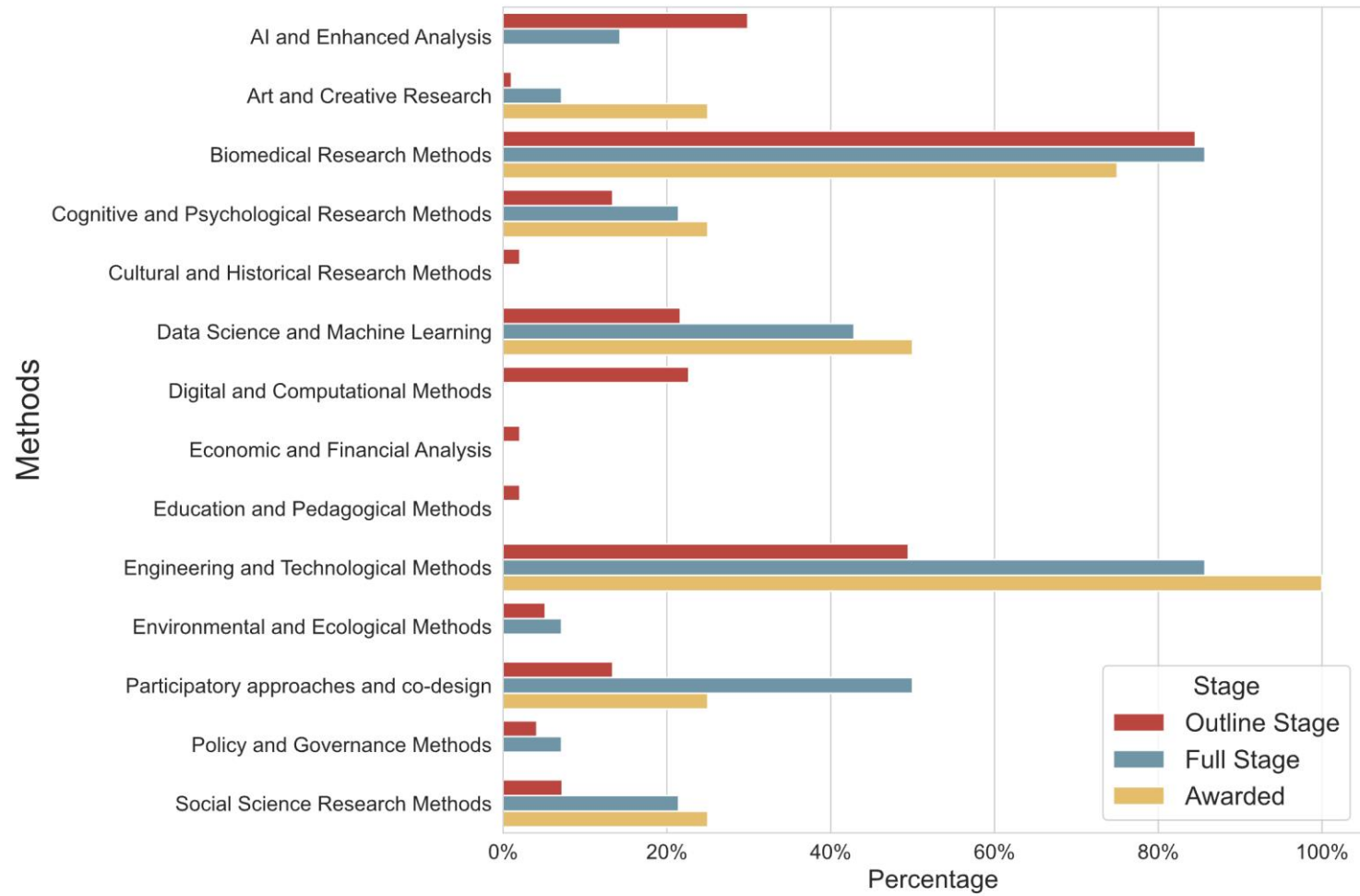


Figure 297 Round 1

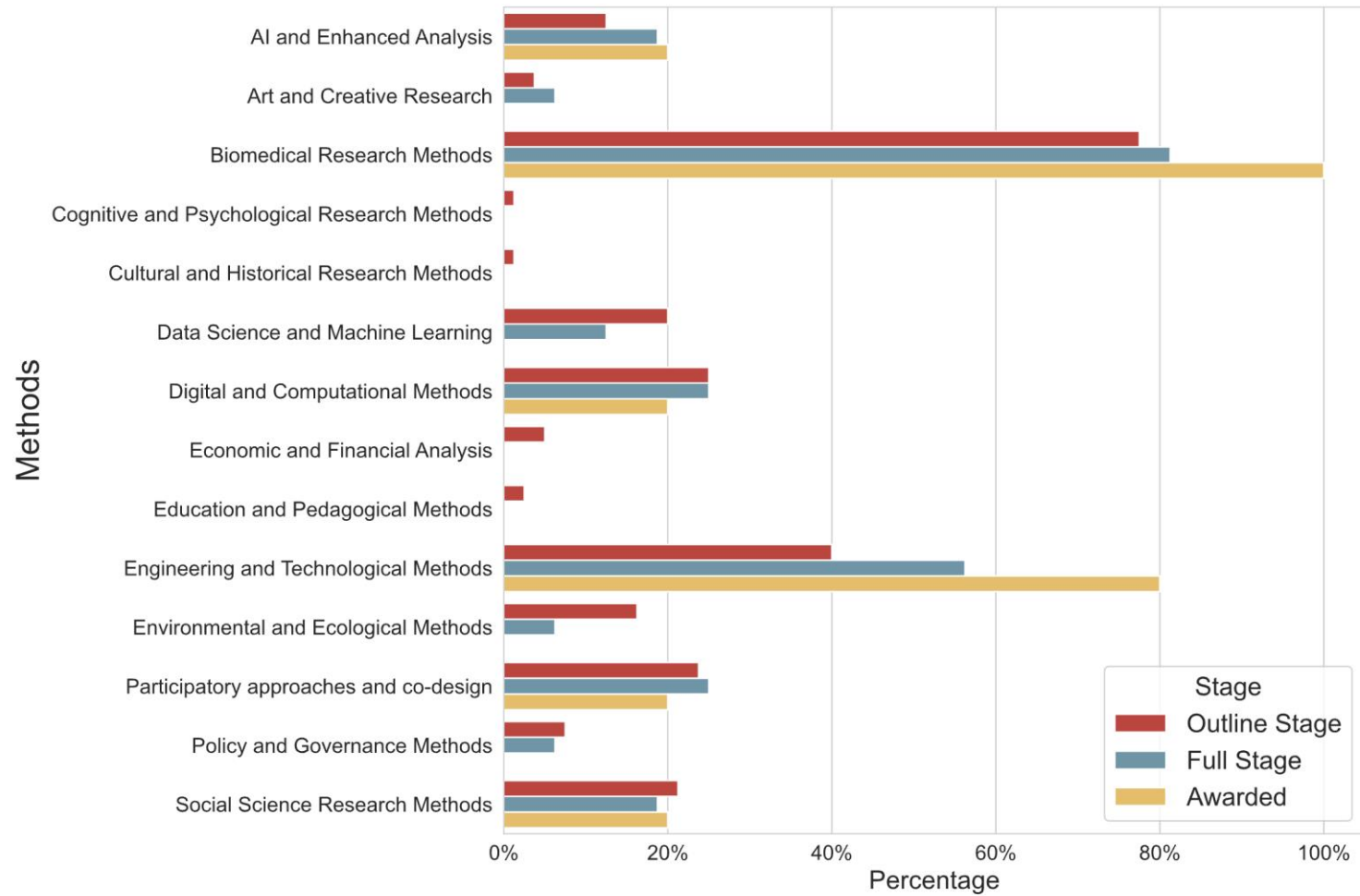


Figure 298 Round 2

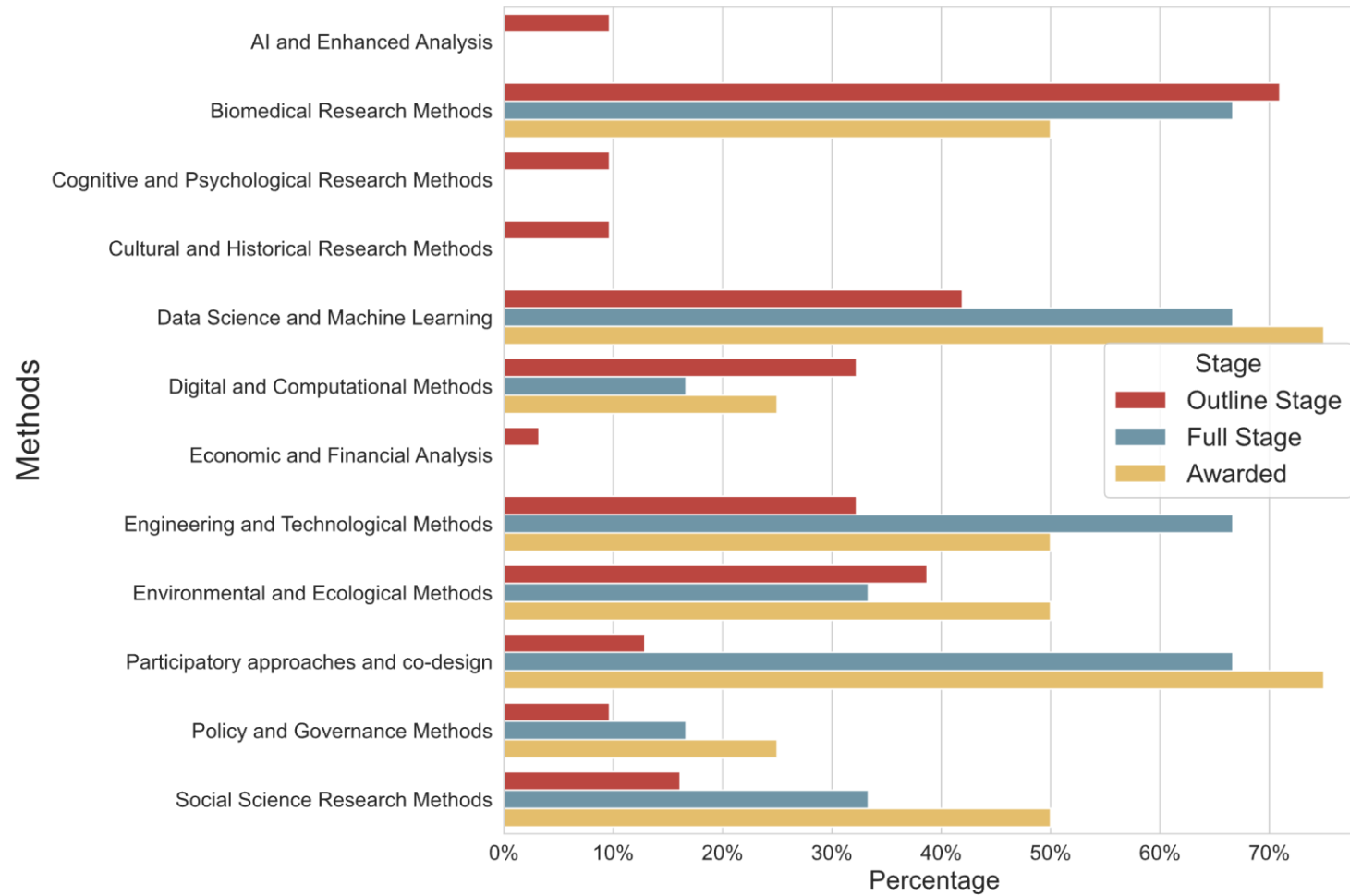


Figure 299 Round 1

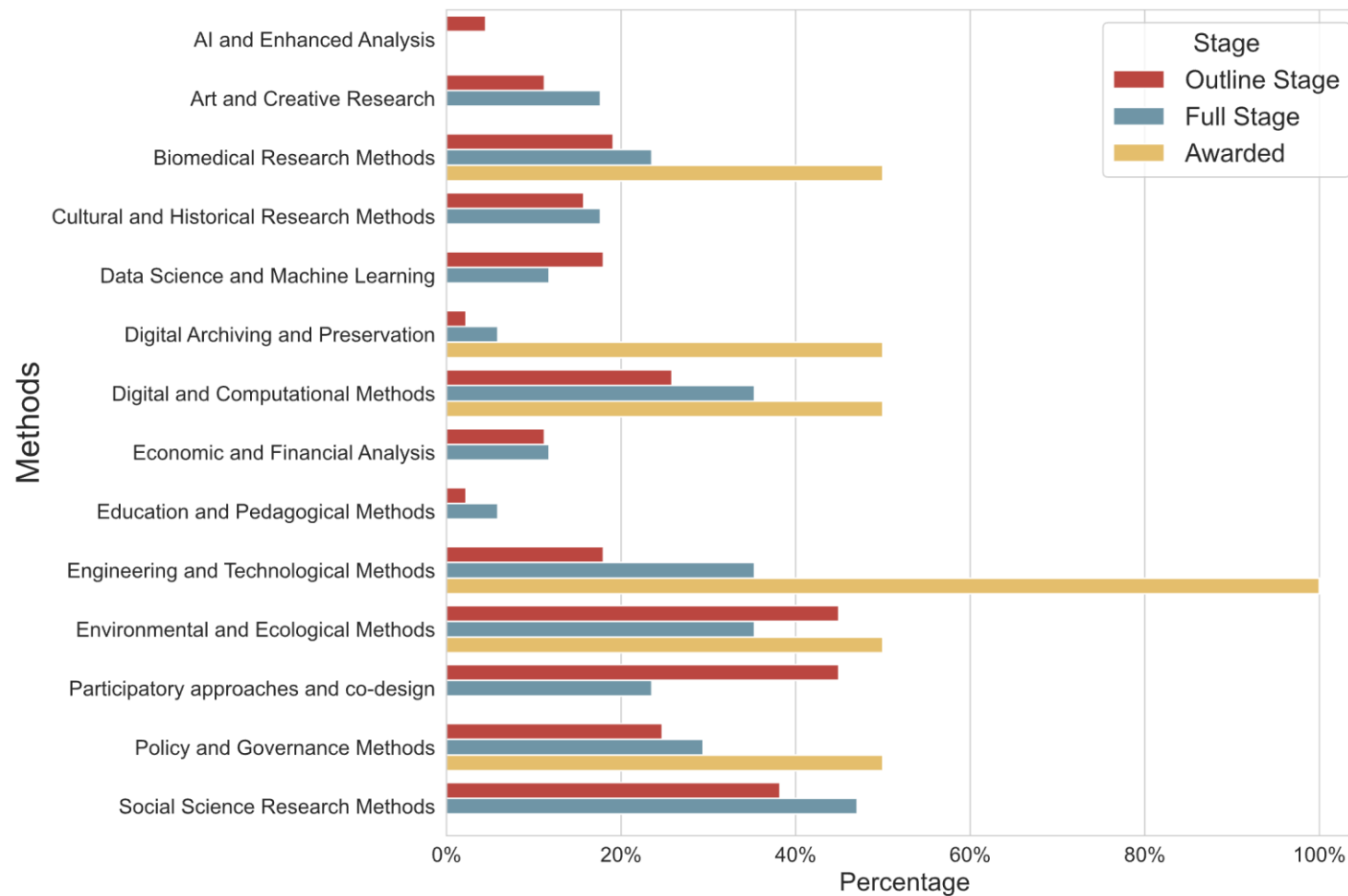


Figure 300 Round 2

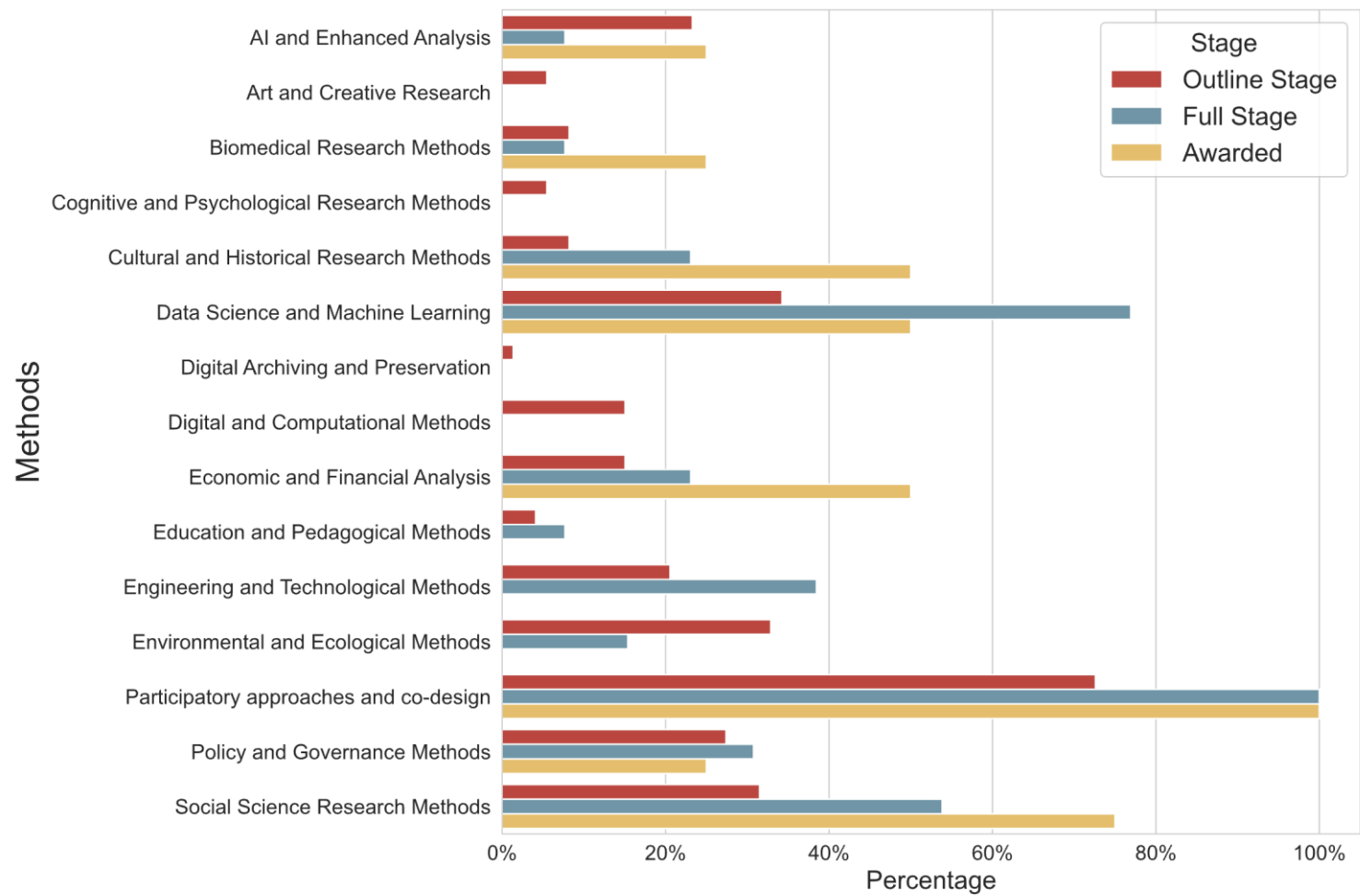


Figure 301 Round 1

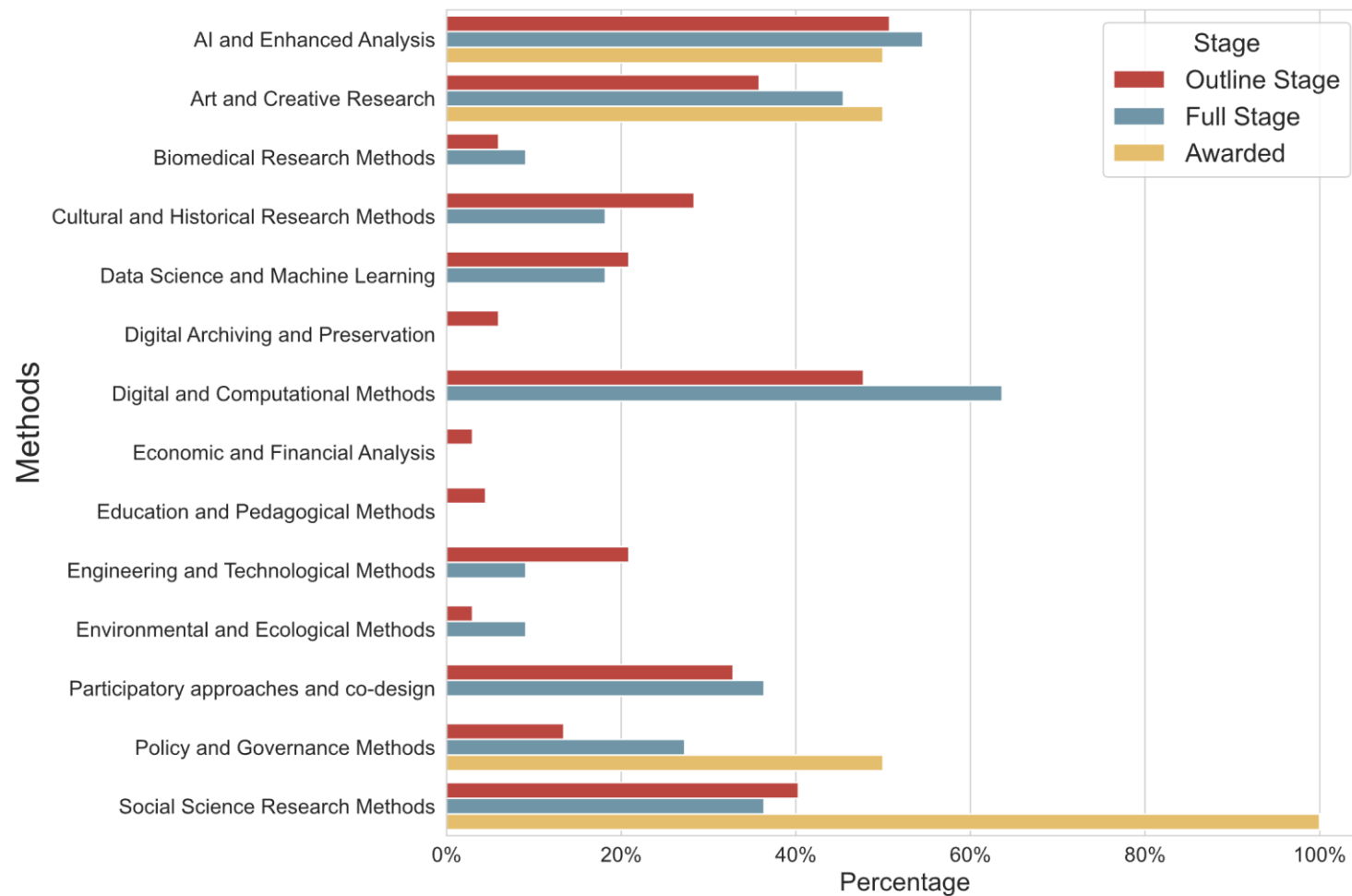


Figure 302 Round 2

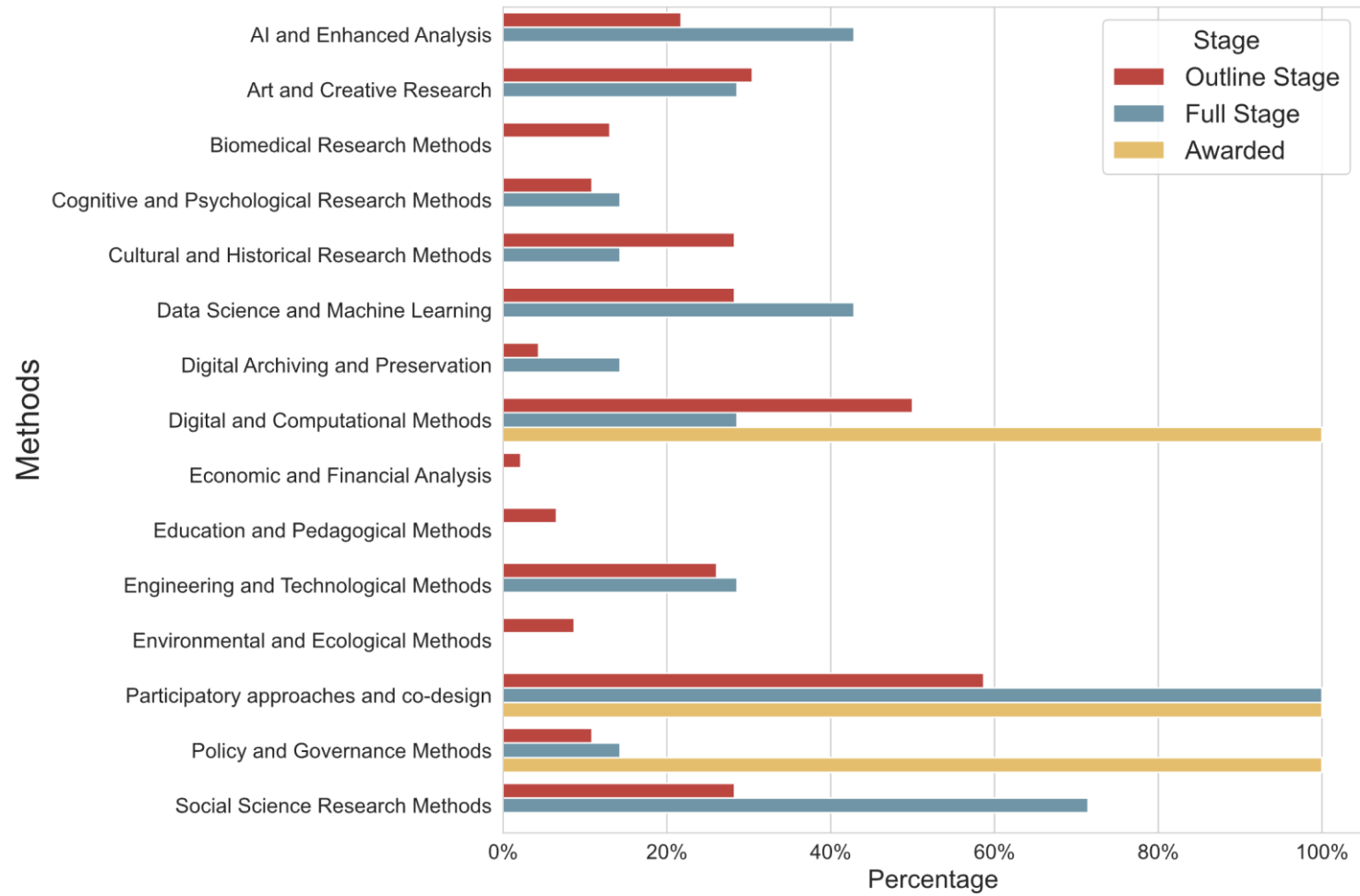


Figure 303 Round 1

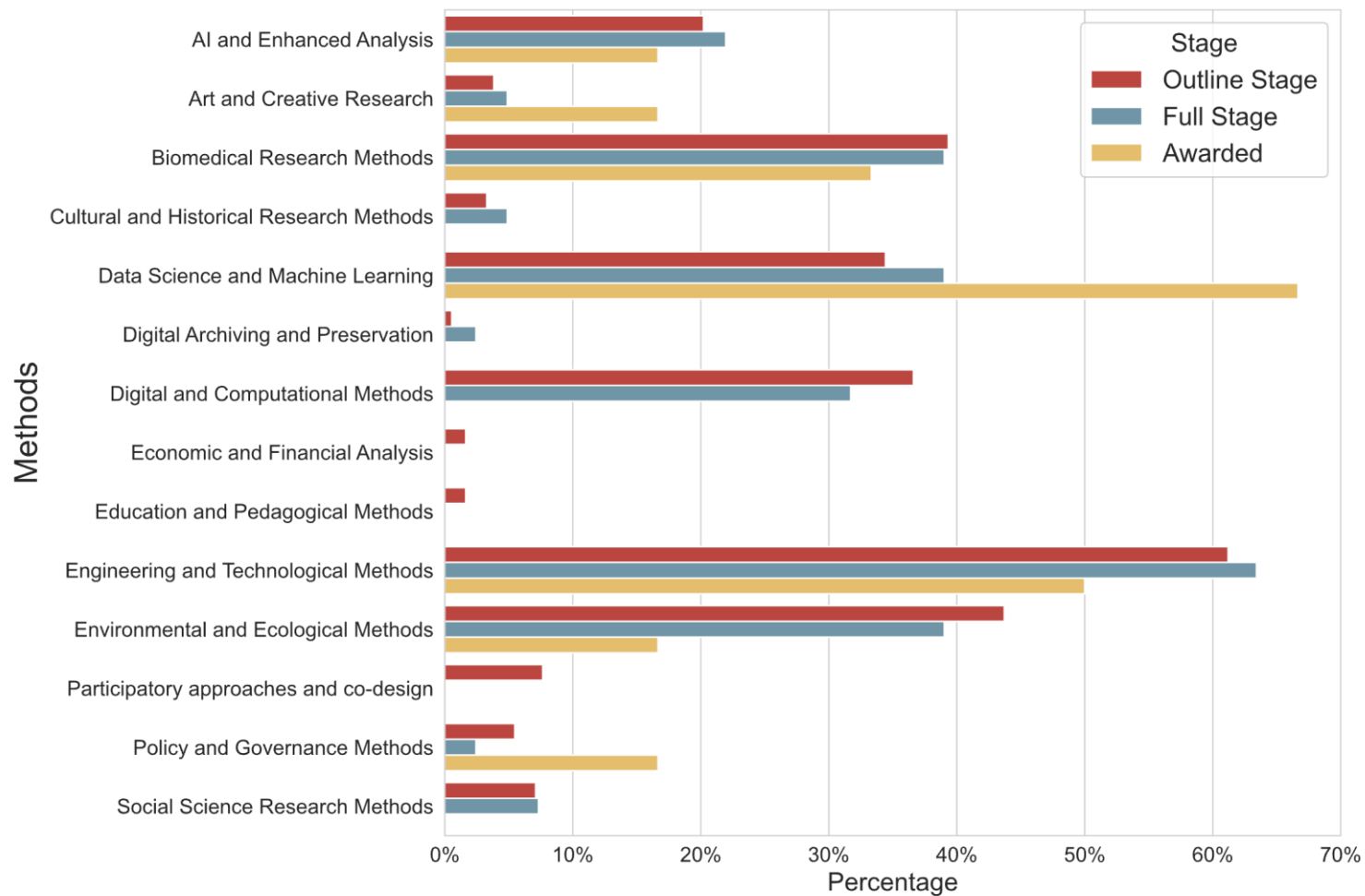


Figure 304 Round 2

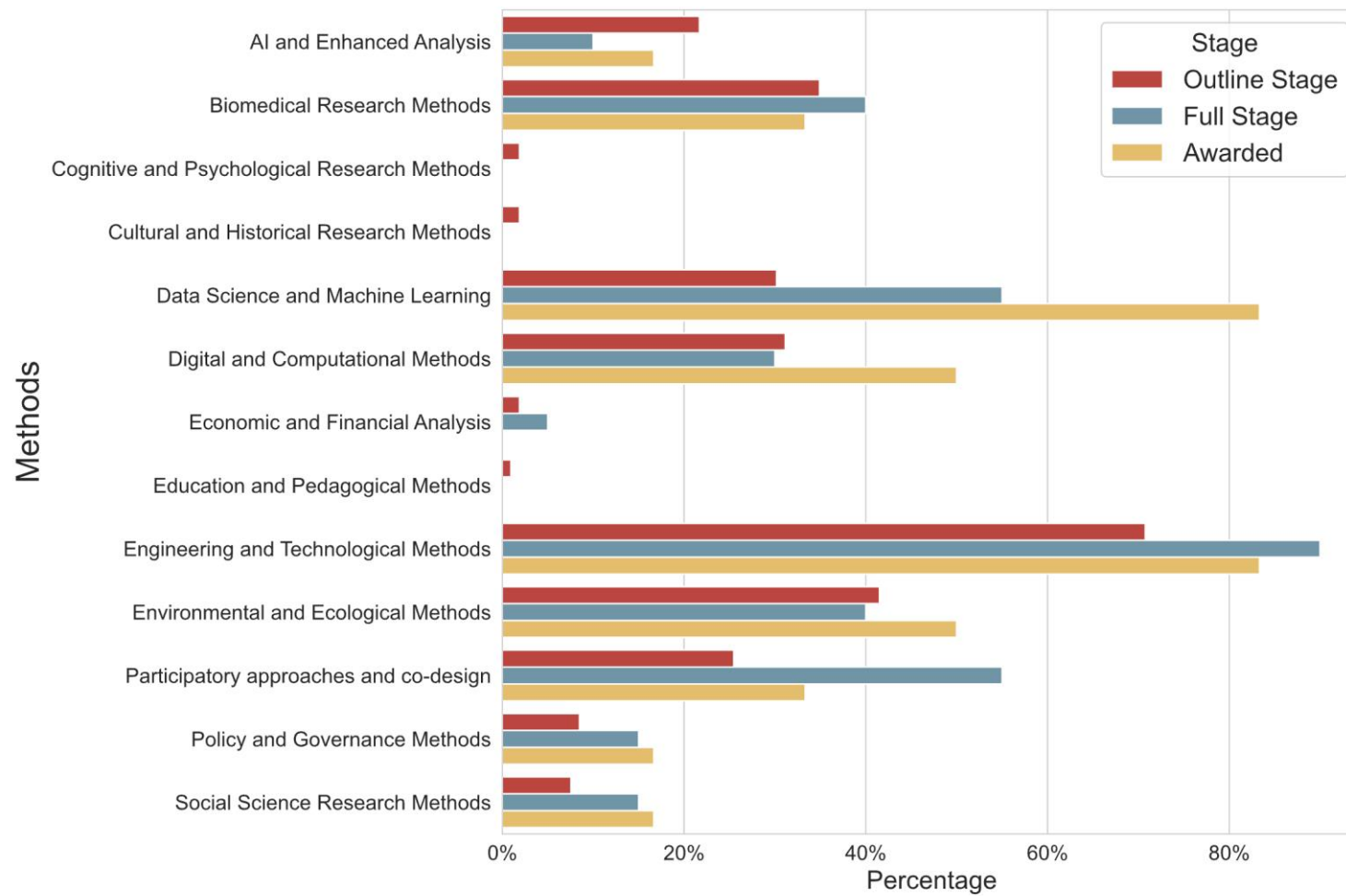


Figure 305 Round 1

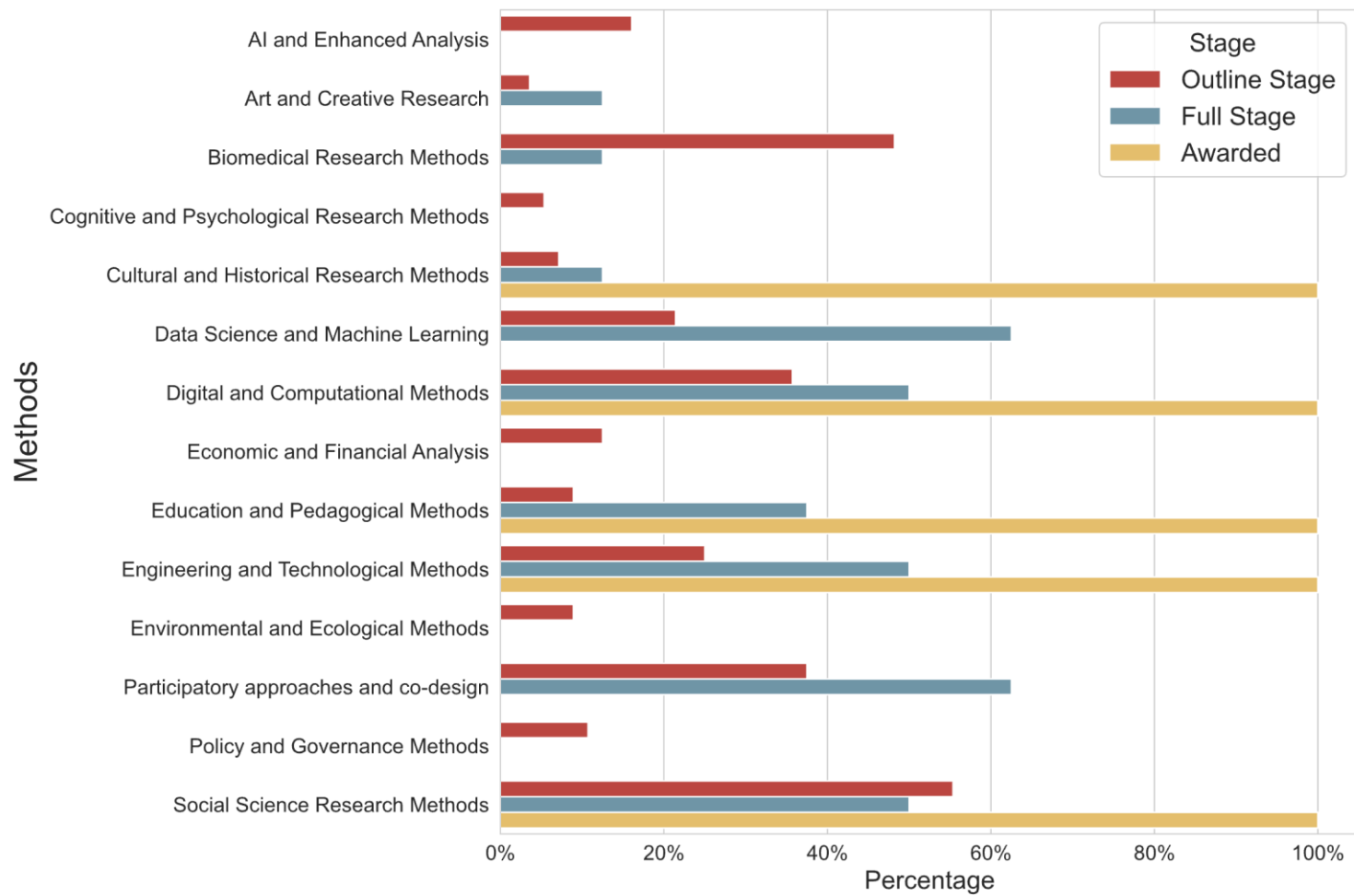


Figure 306 Round 2

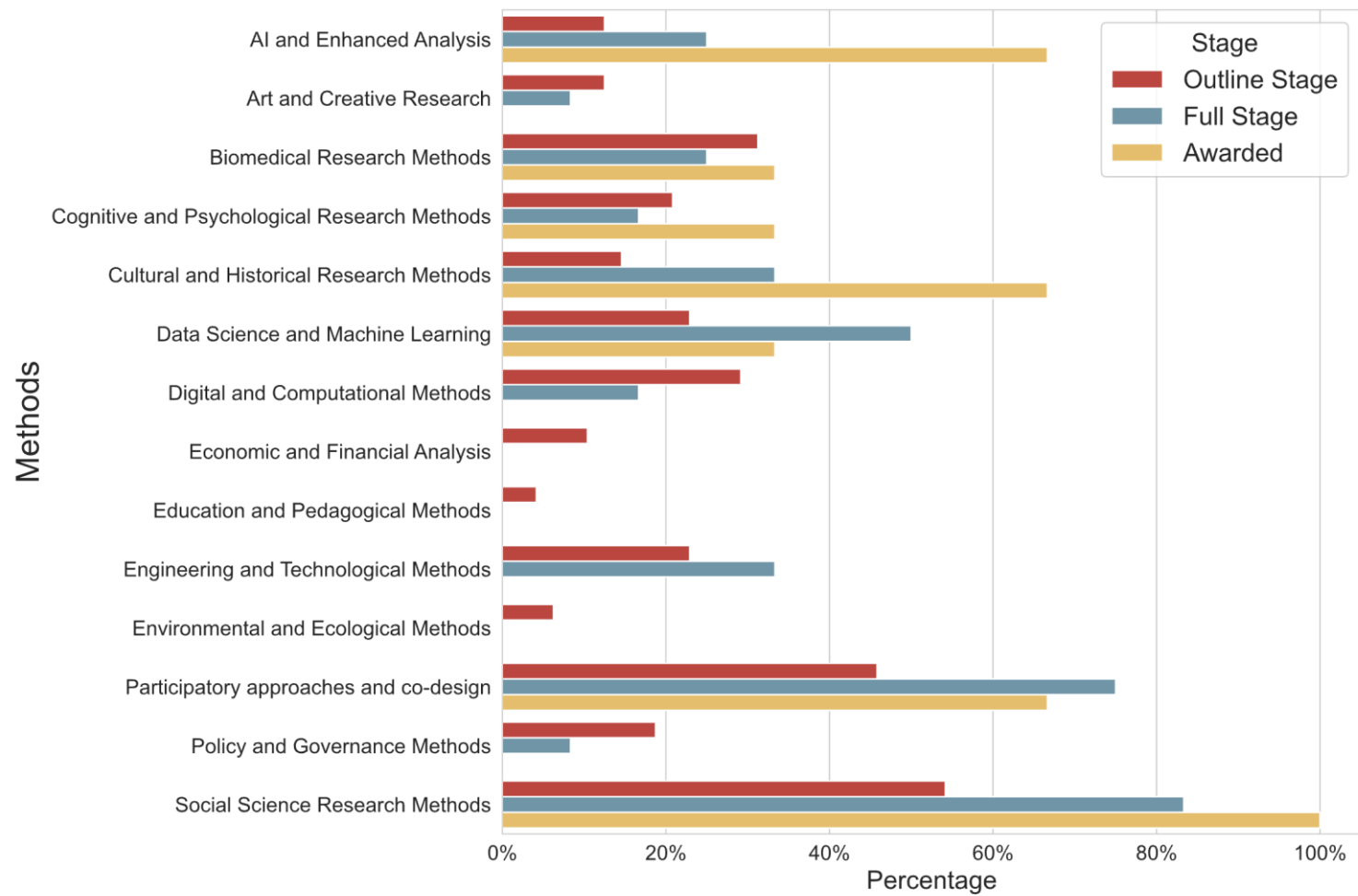


Figure 307 Round 1

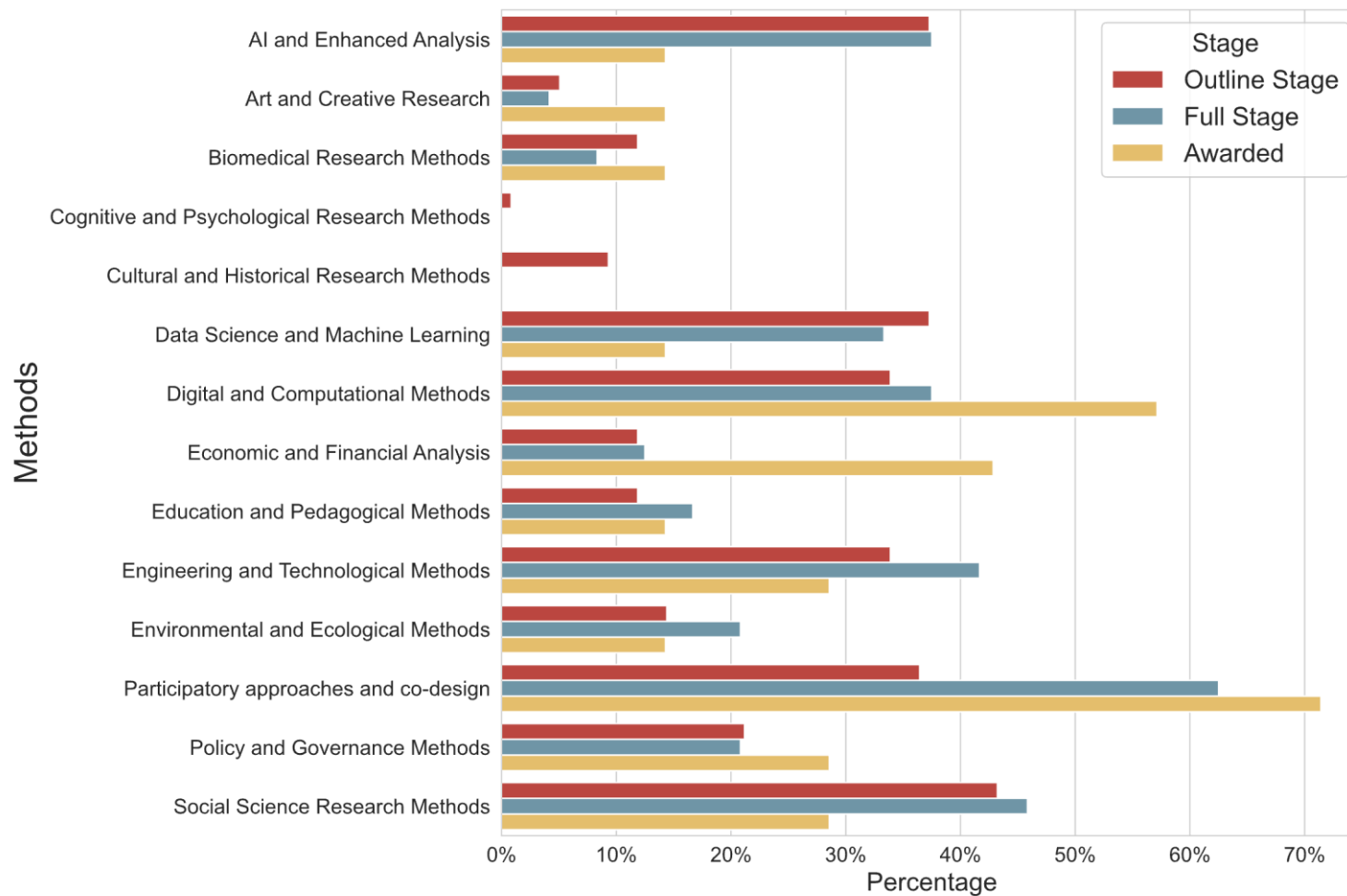
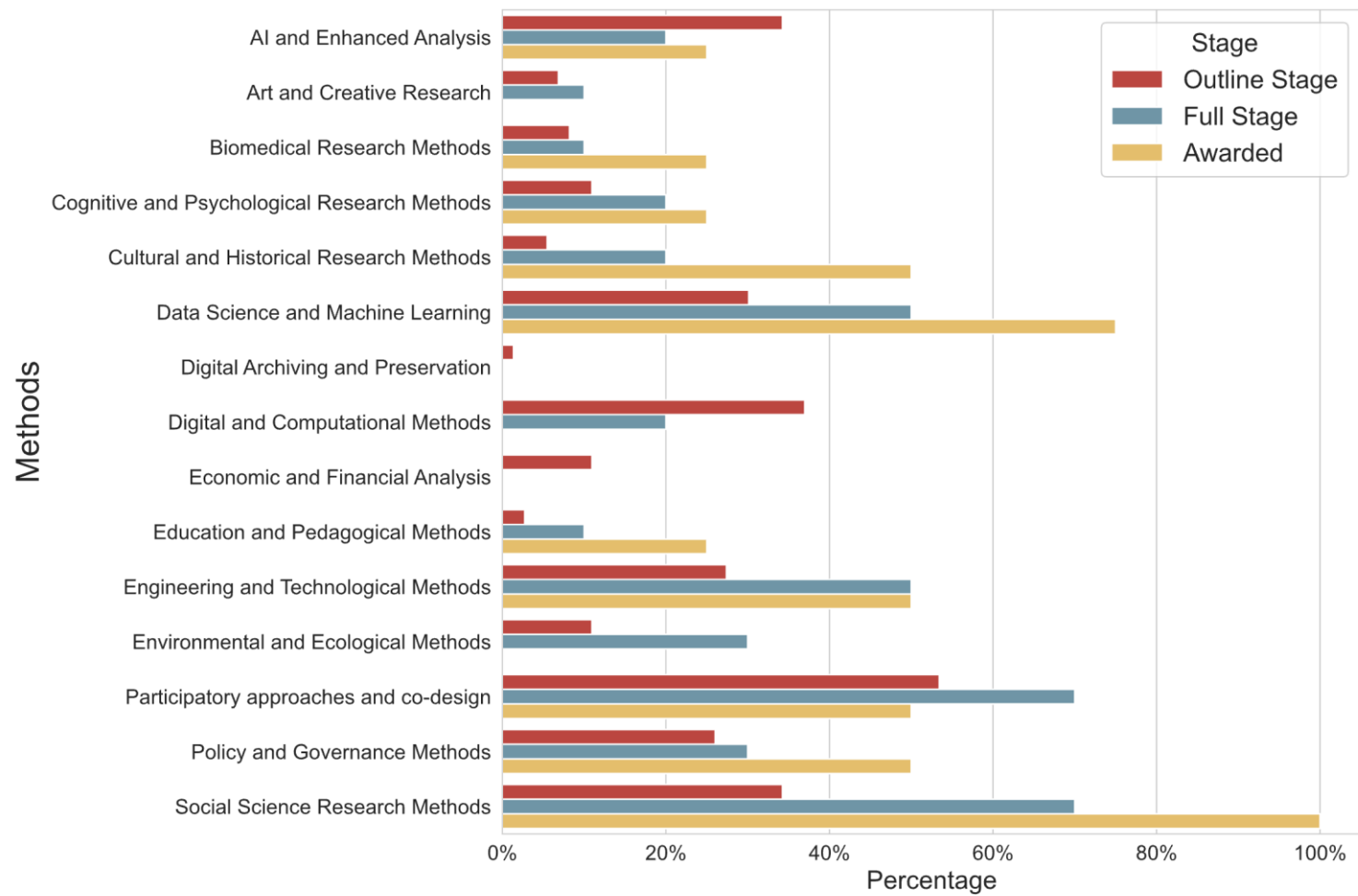


Figure 308 Round 2



G.1.2.Key problems

G.1.2.1 All applications

Figure 309 Round 1

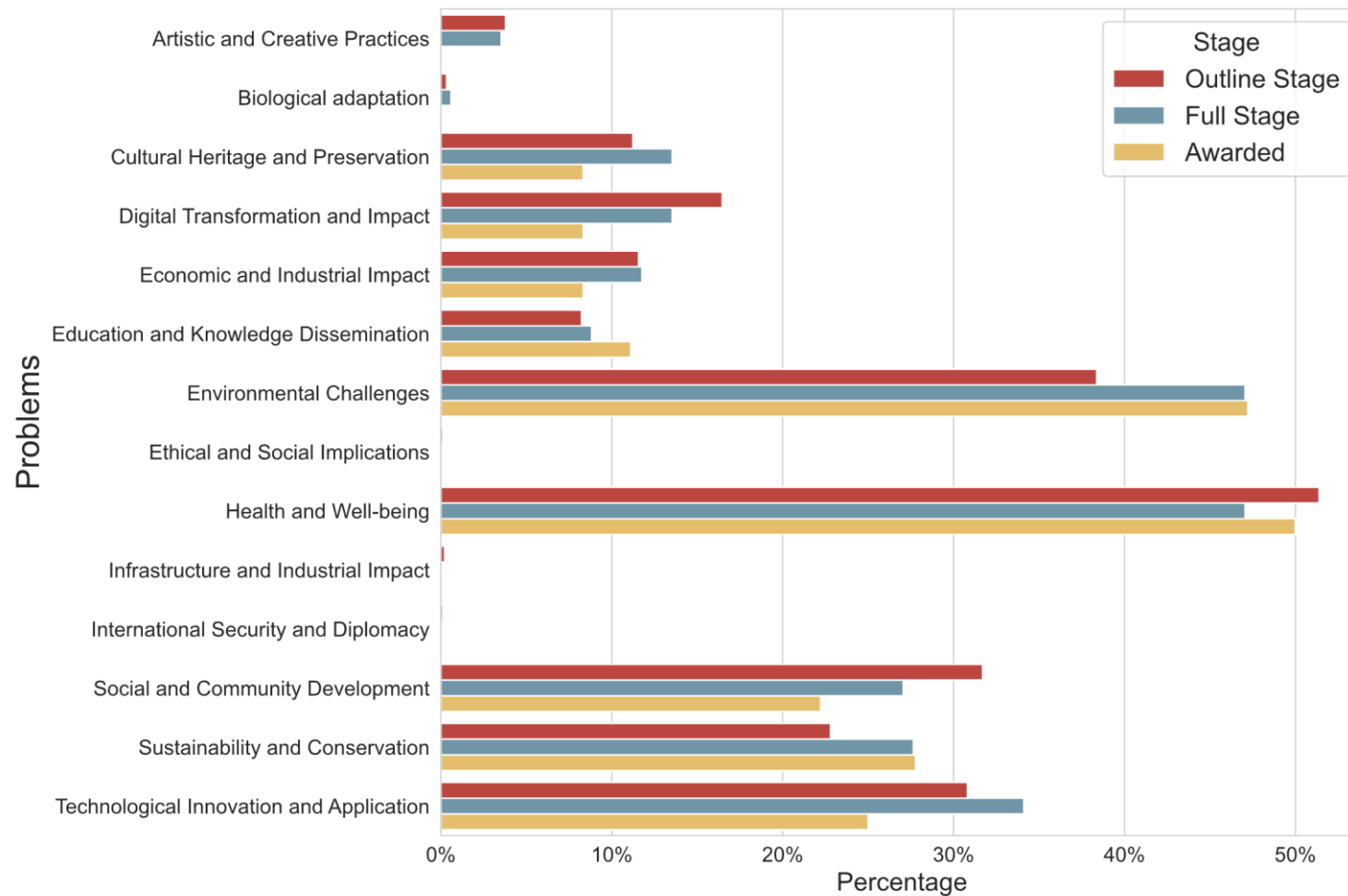


Figure 310 Round 2

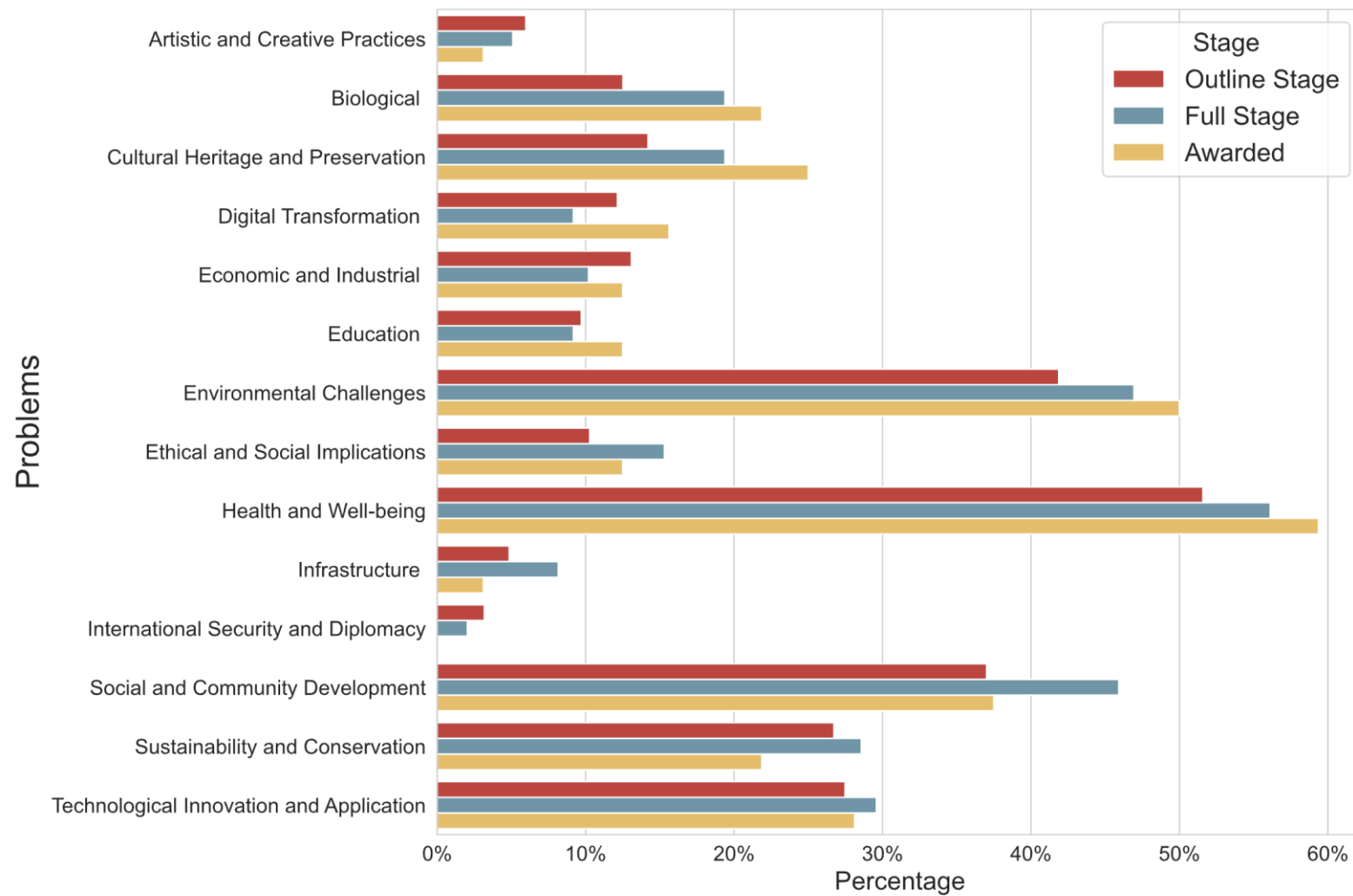


Figure 311 Round 1

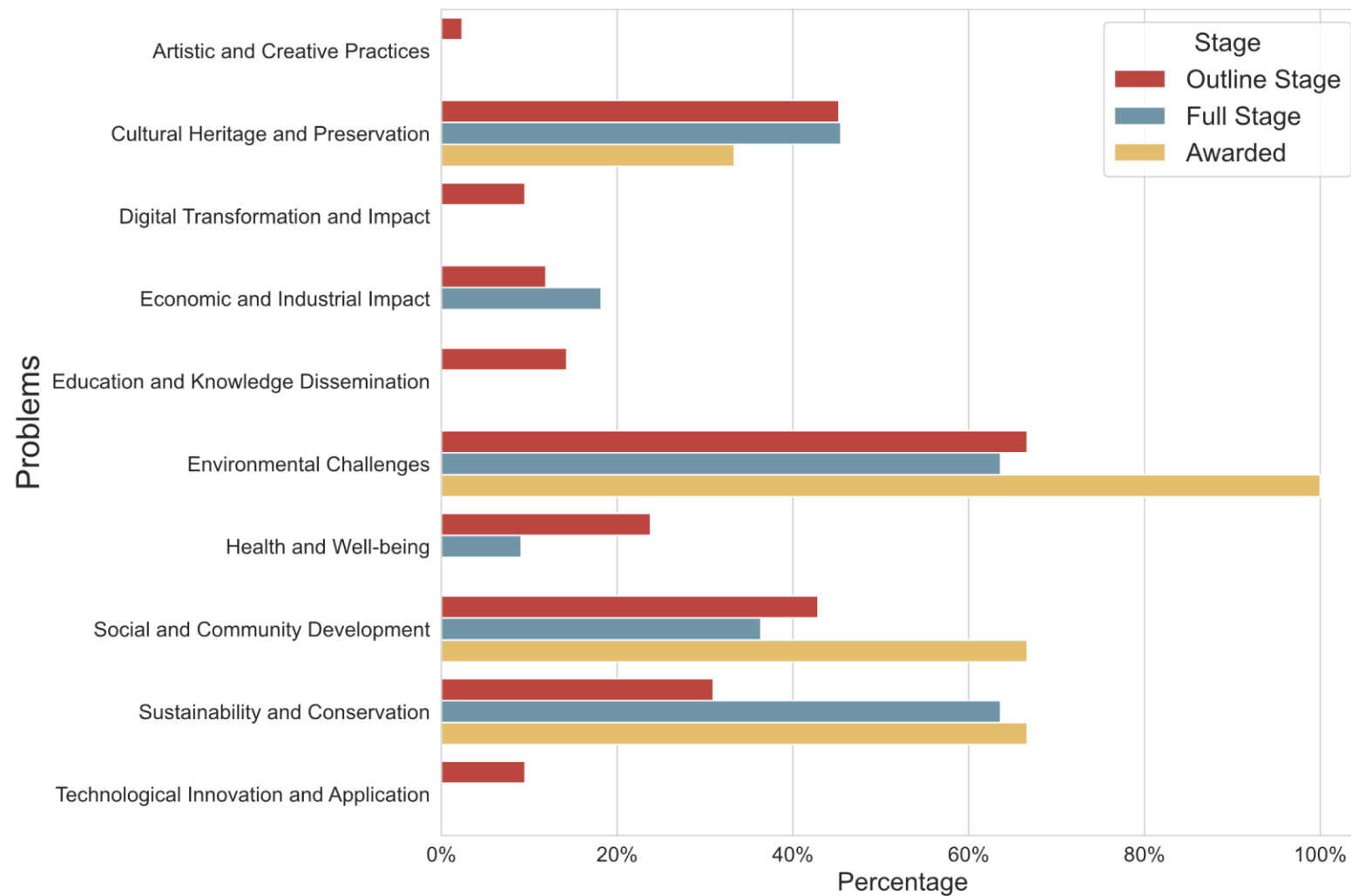


Figure 312 Round 2

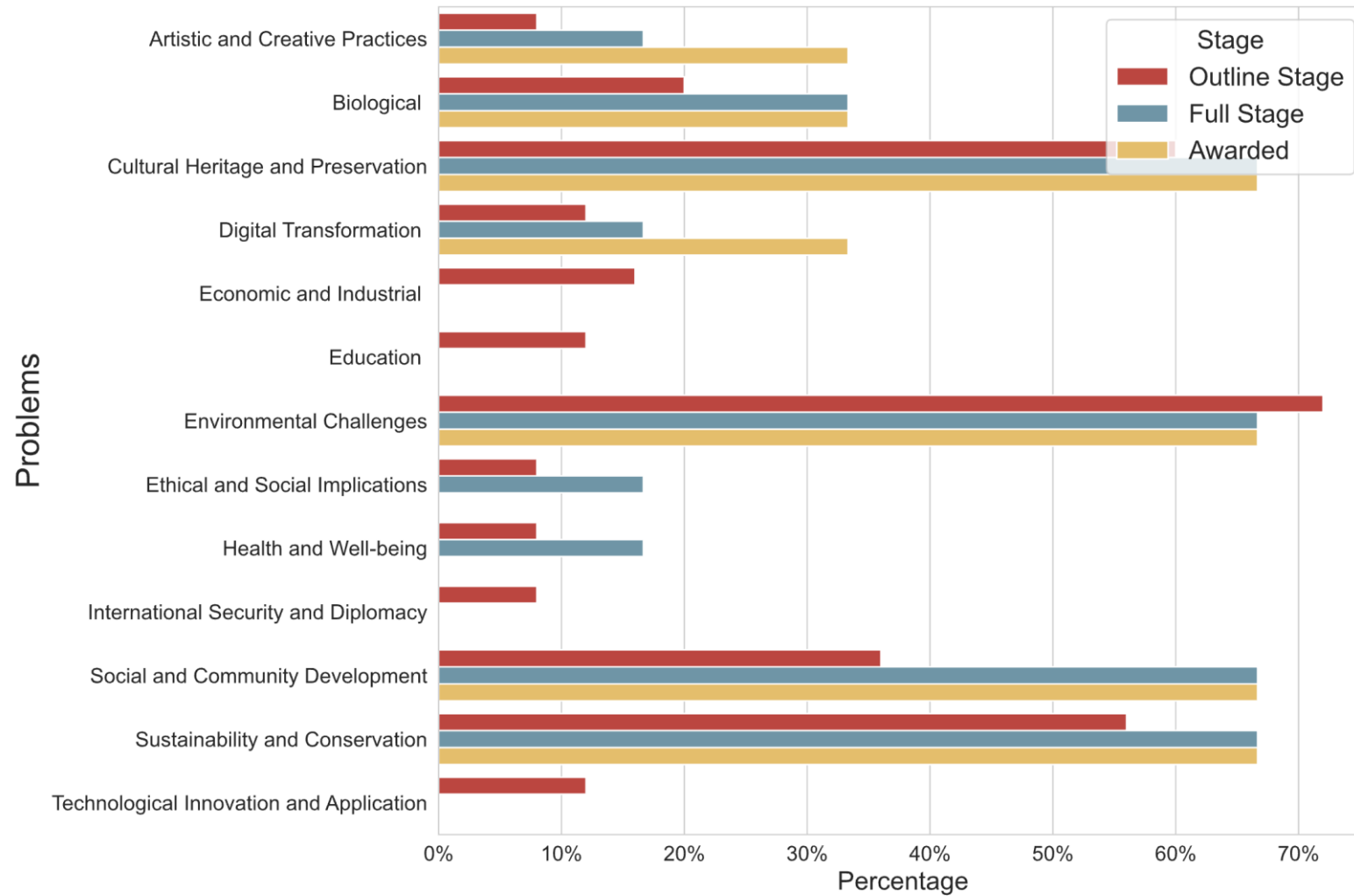


Figure 313 Round 1

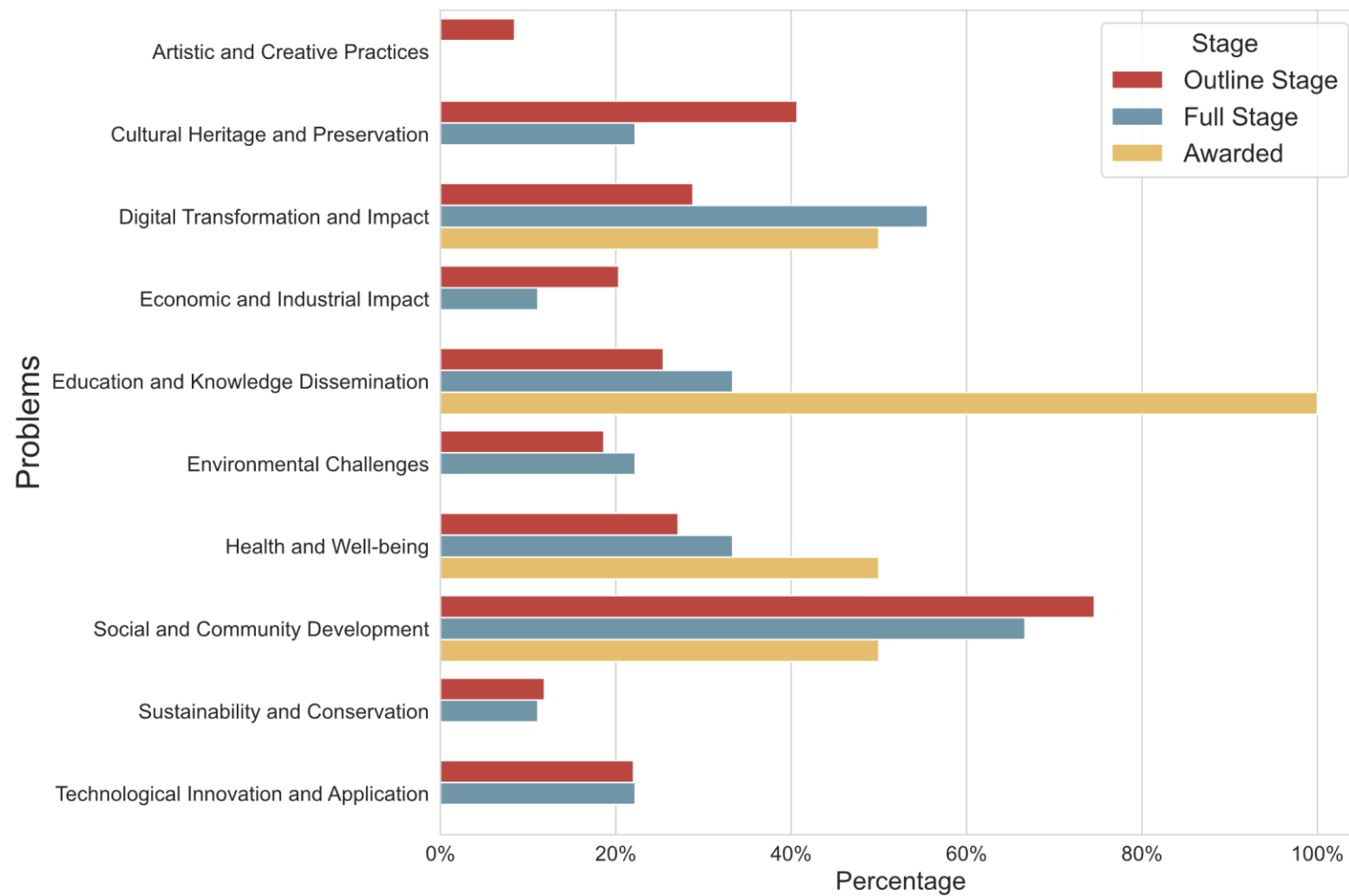


Figure 314 Round 2

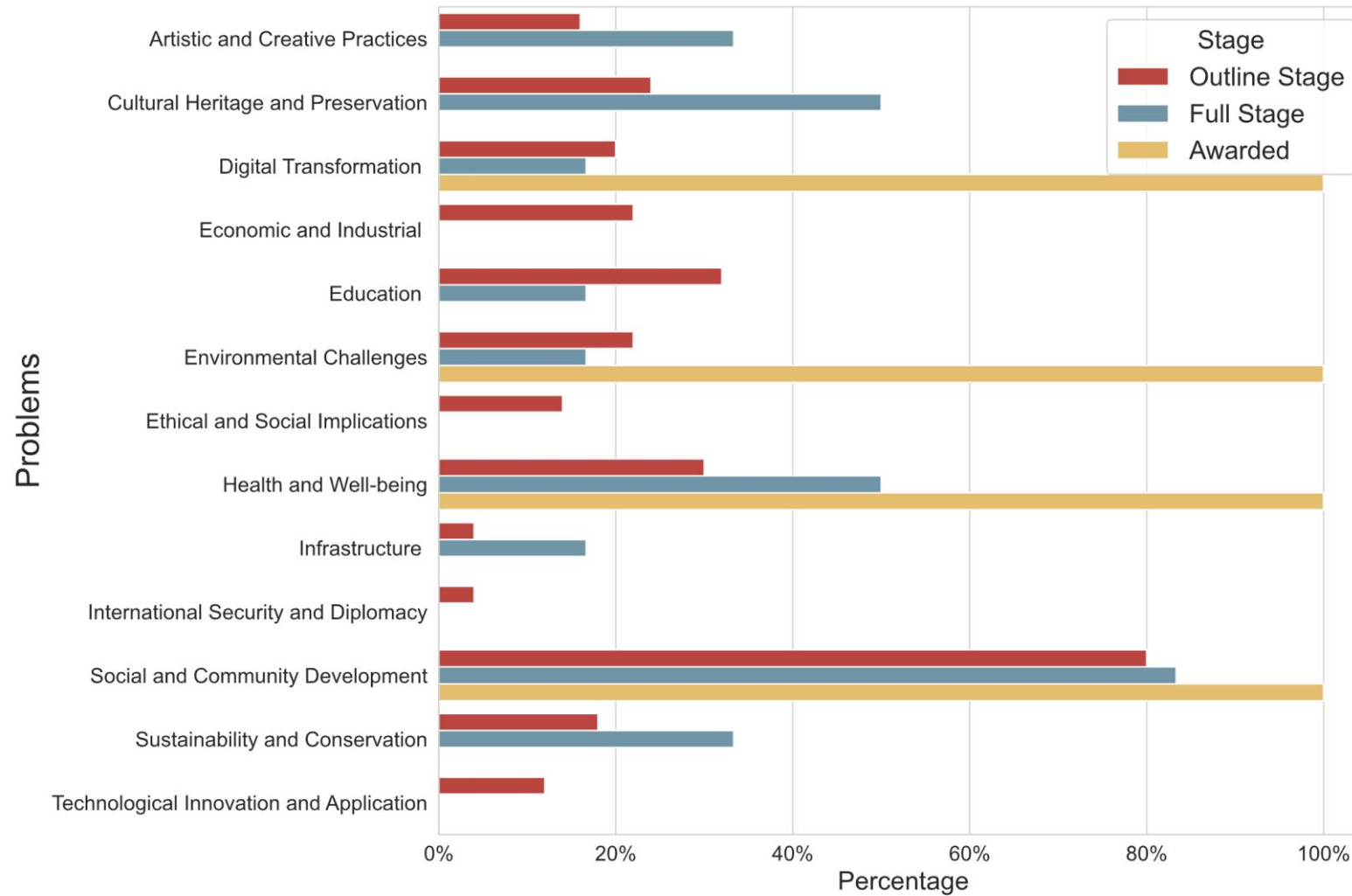


Figure 315 Round 1

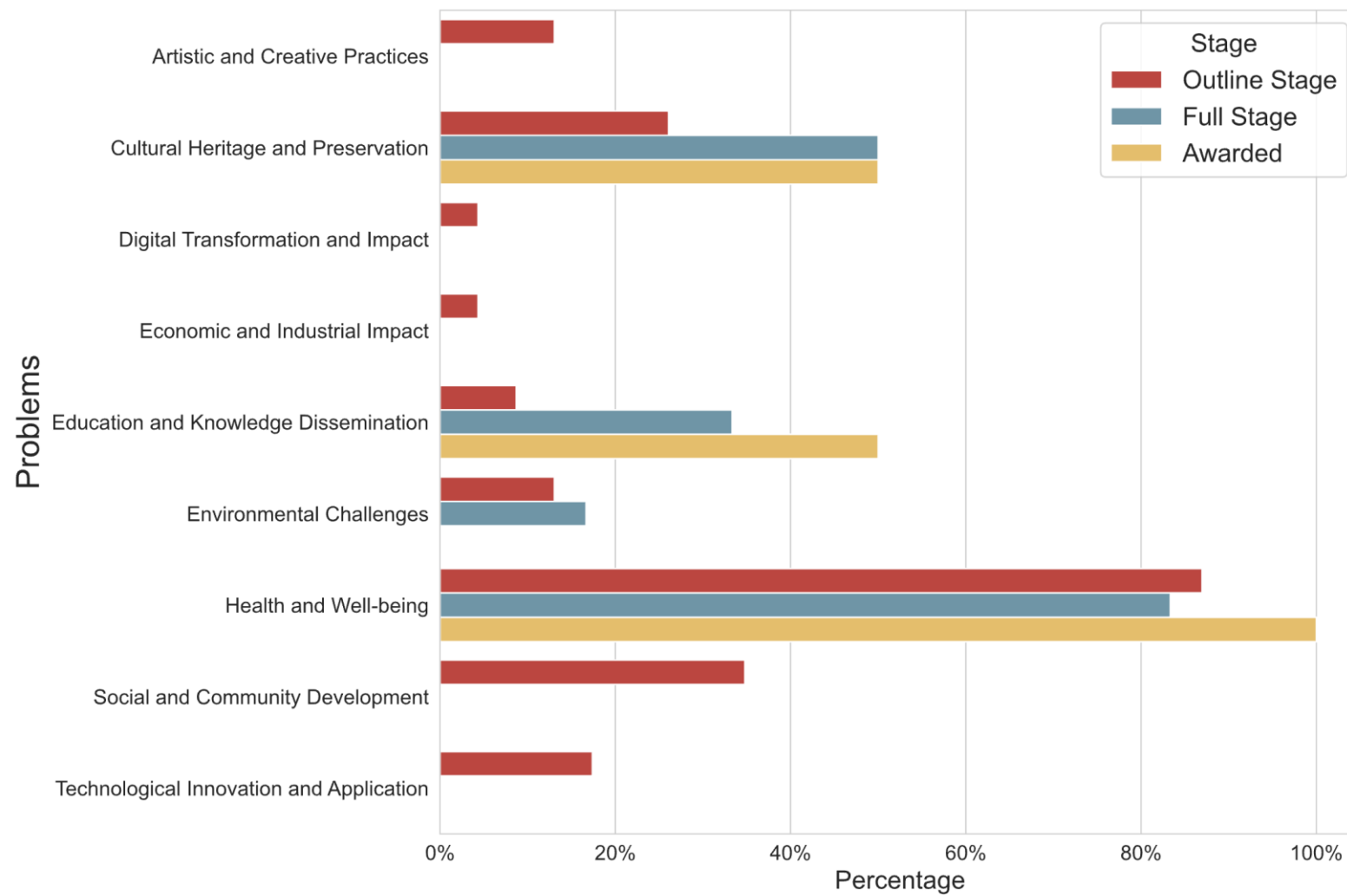


Figure 316 Round 2

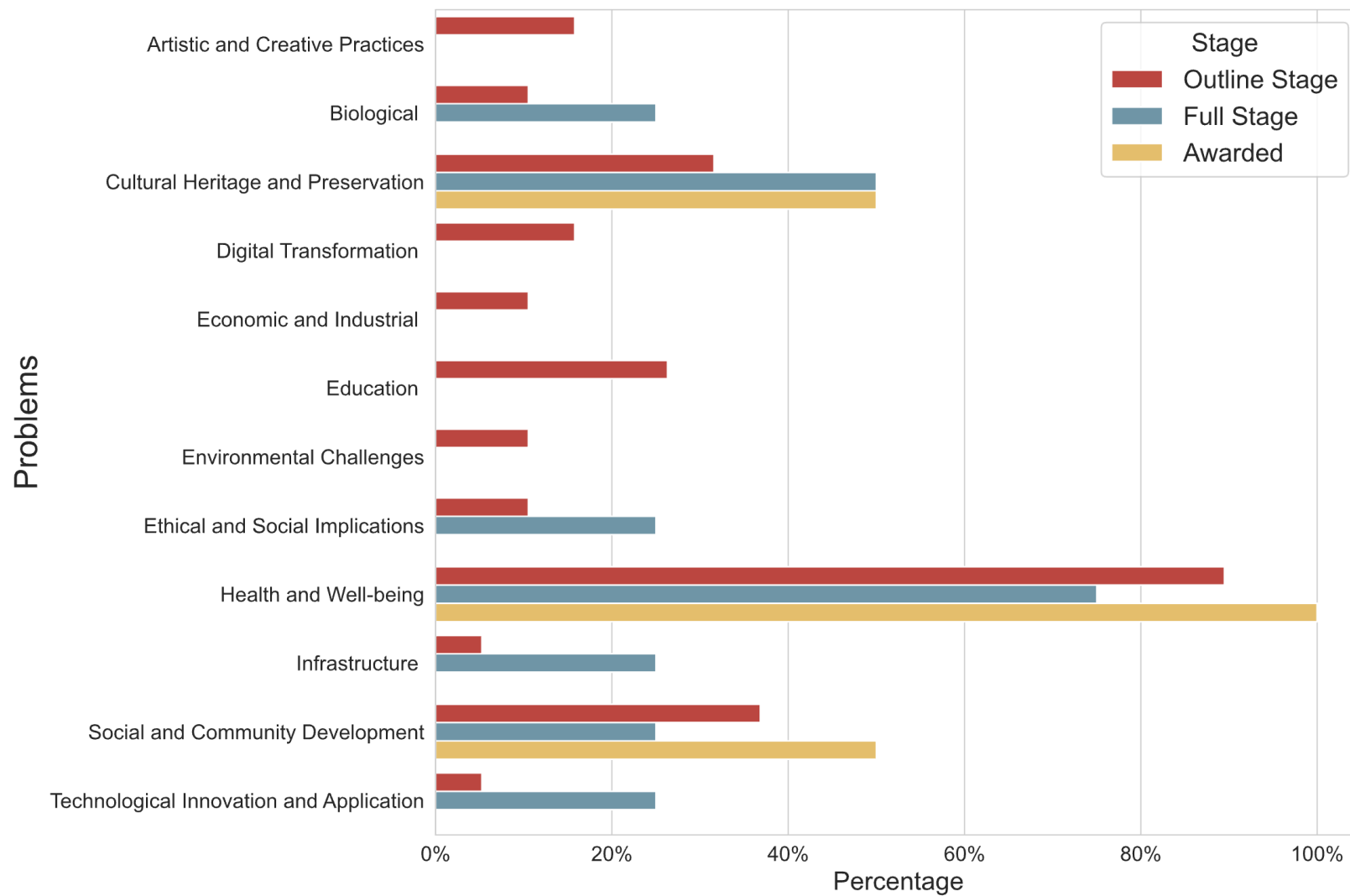


Figure 317 Round 1

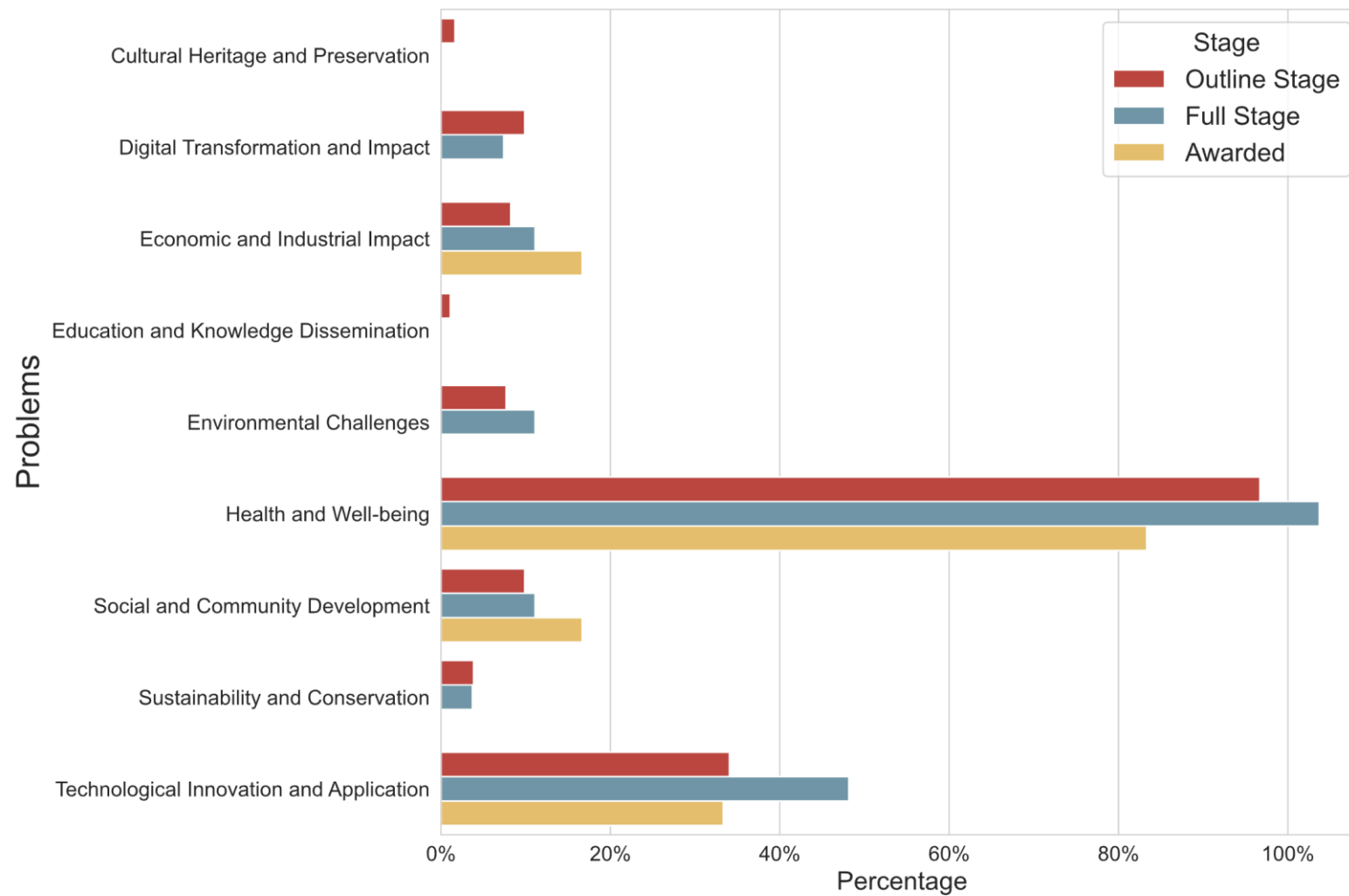


Figure 318 Round 2

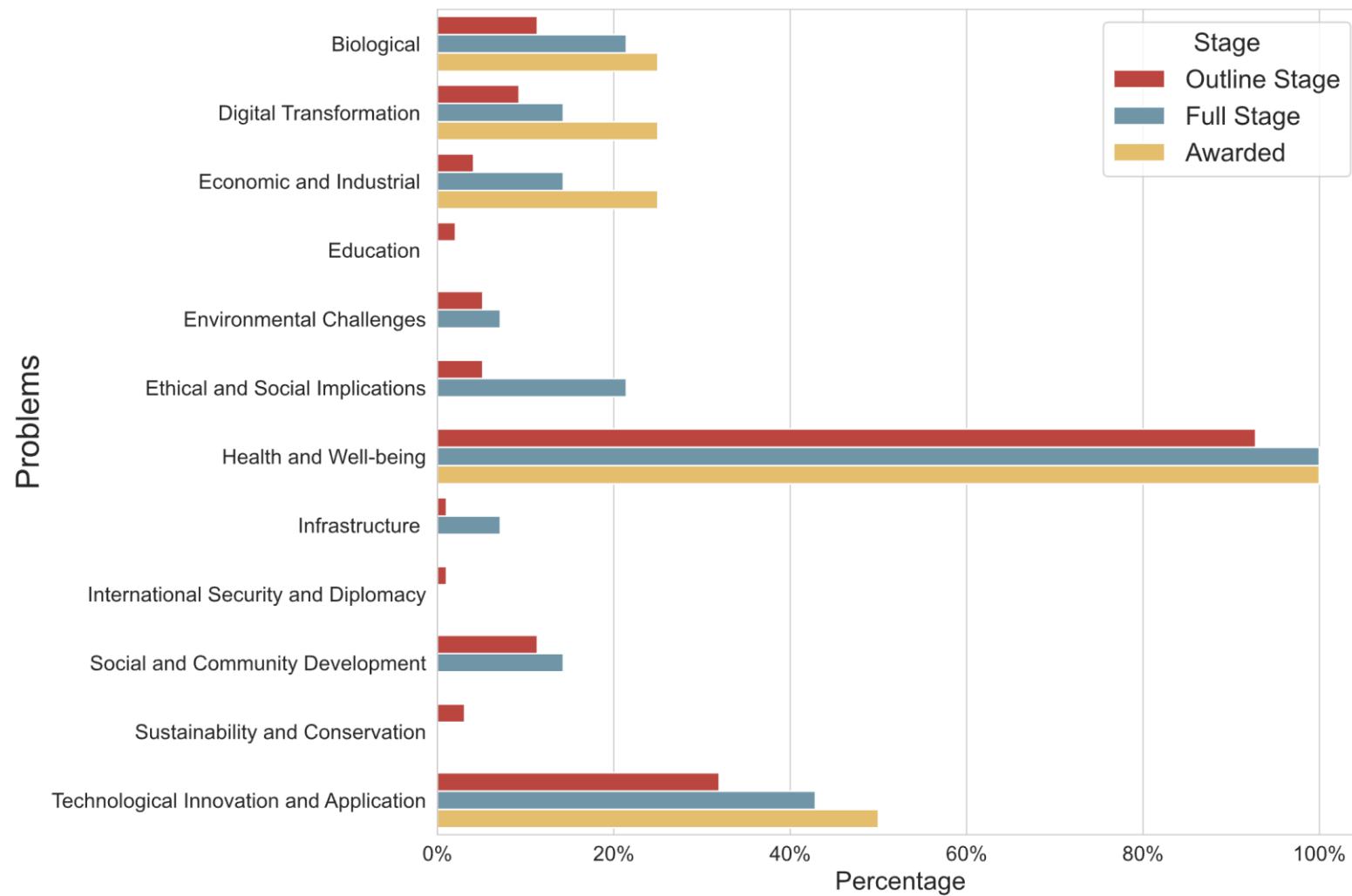


Figure 319 Round 1

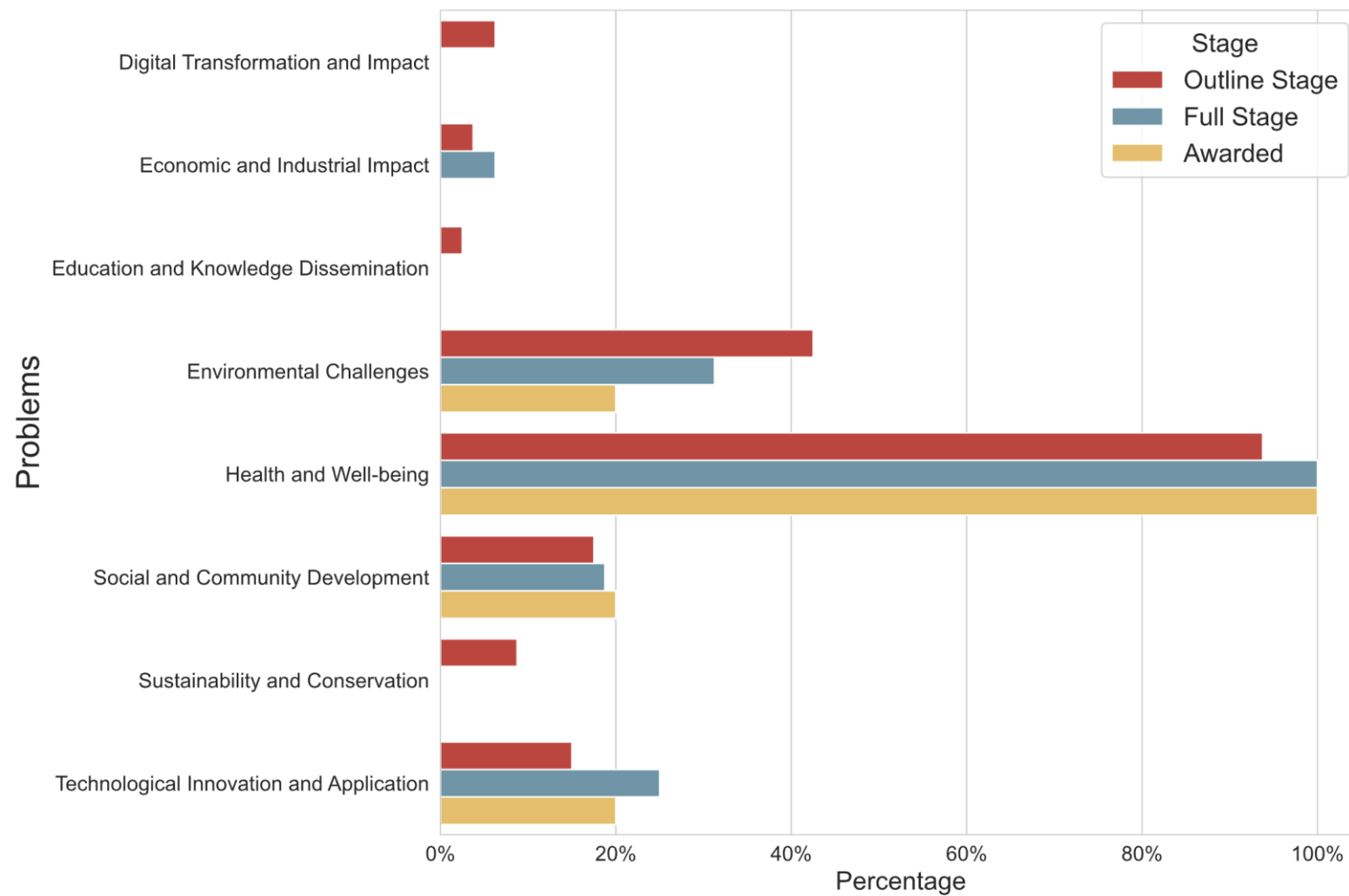


Figure 320 Round 2

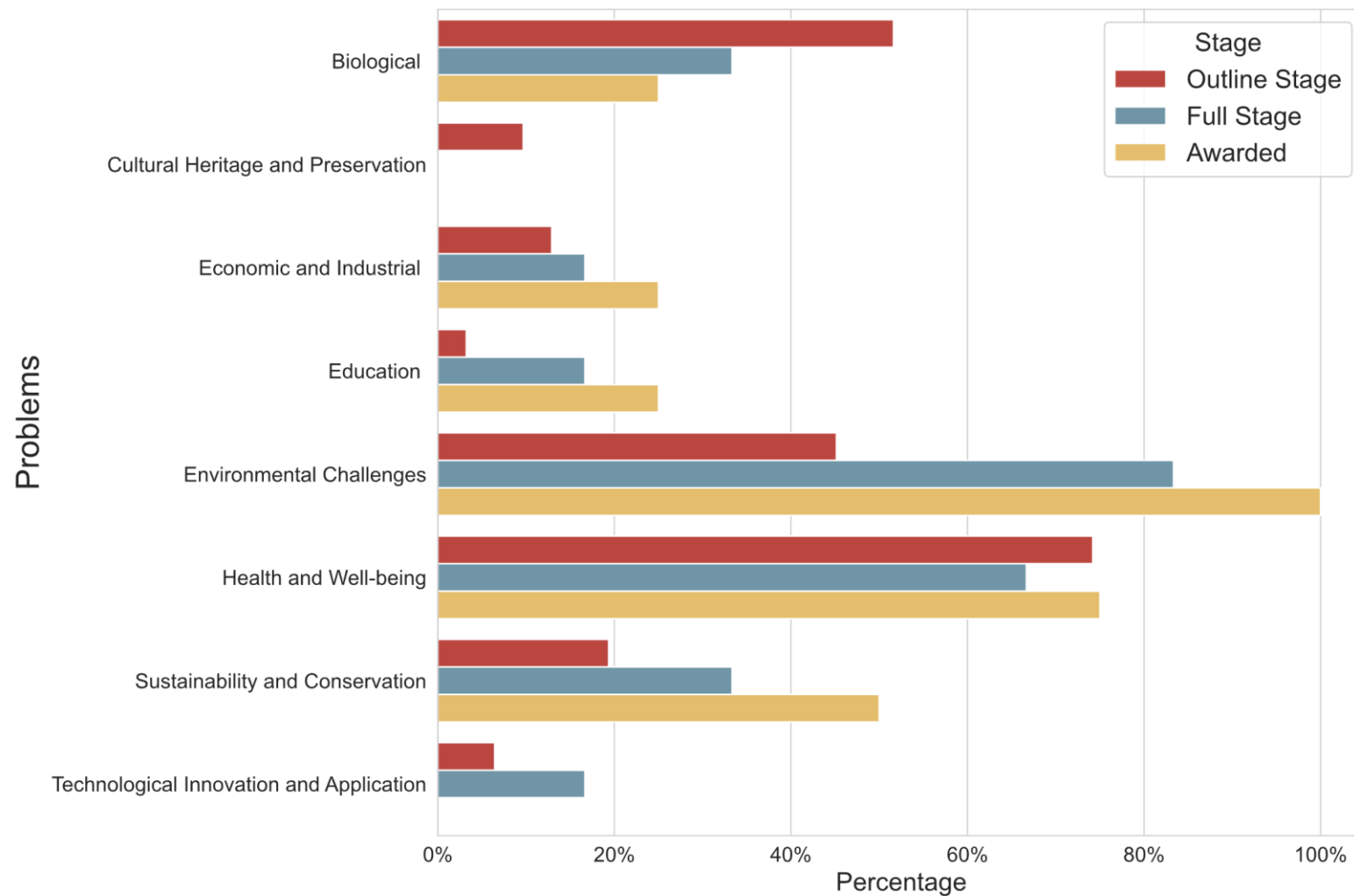


Figure 321 Round 1

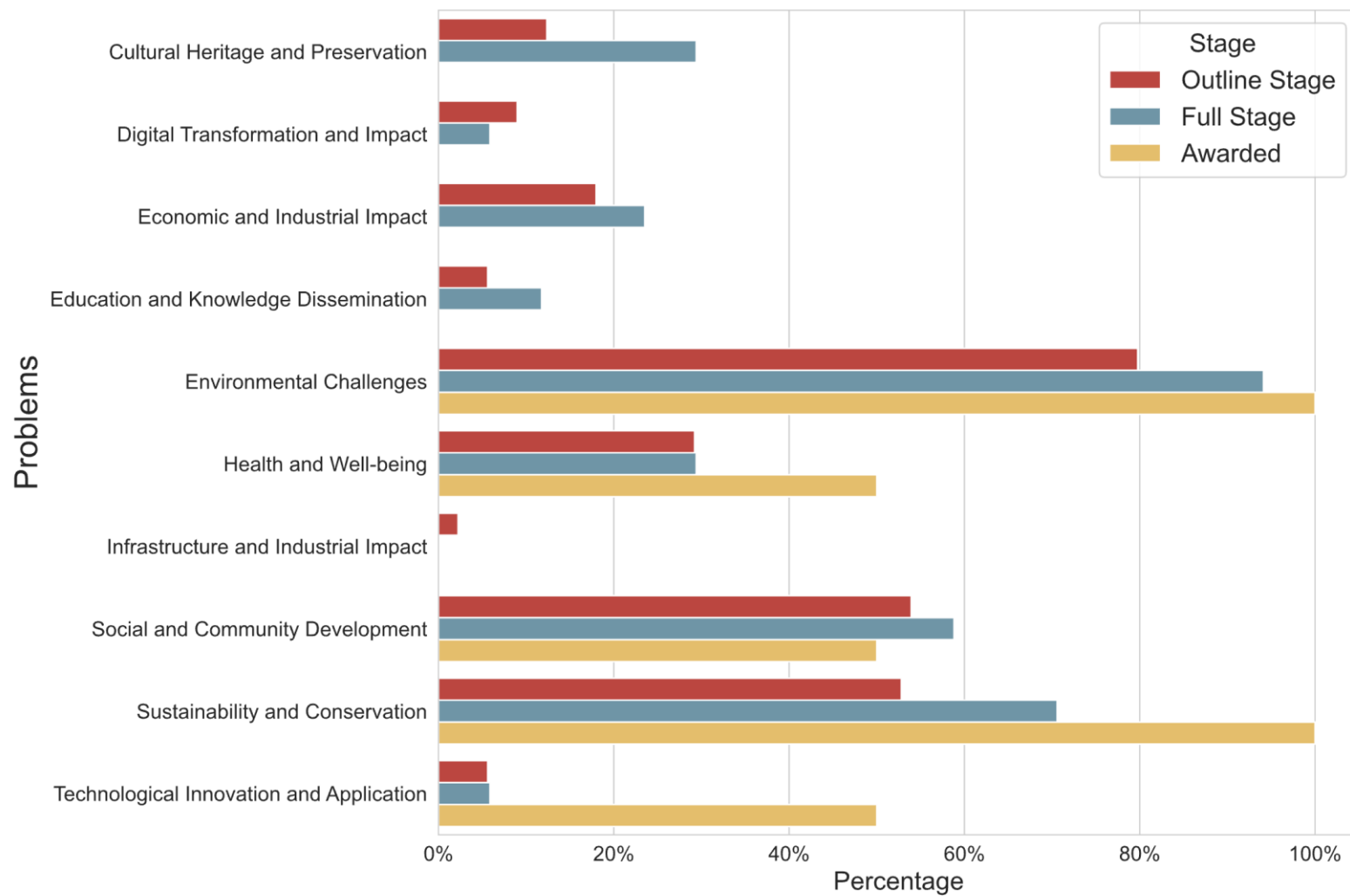


Figure 322 Round 2

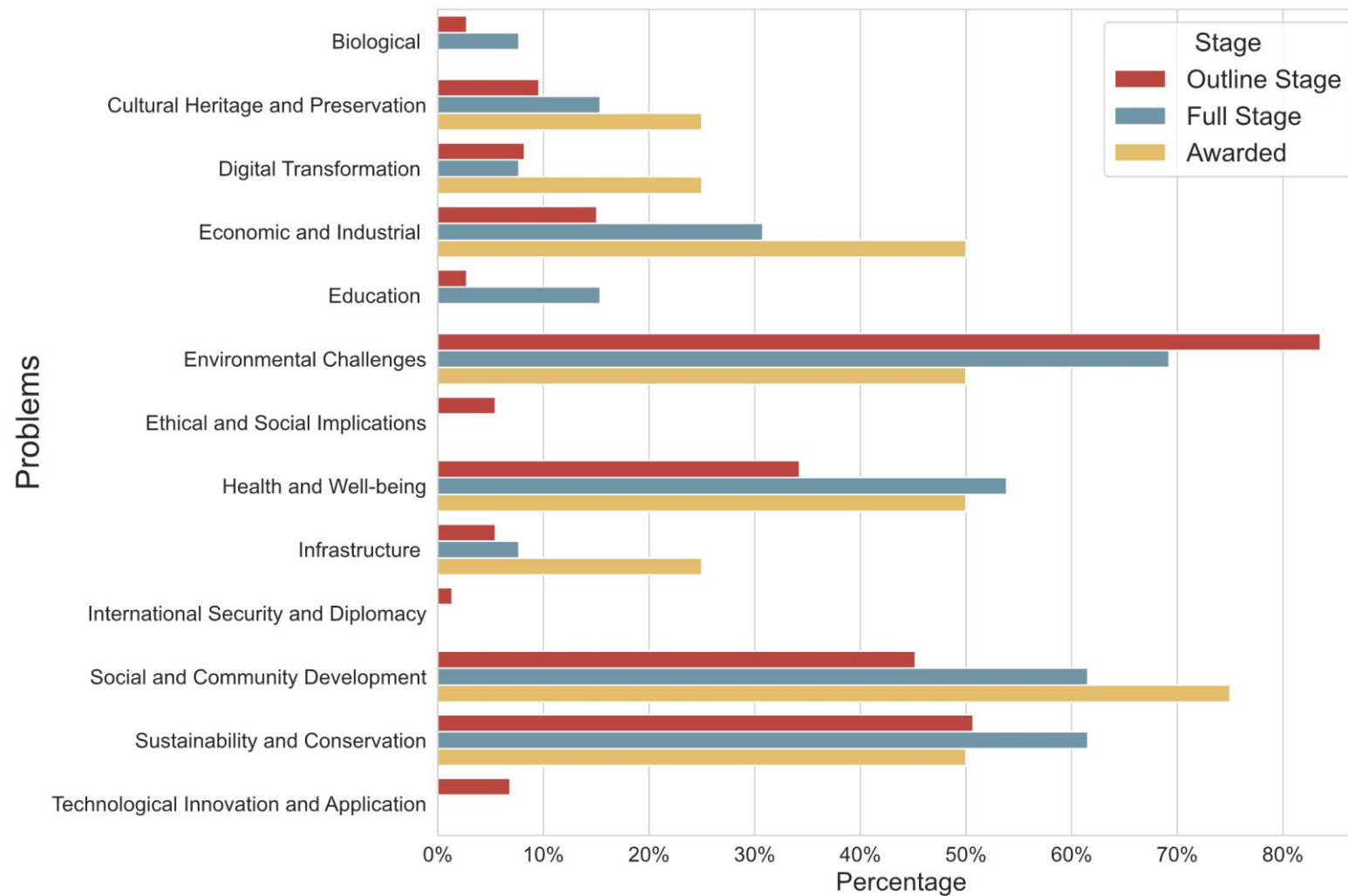


Figure 323 Round 1

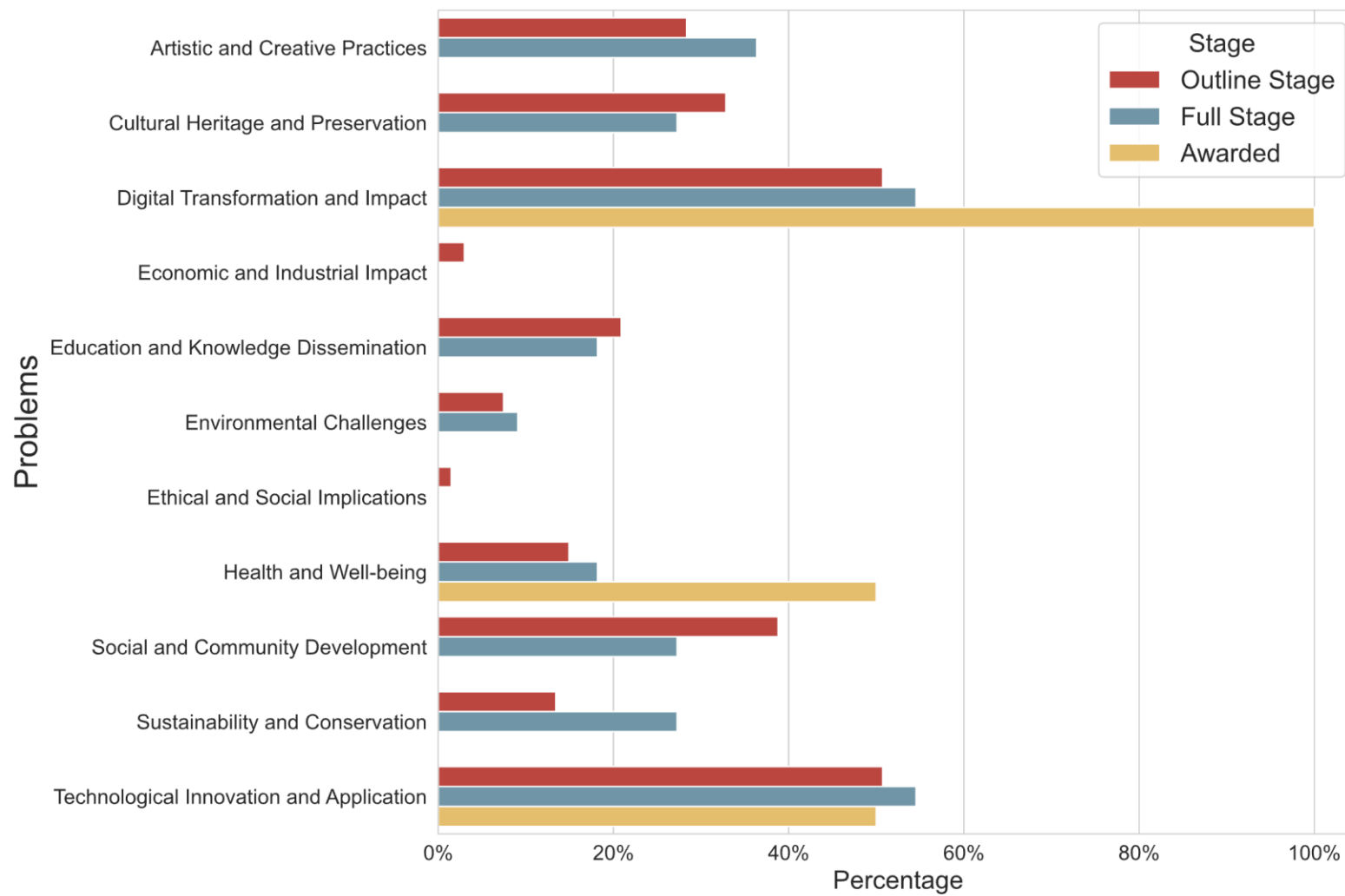


Figure 324 Round 2

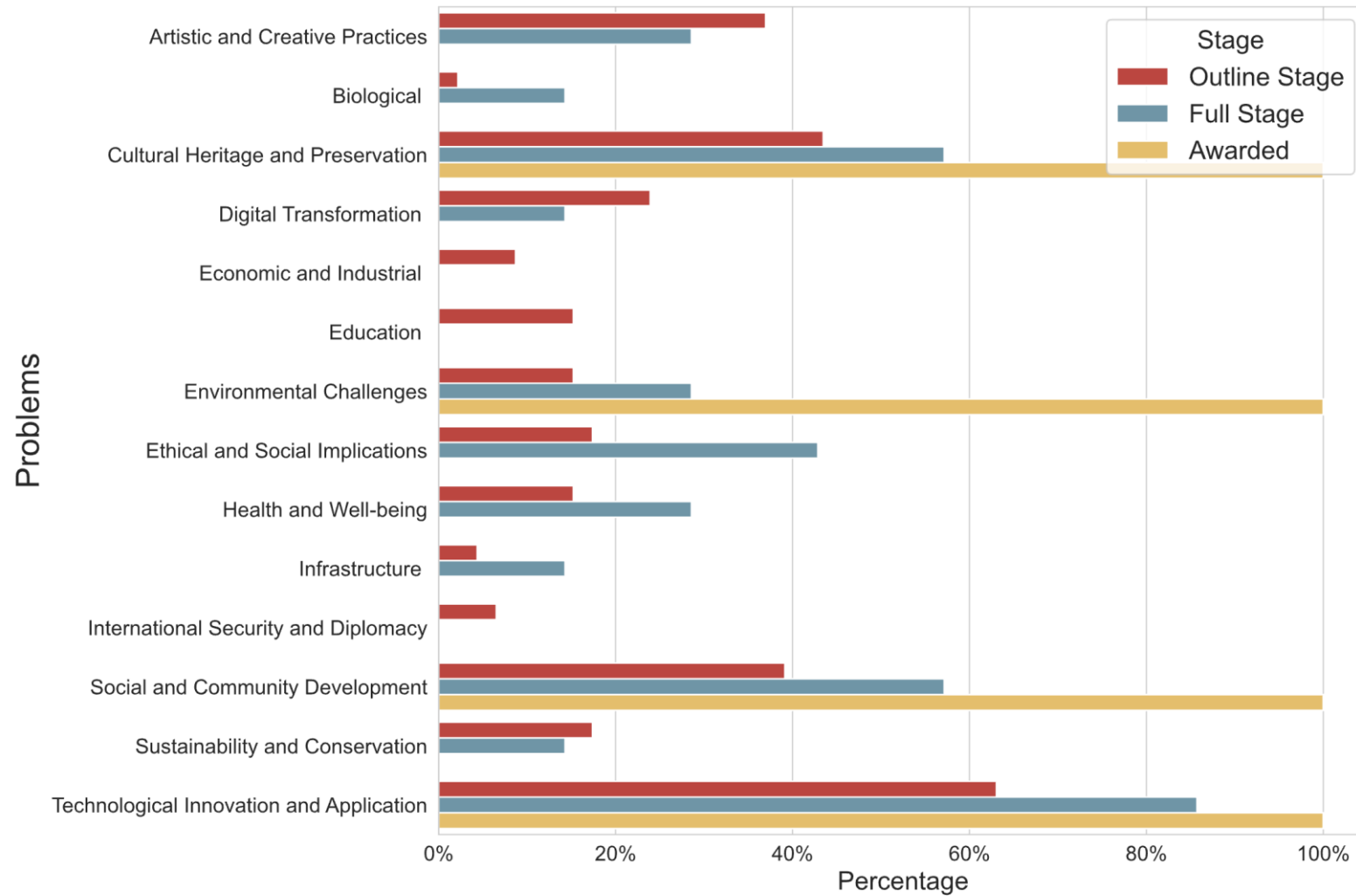


Figure 325 Round 1

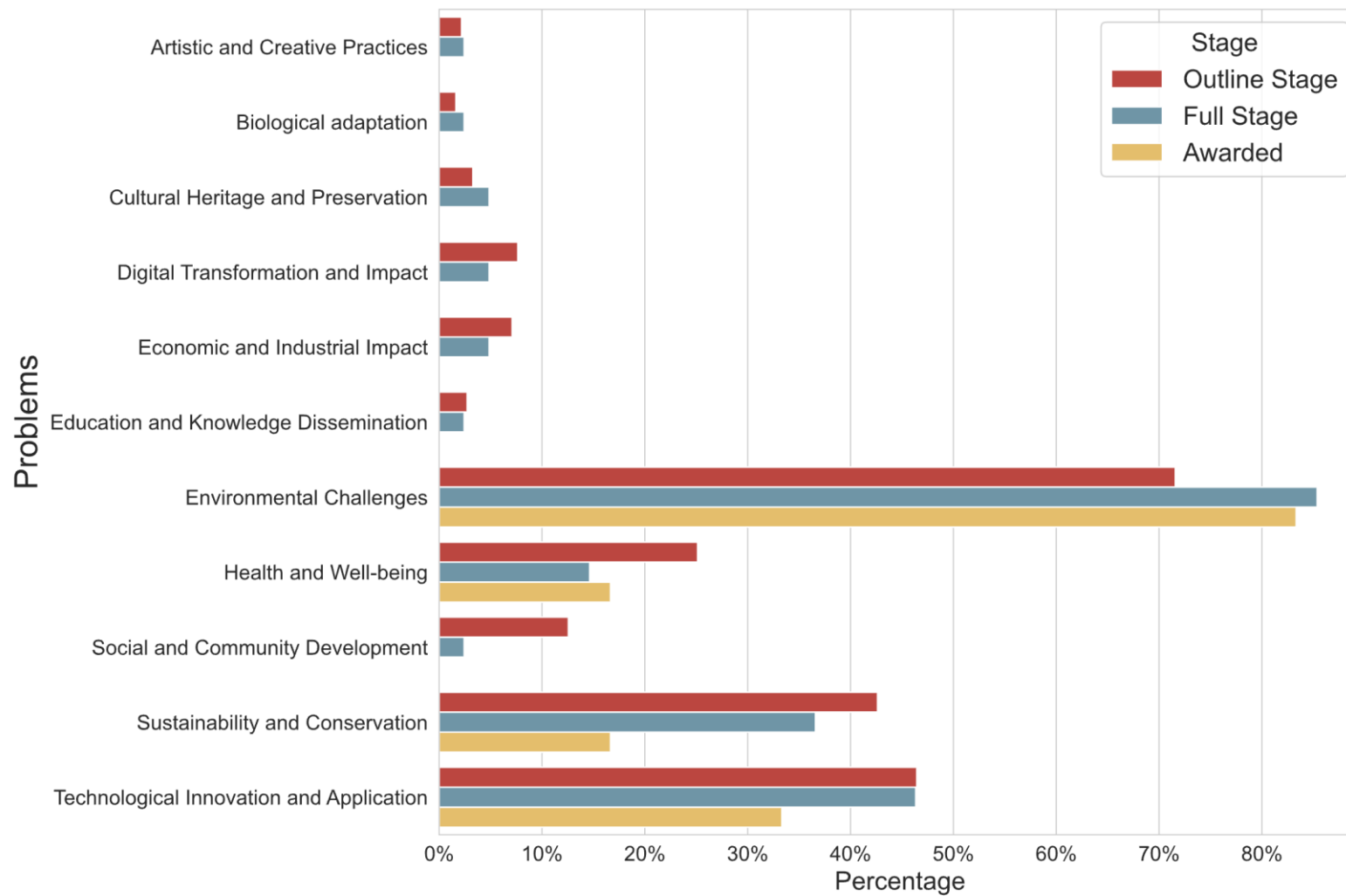


Figure 326 Round 2

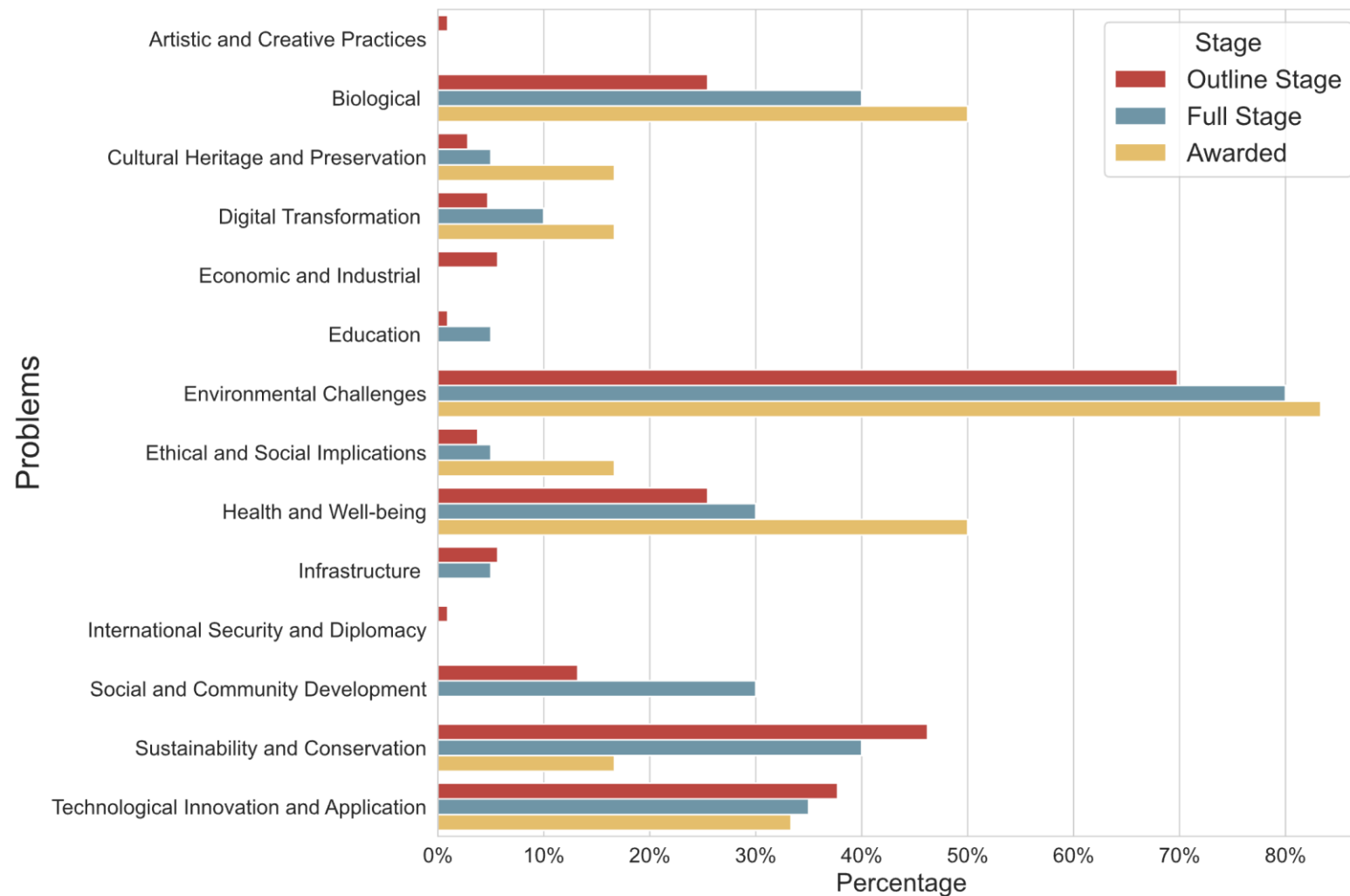


Figure 327 Round 1

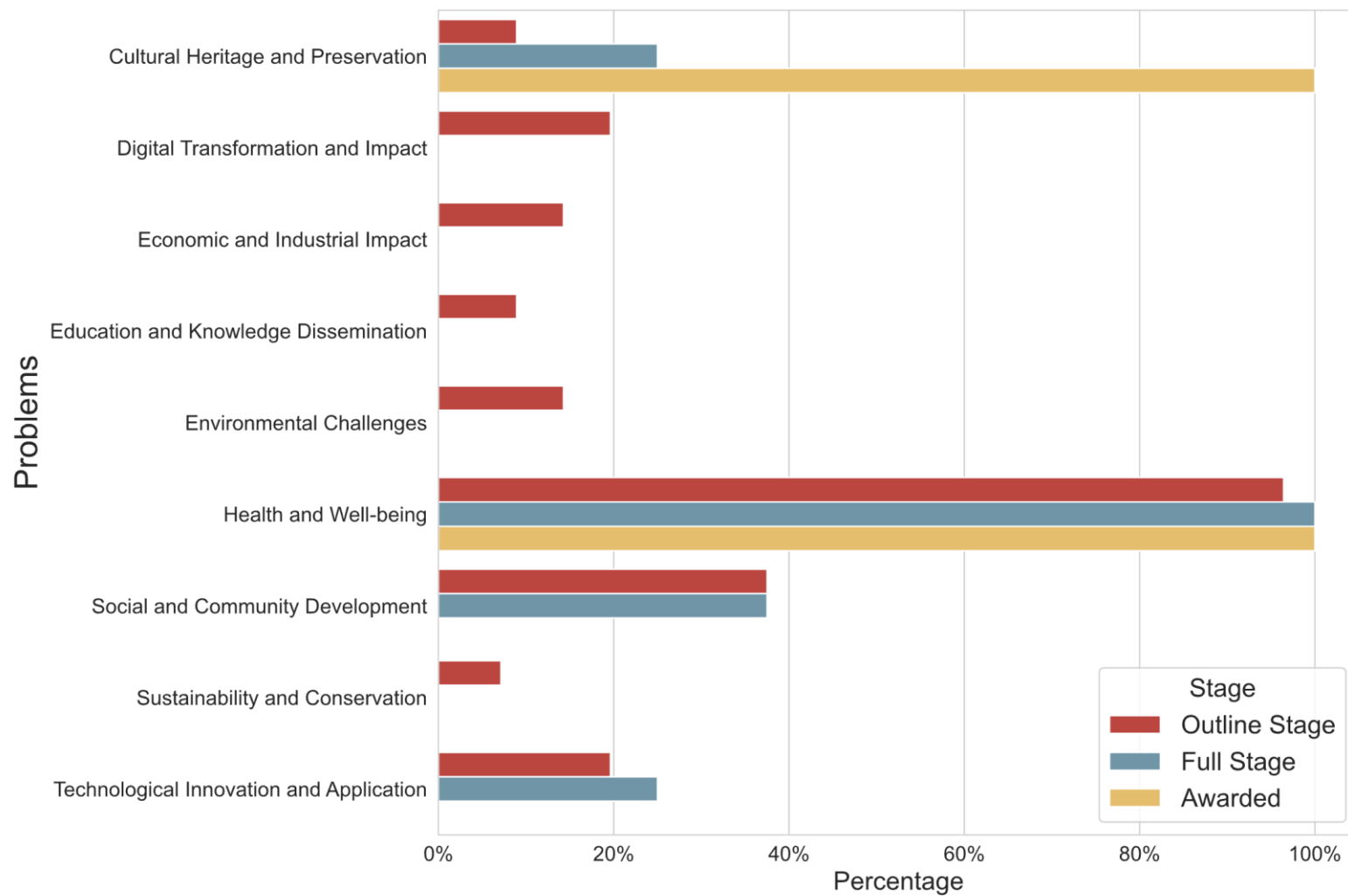


Figure 328 Round 2

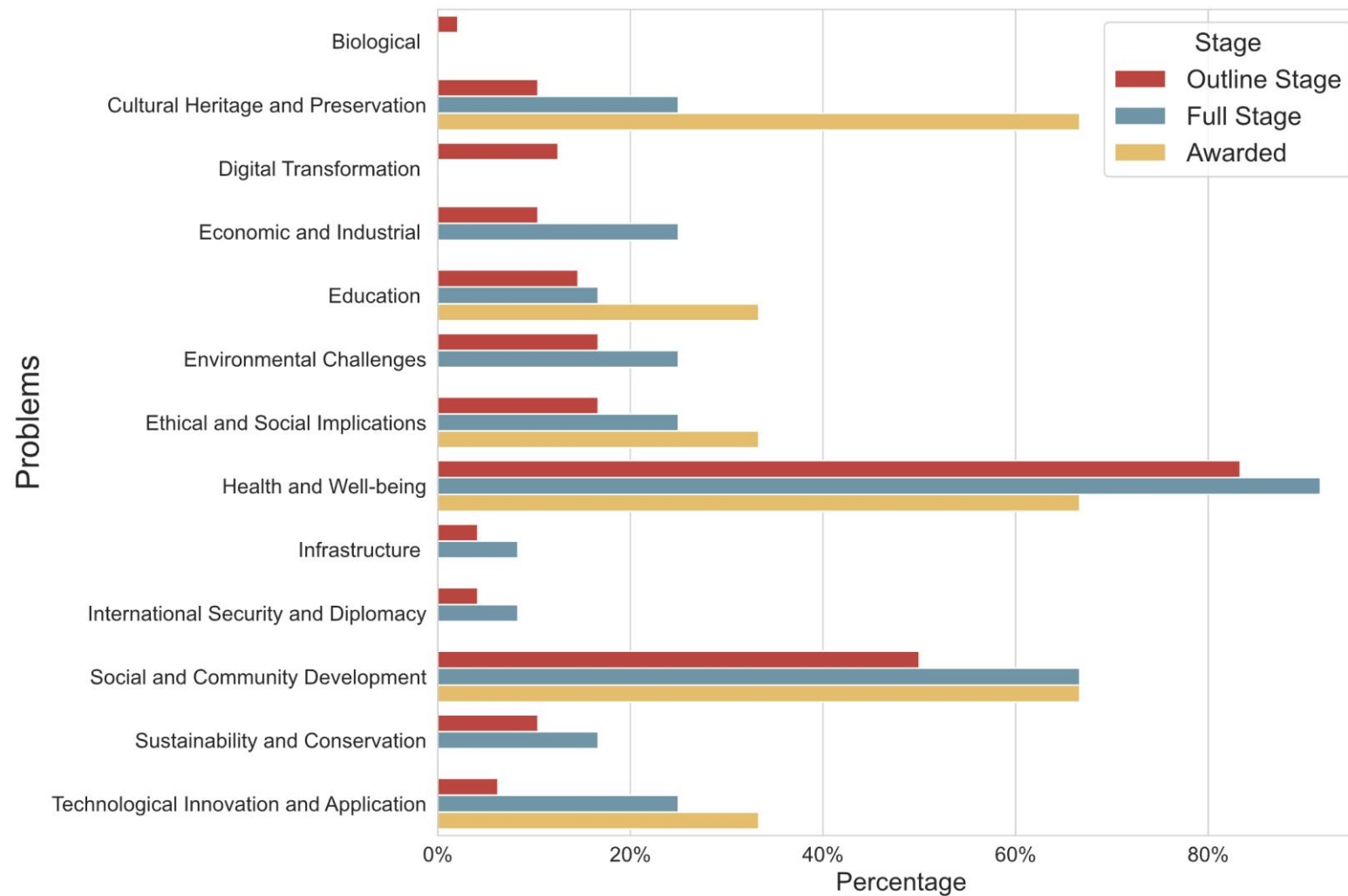


Figure 329 Round 1

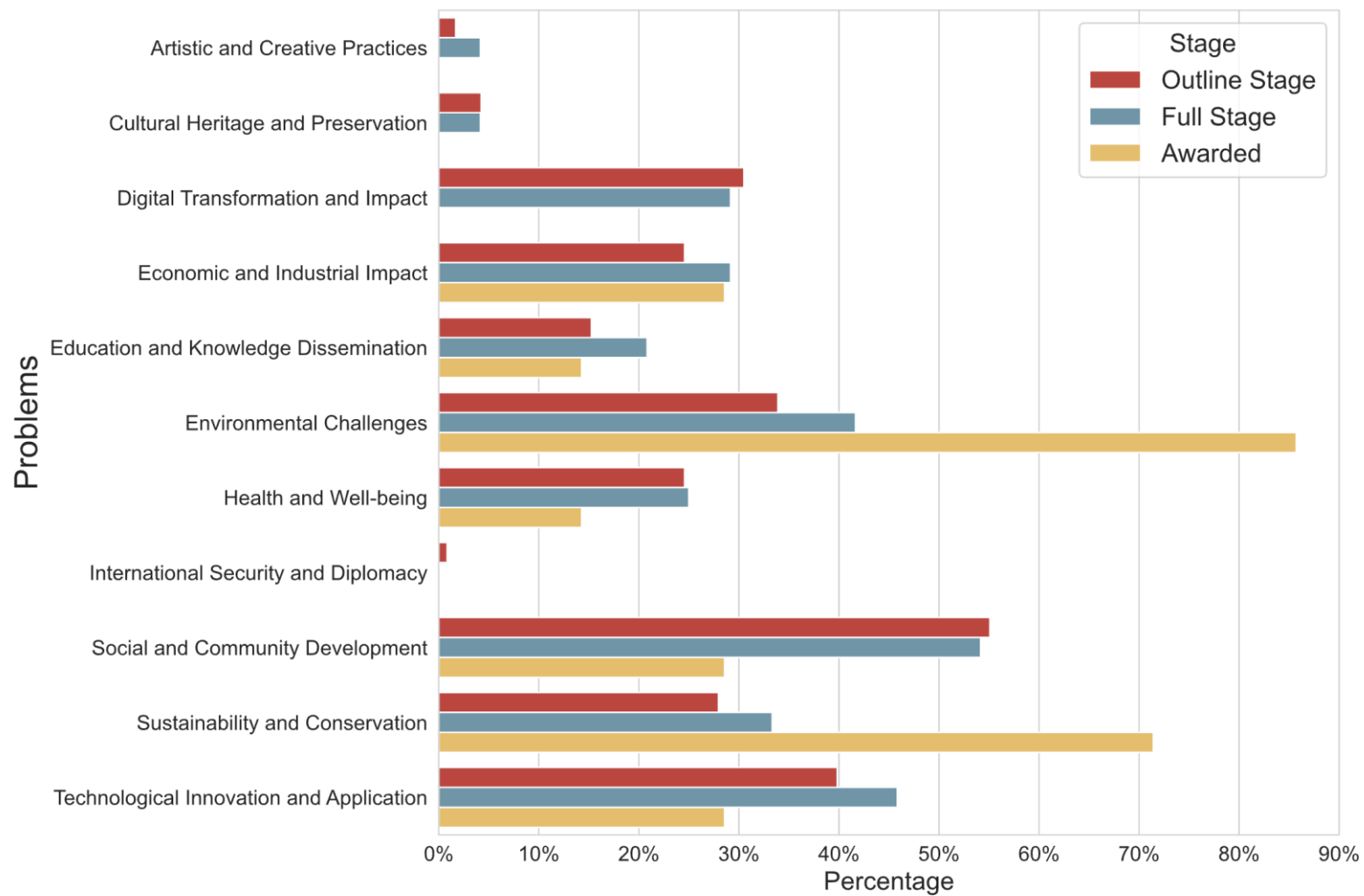
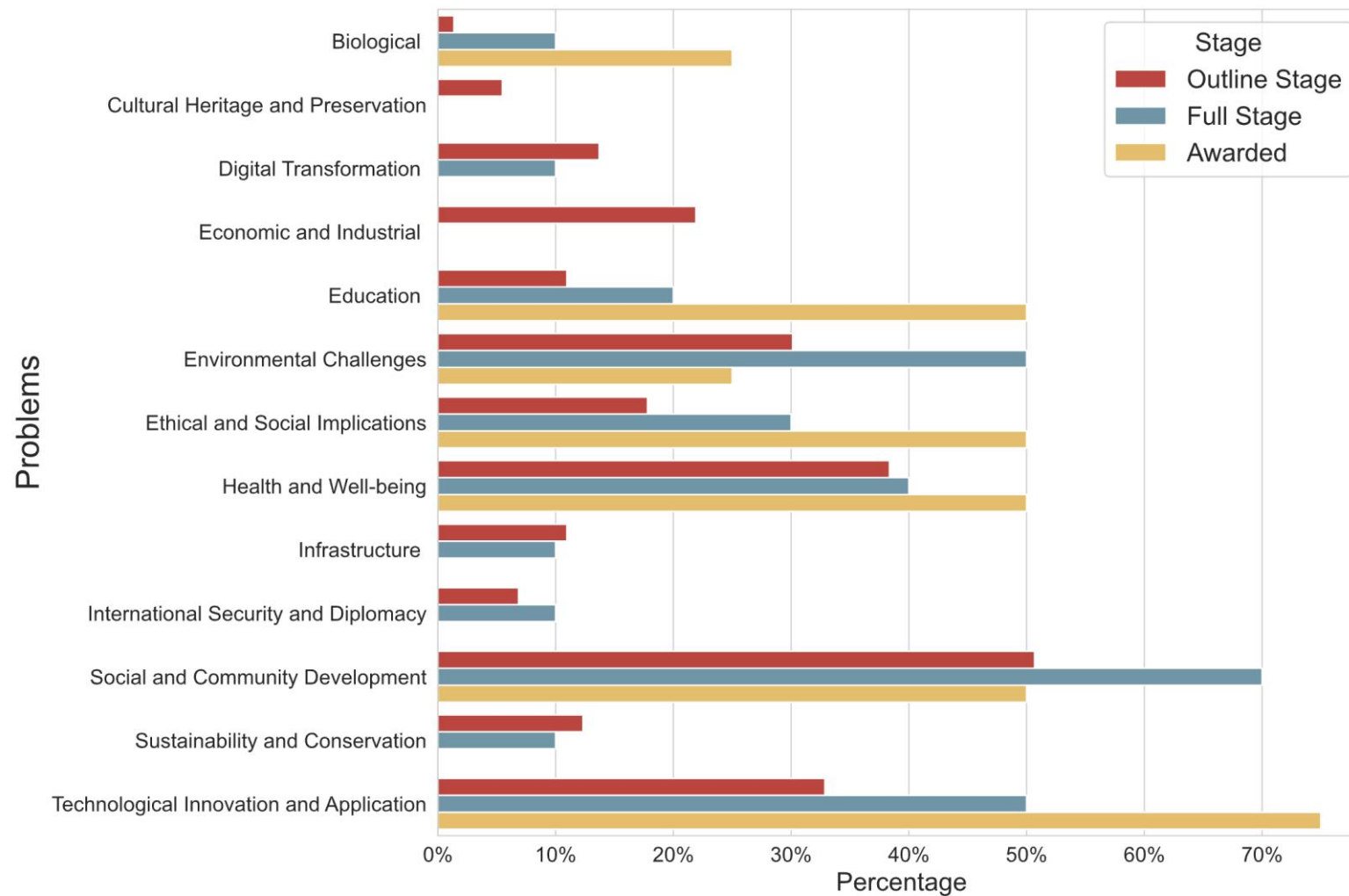


Figure 330 Round 2



G.1.3.Impacts targeted

G.1.3.1 All applications

Figure 331 Round 1

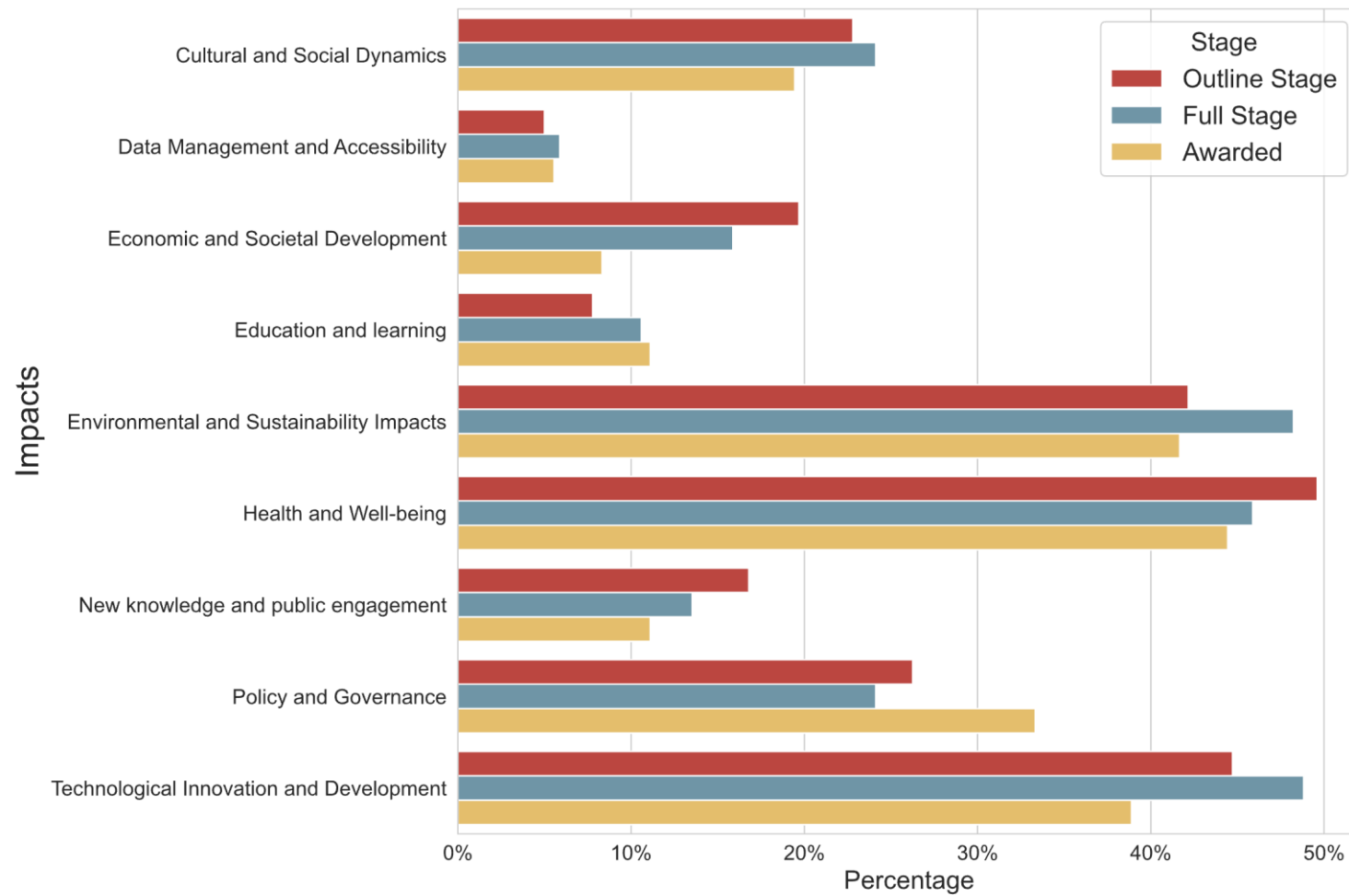


Figure 332 Round 2

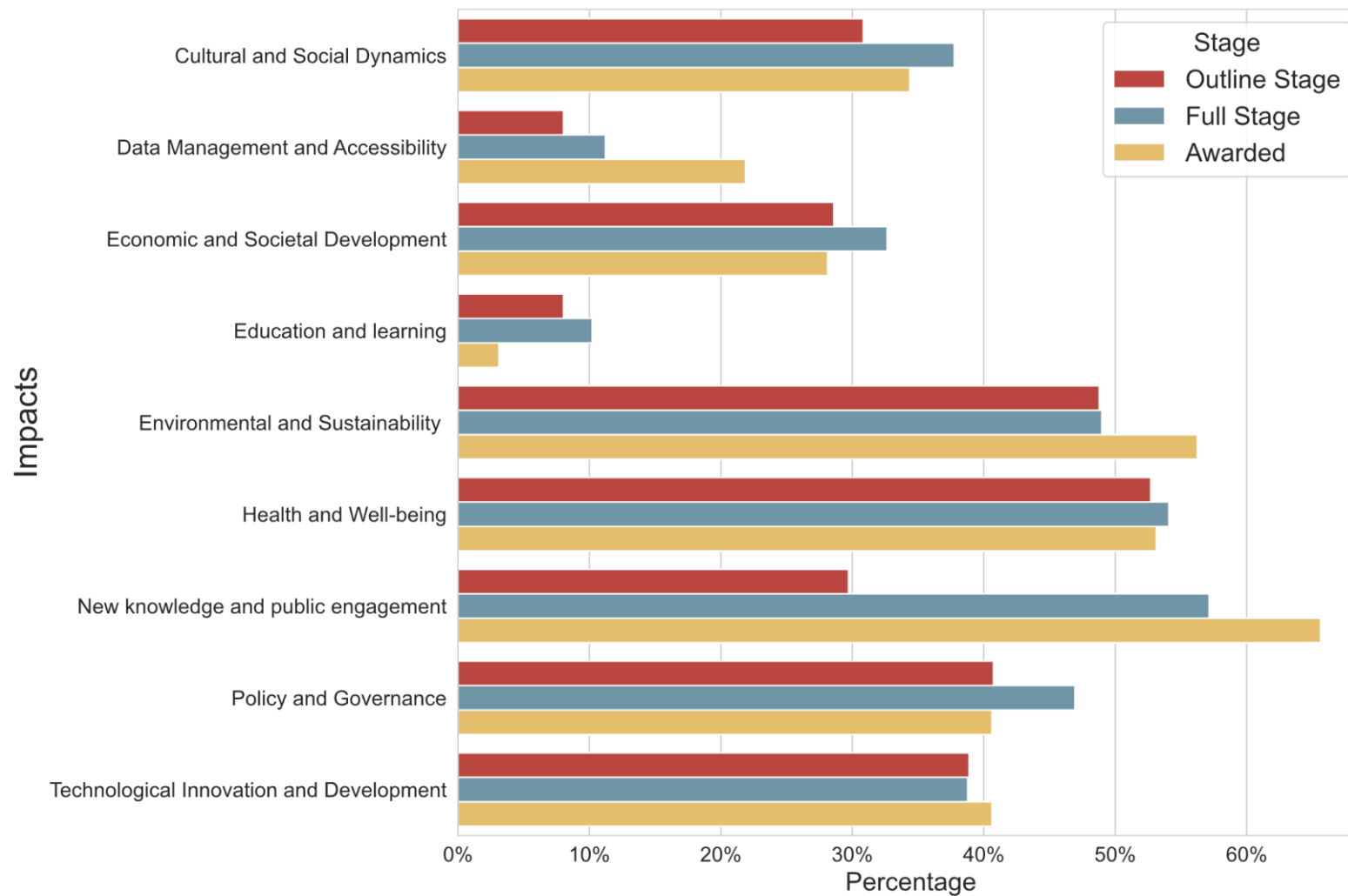


Figure 333 Round 1

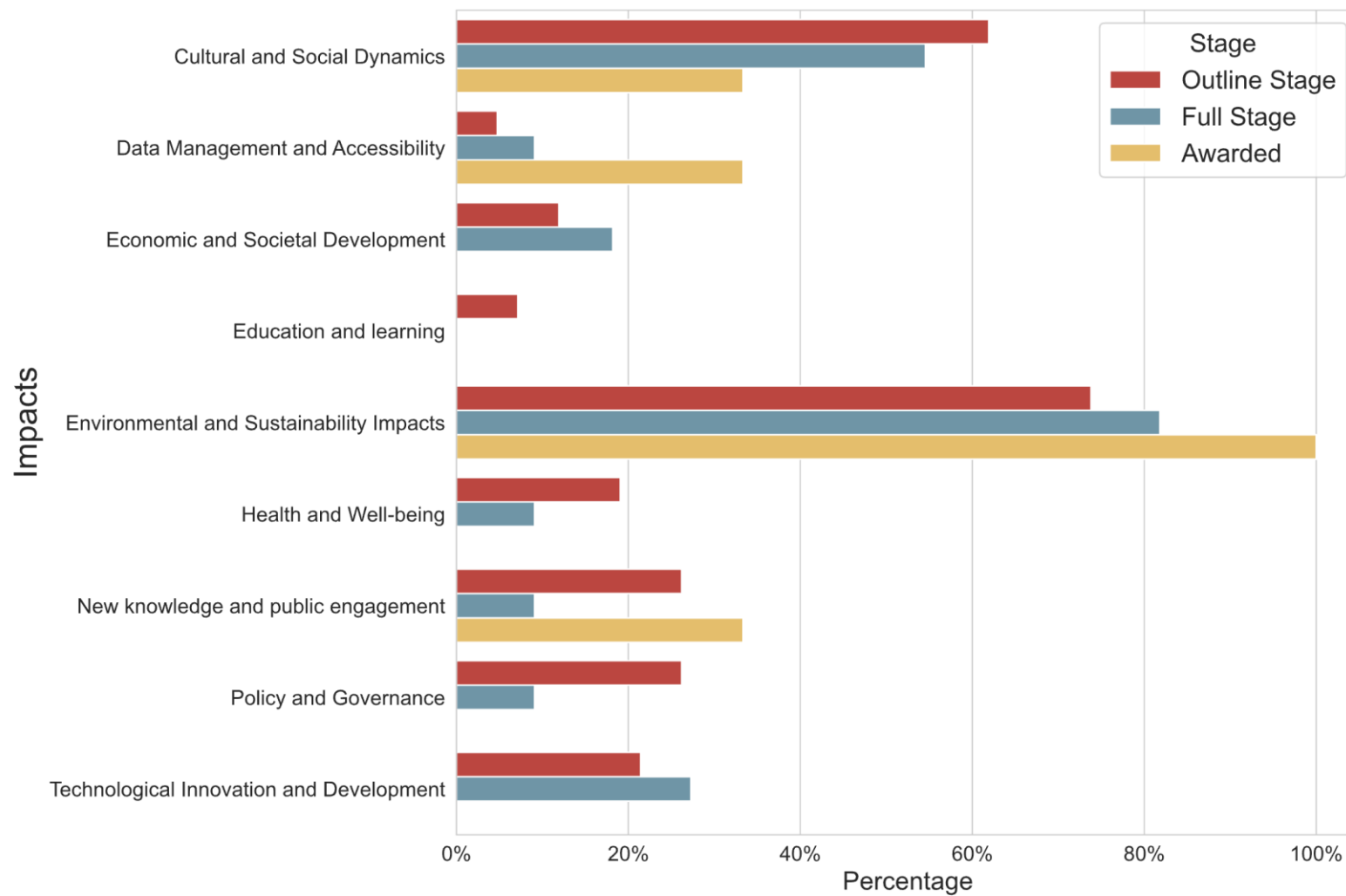


Figure 334 Round 2

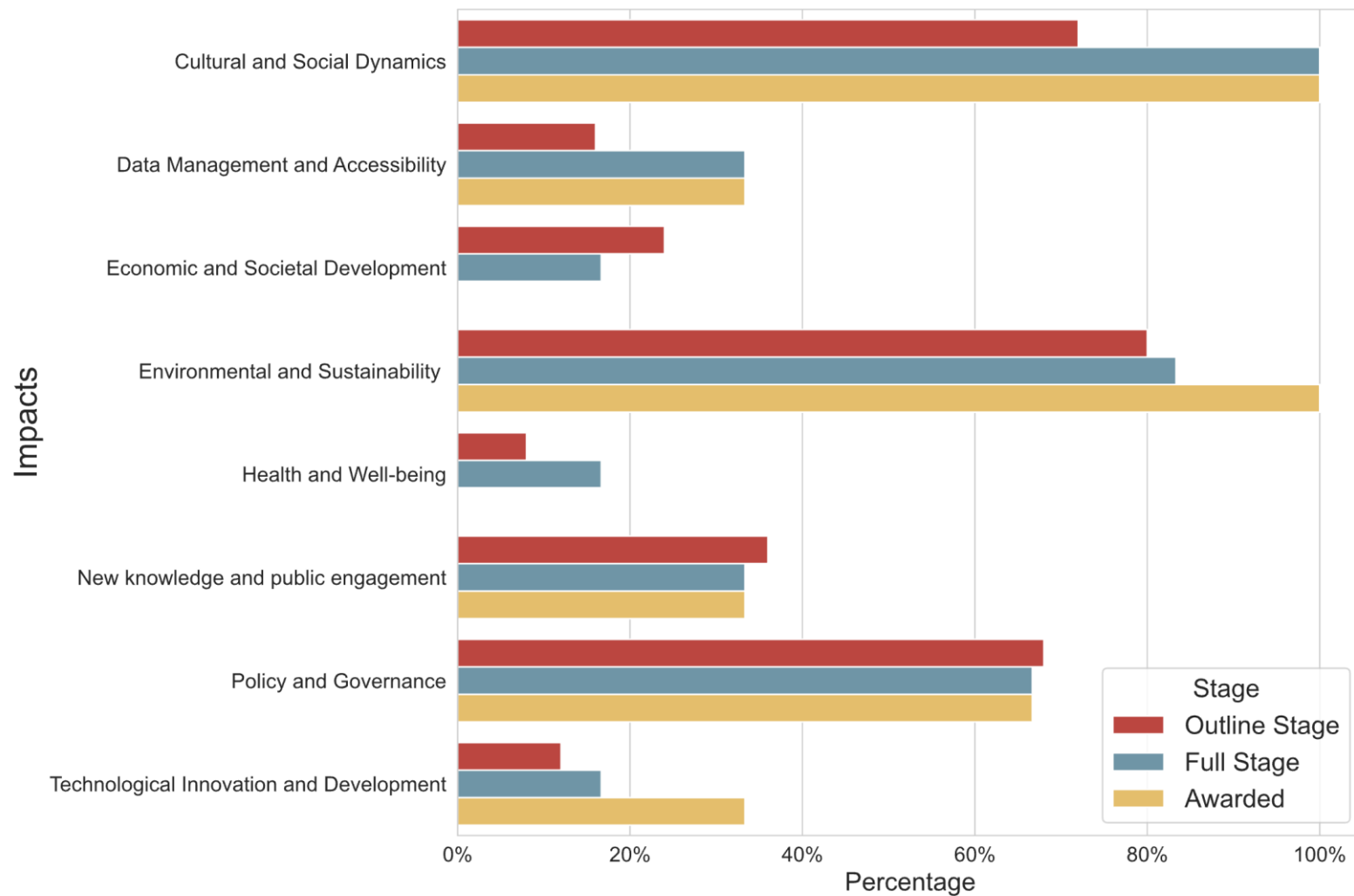


Figure 335 Round 1

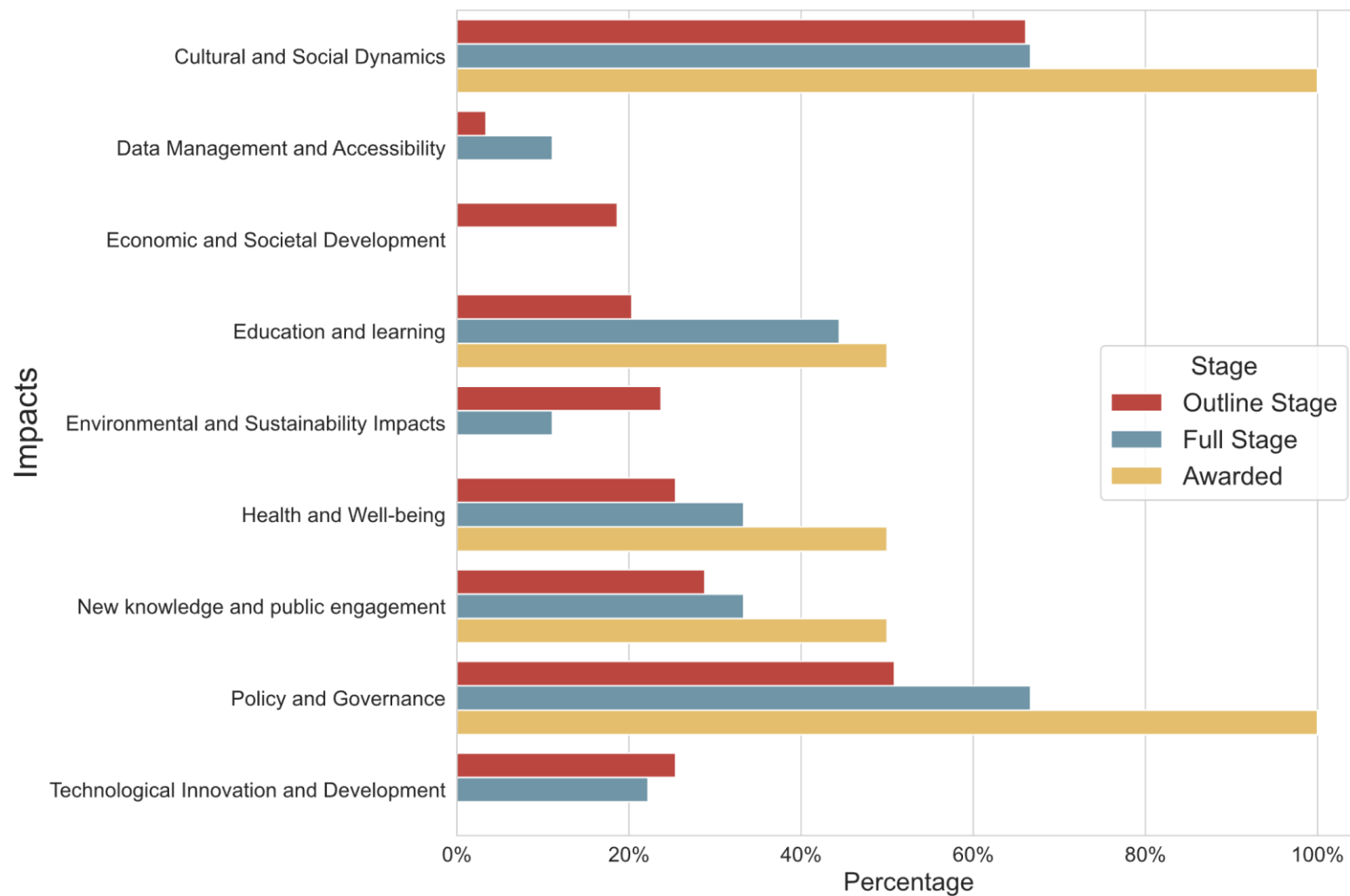


Figure 336 Round 2

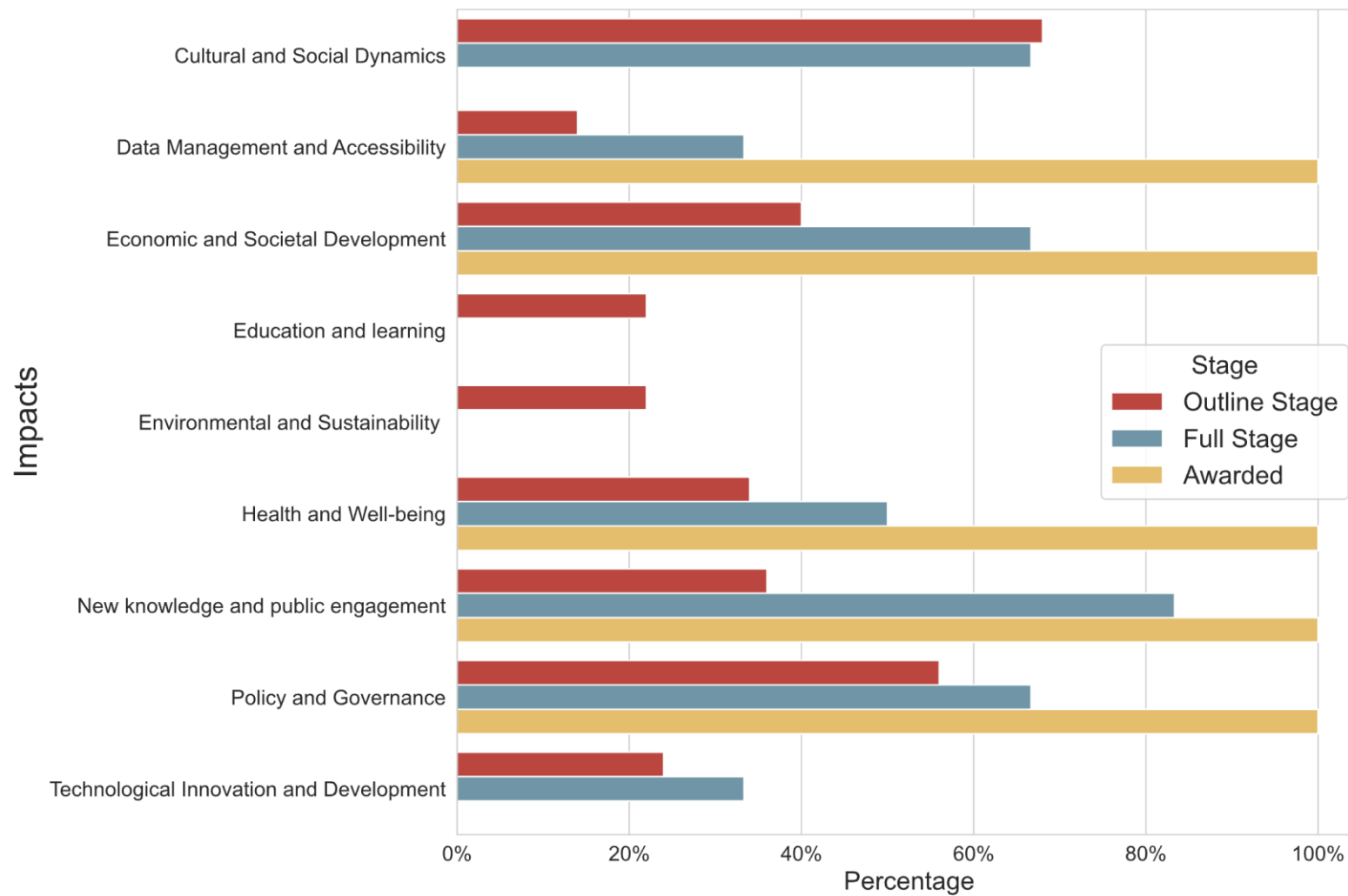


Figure 337 Round 1

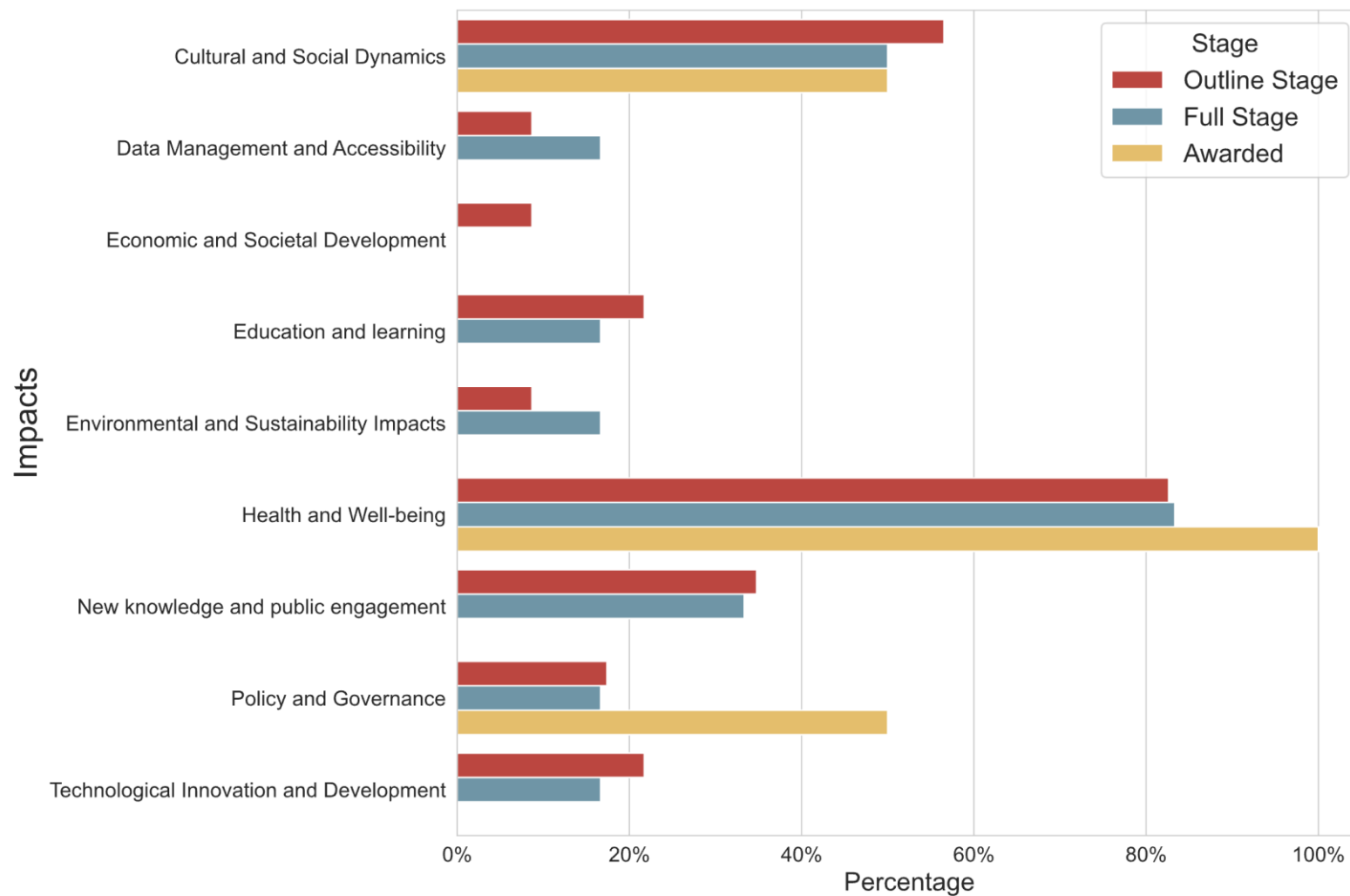


Figure 338 Round 2

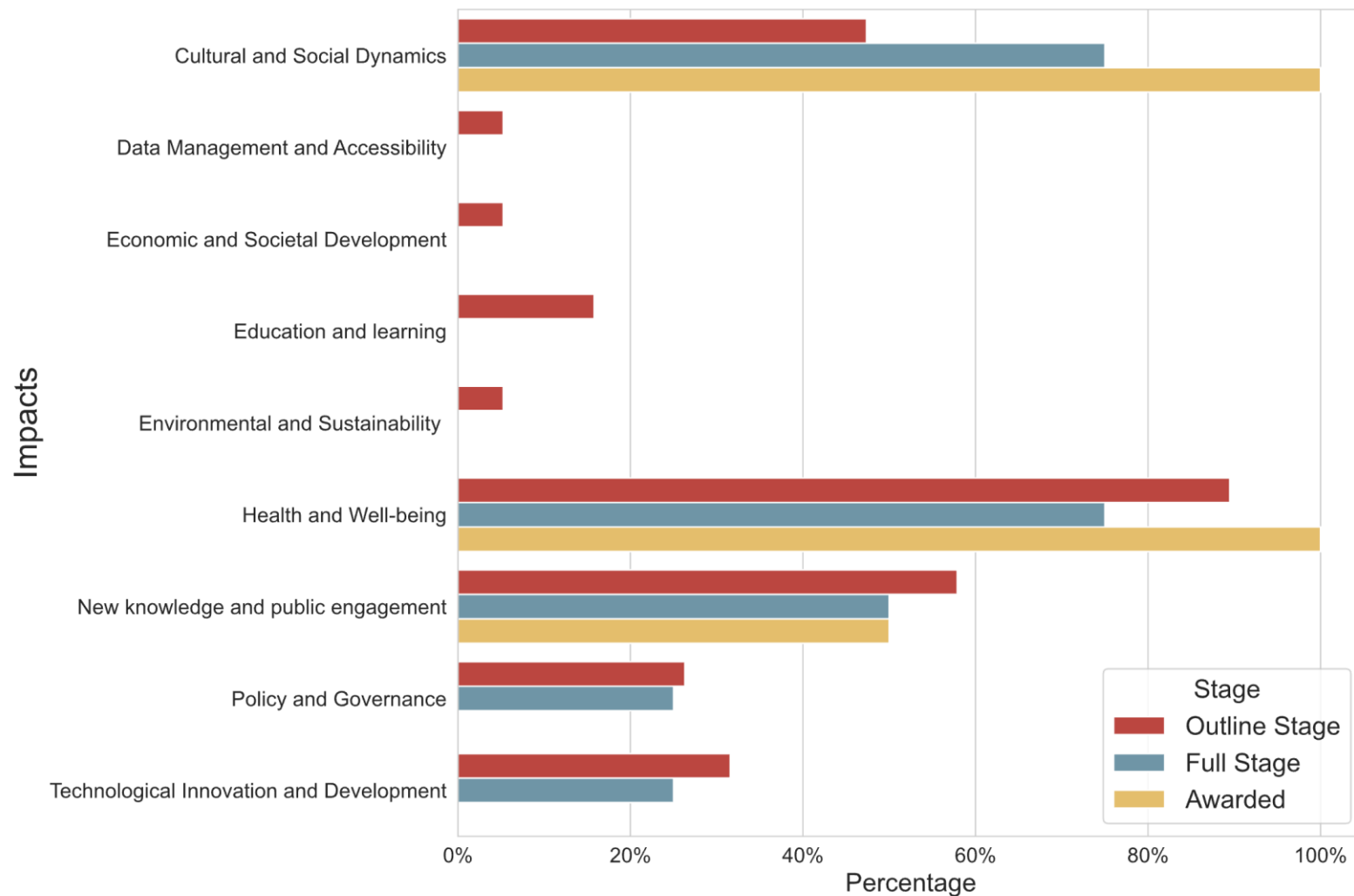


Figure 339 Round 1

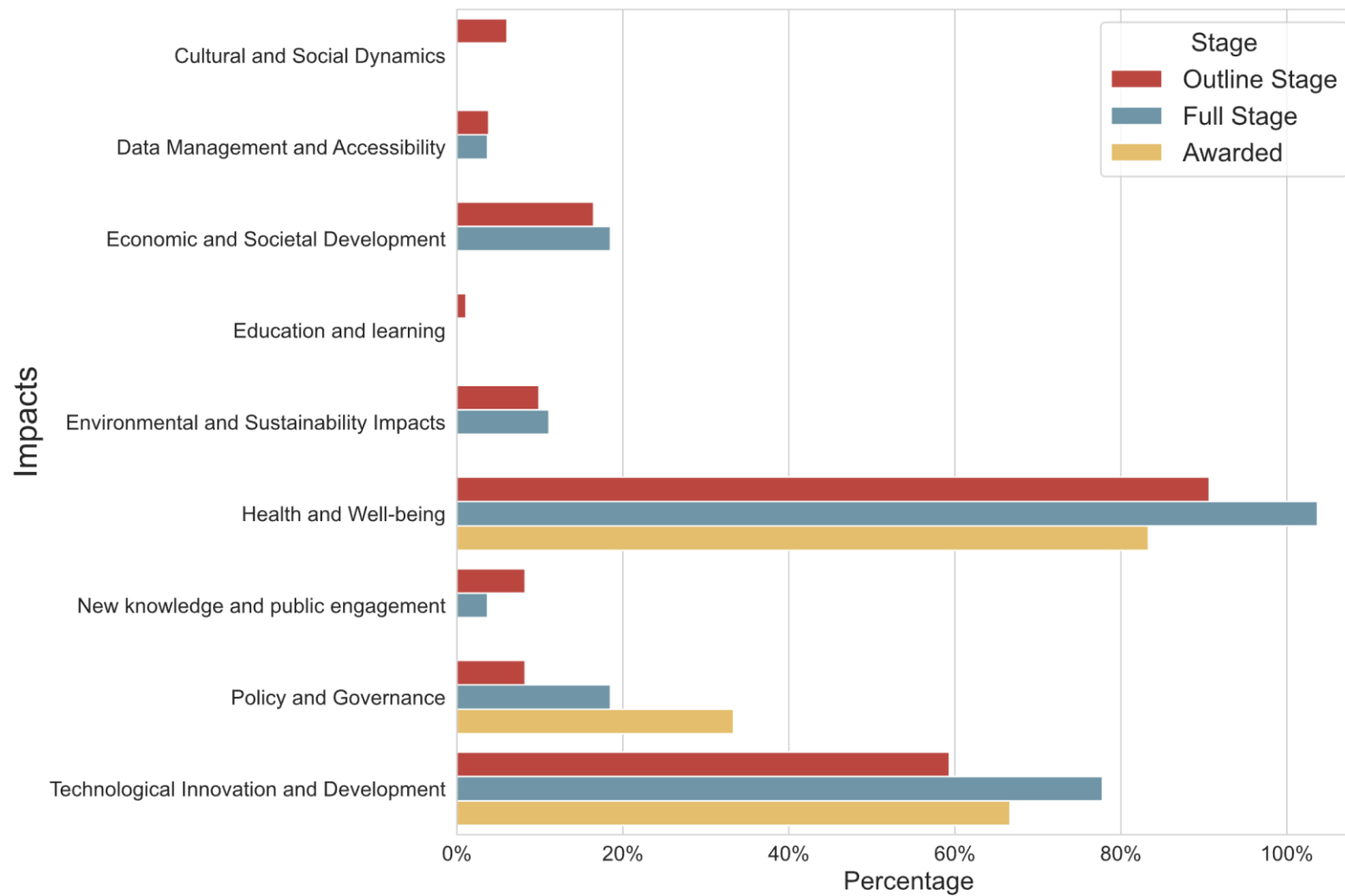


Figure 340 Round 2

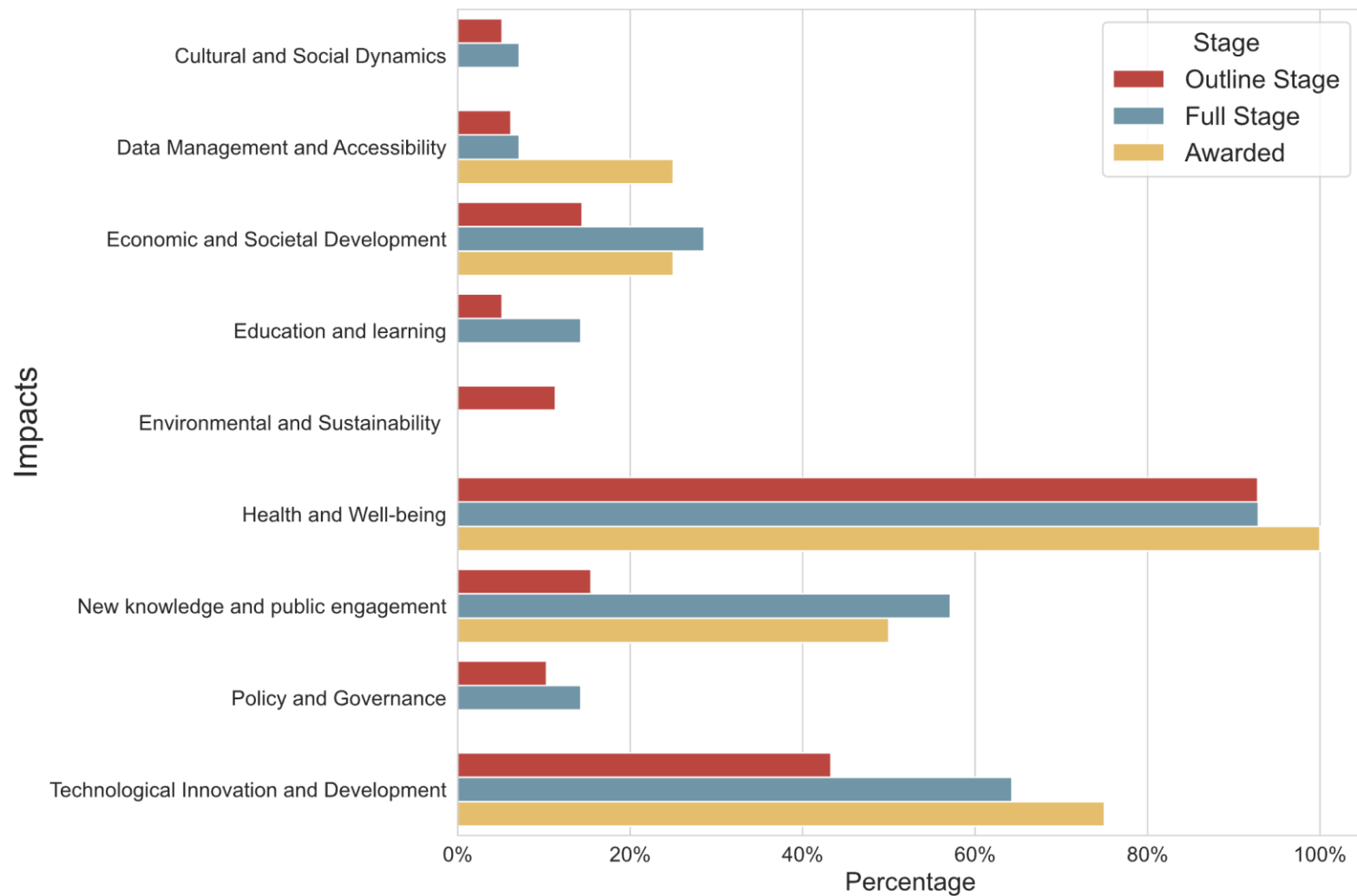


Figure 341 Round 1

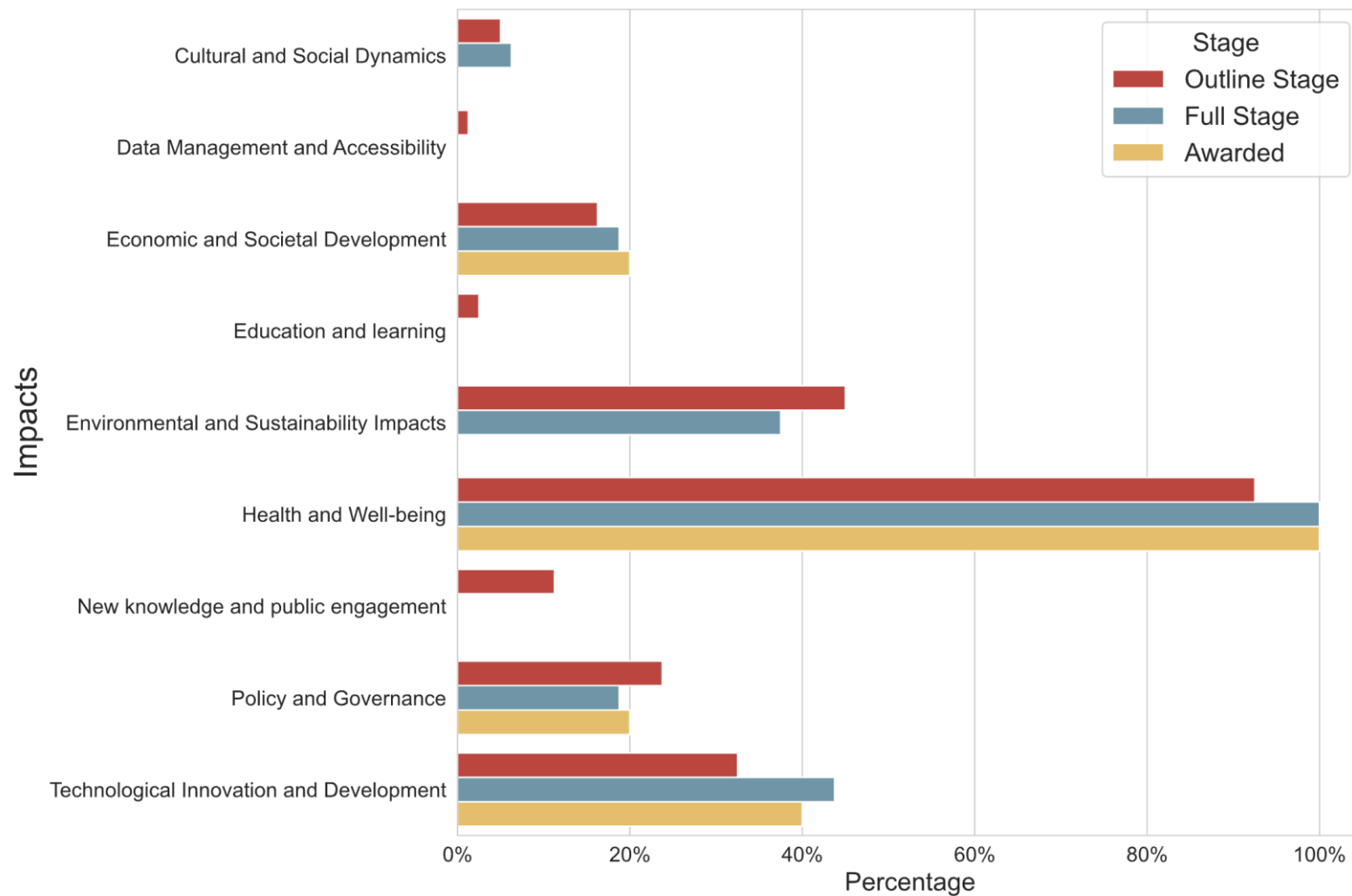


Figure 342 Round 2

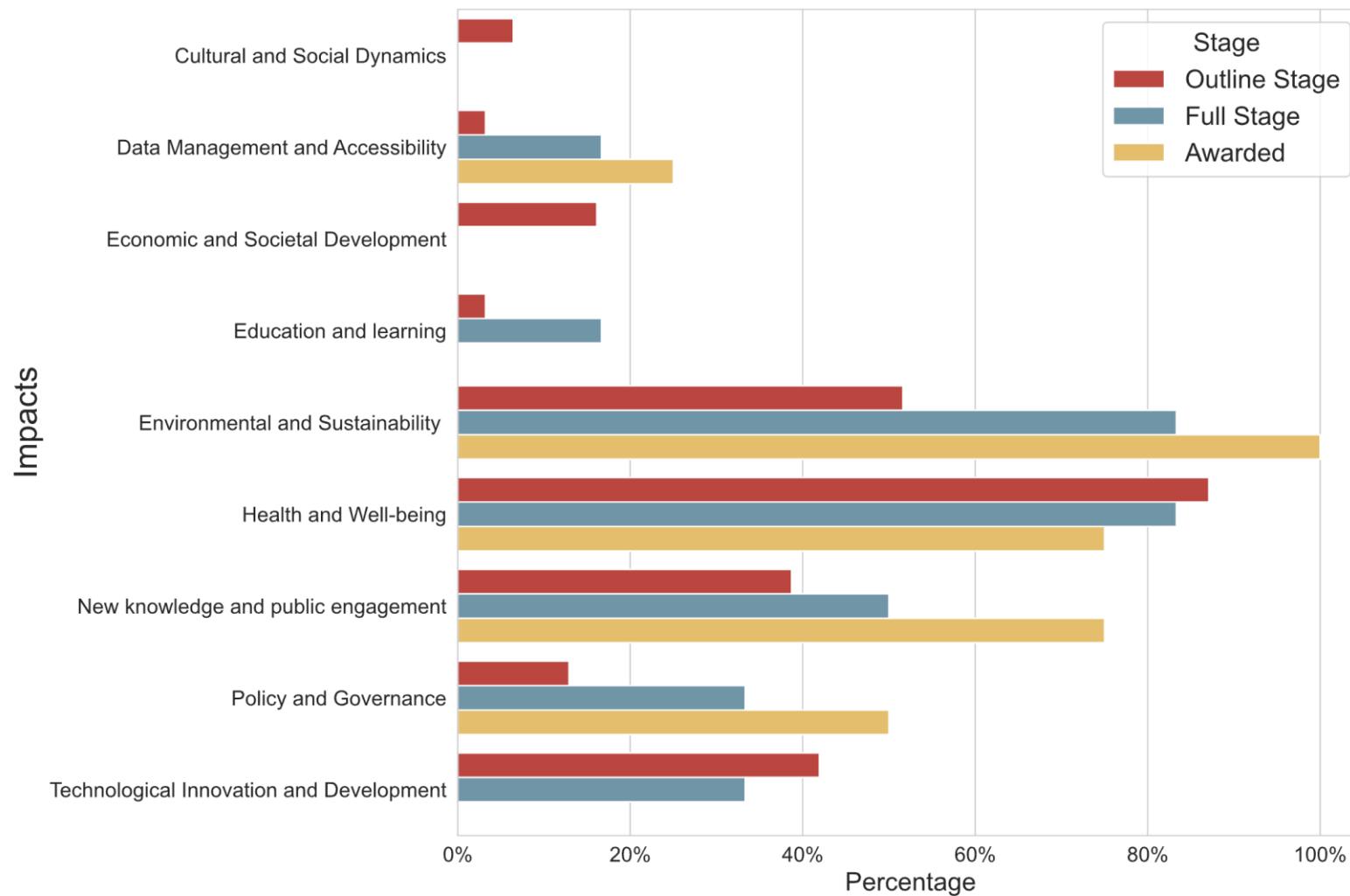


Figure 343 Round 1

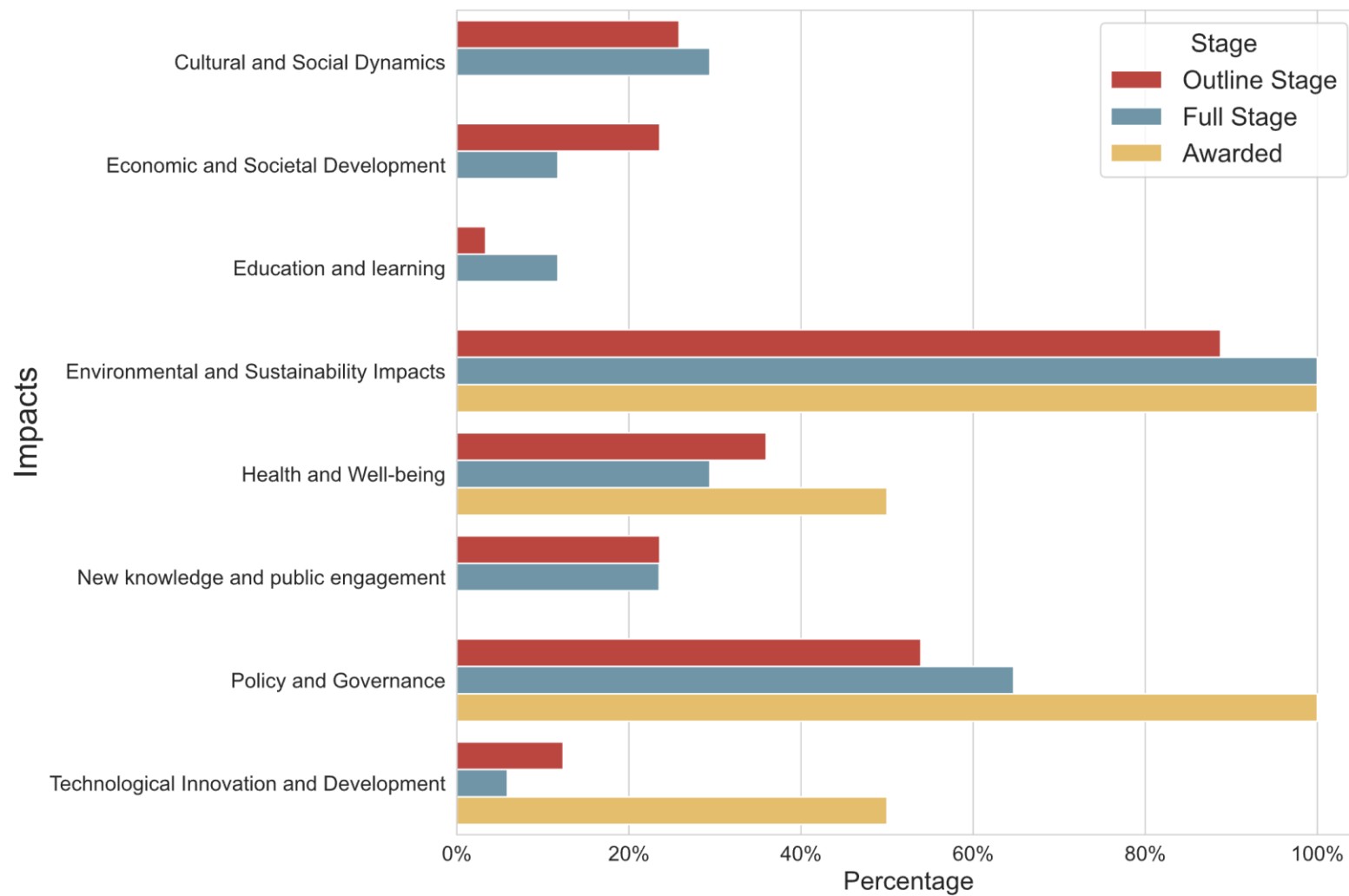


Figure 344 Round 2

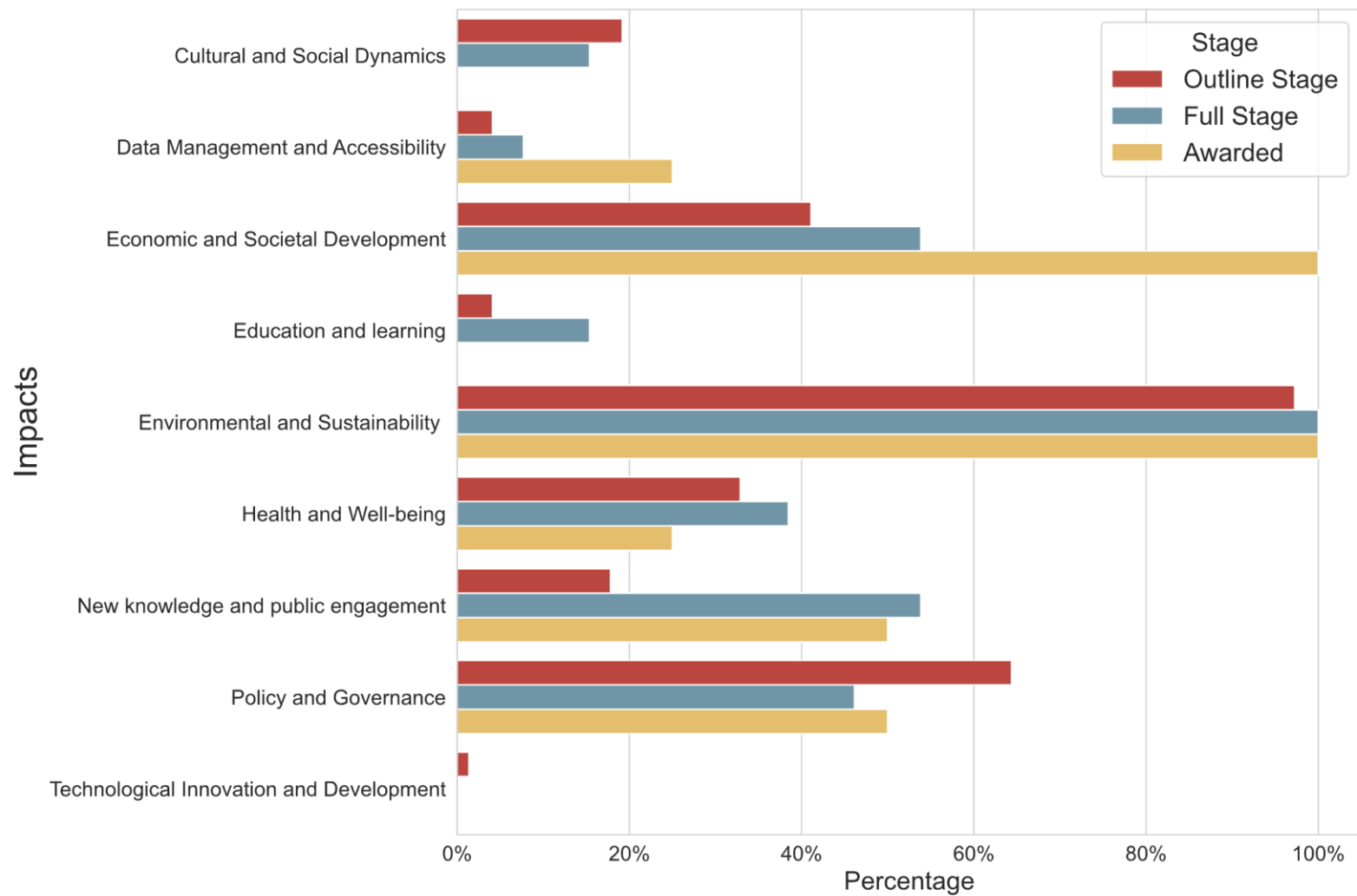


Figure 345 Round 1

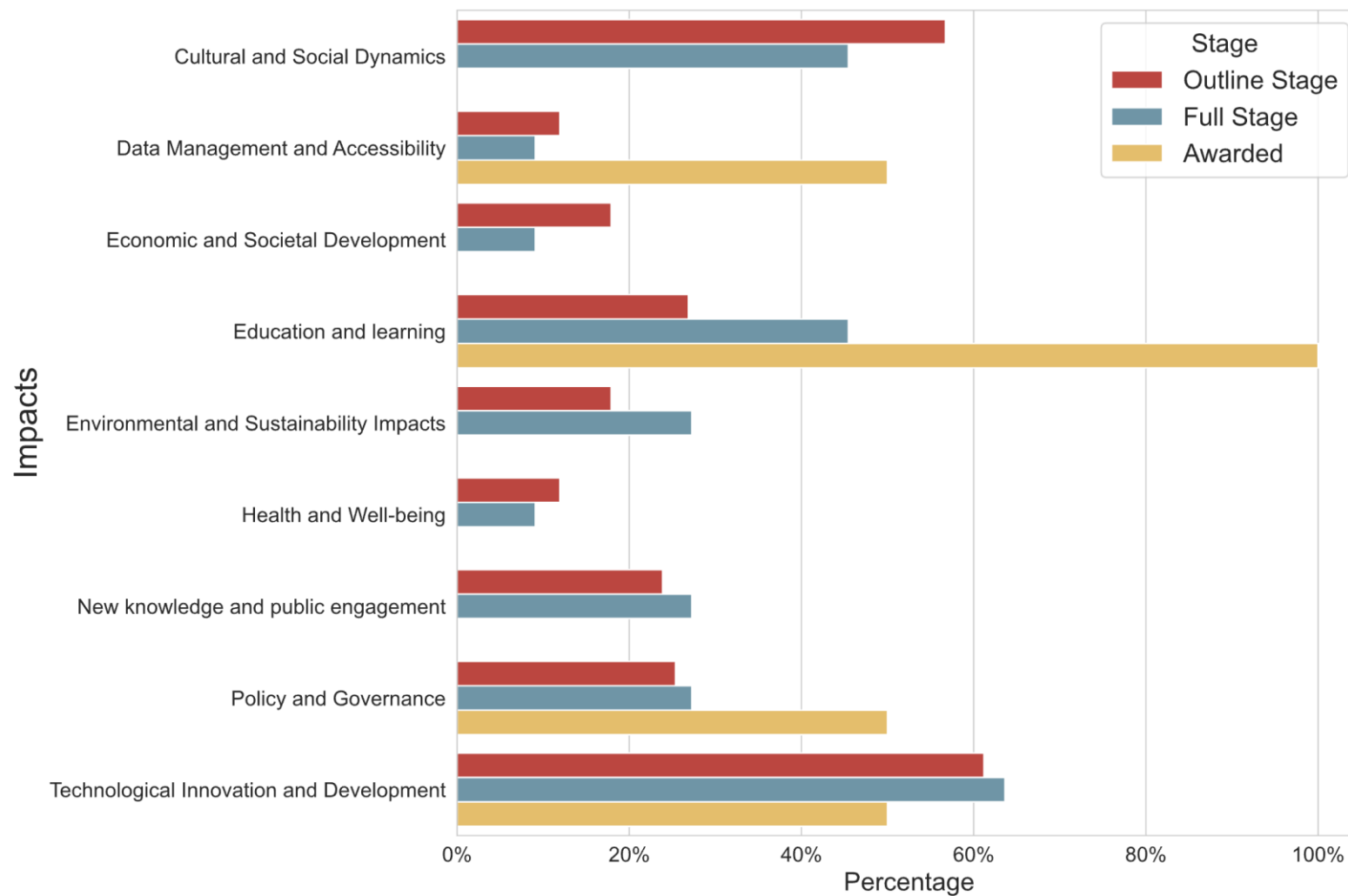


Figure 346 Round 2

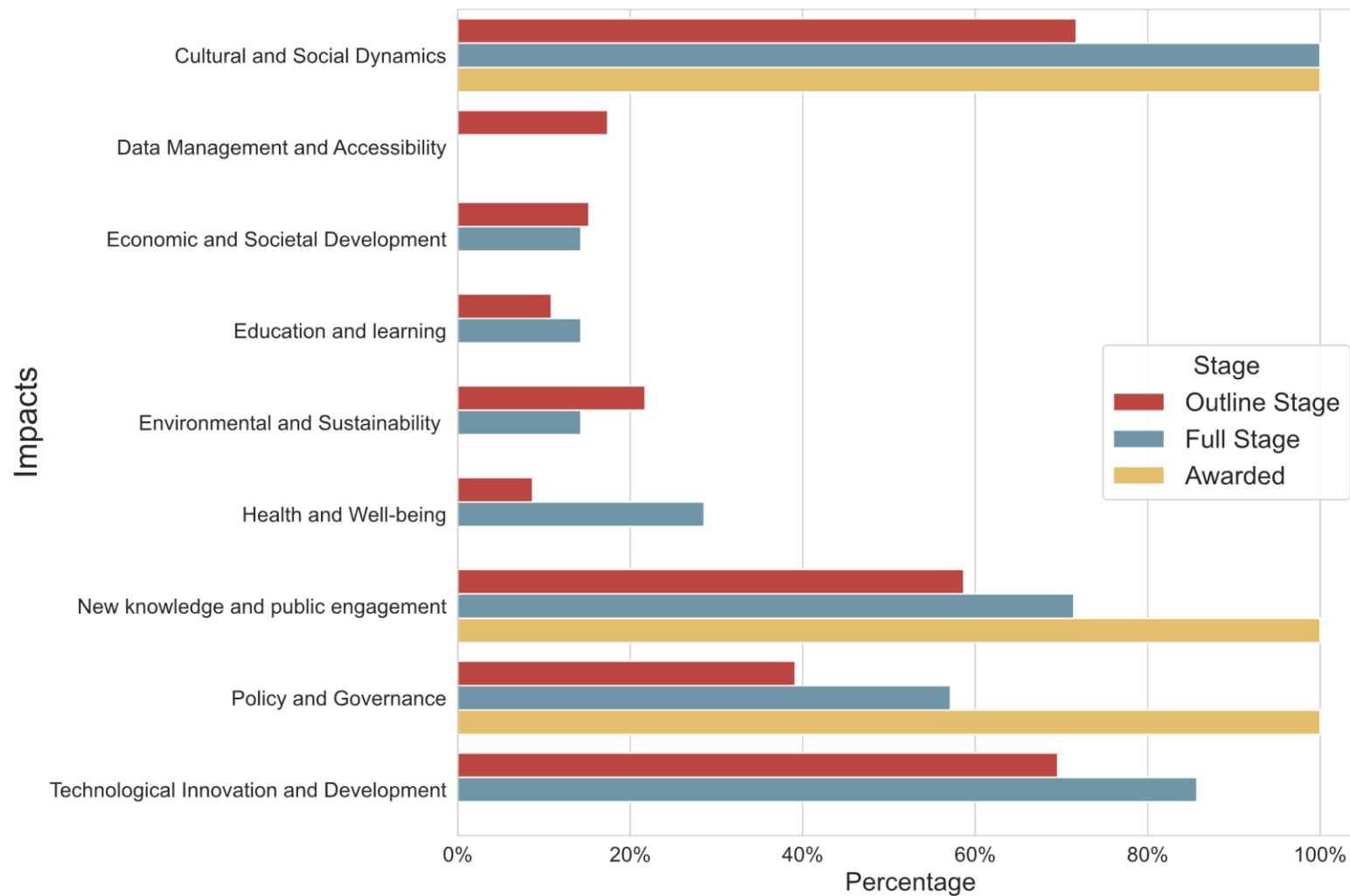


Figure 347 Round 1

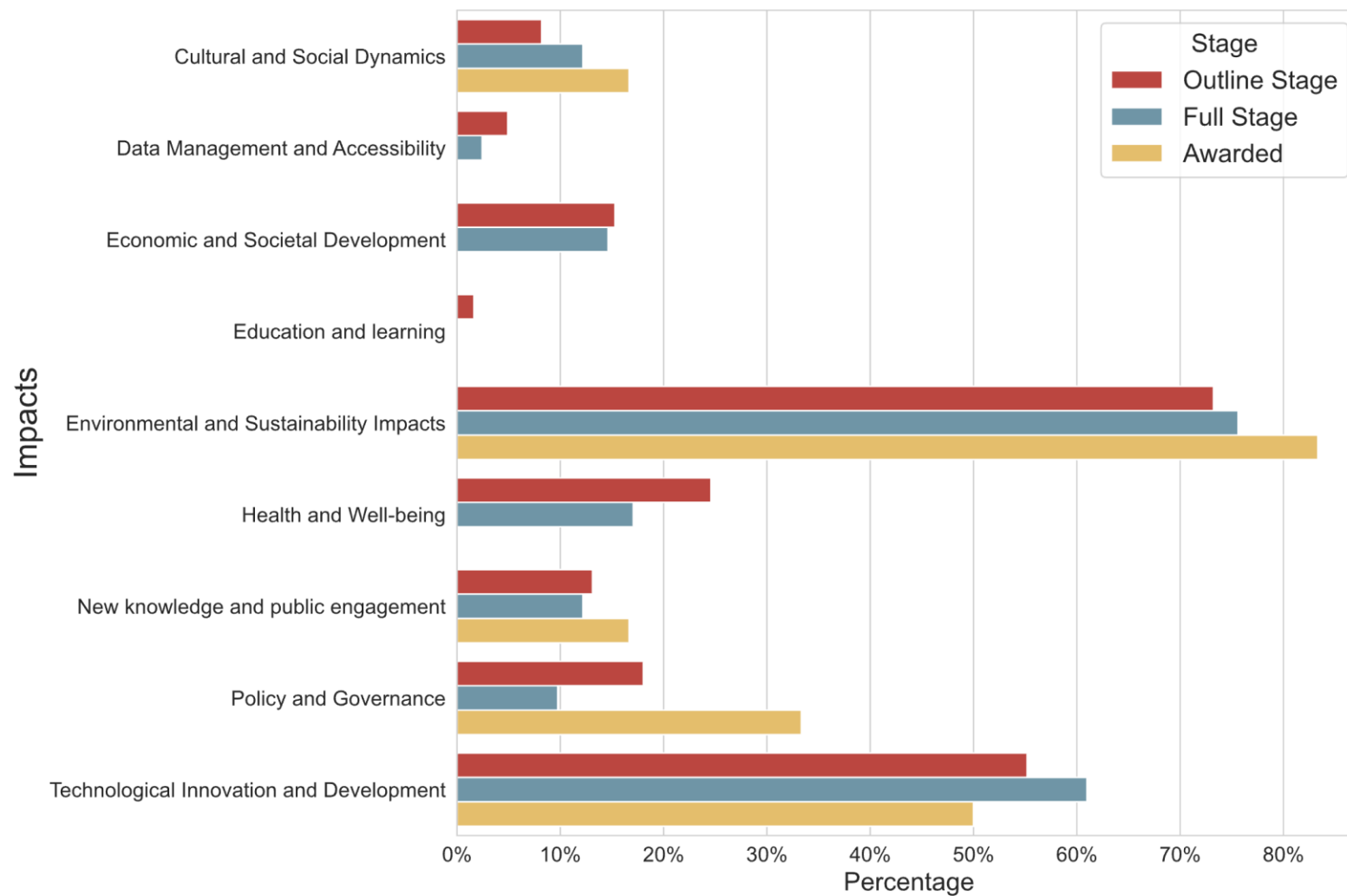


Figure 348 Round 2

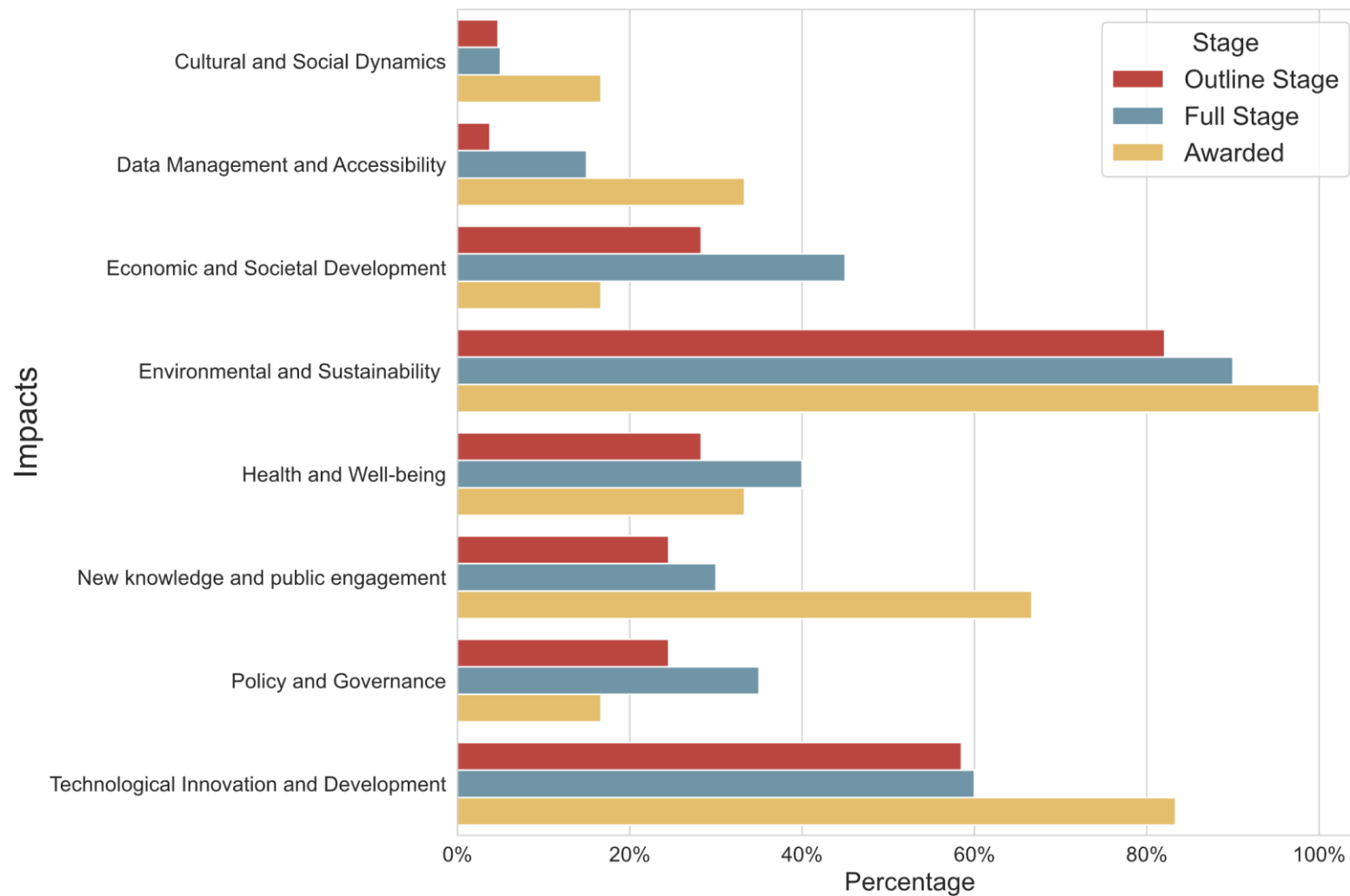


Figure 349 Round 1

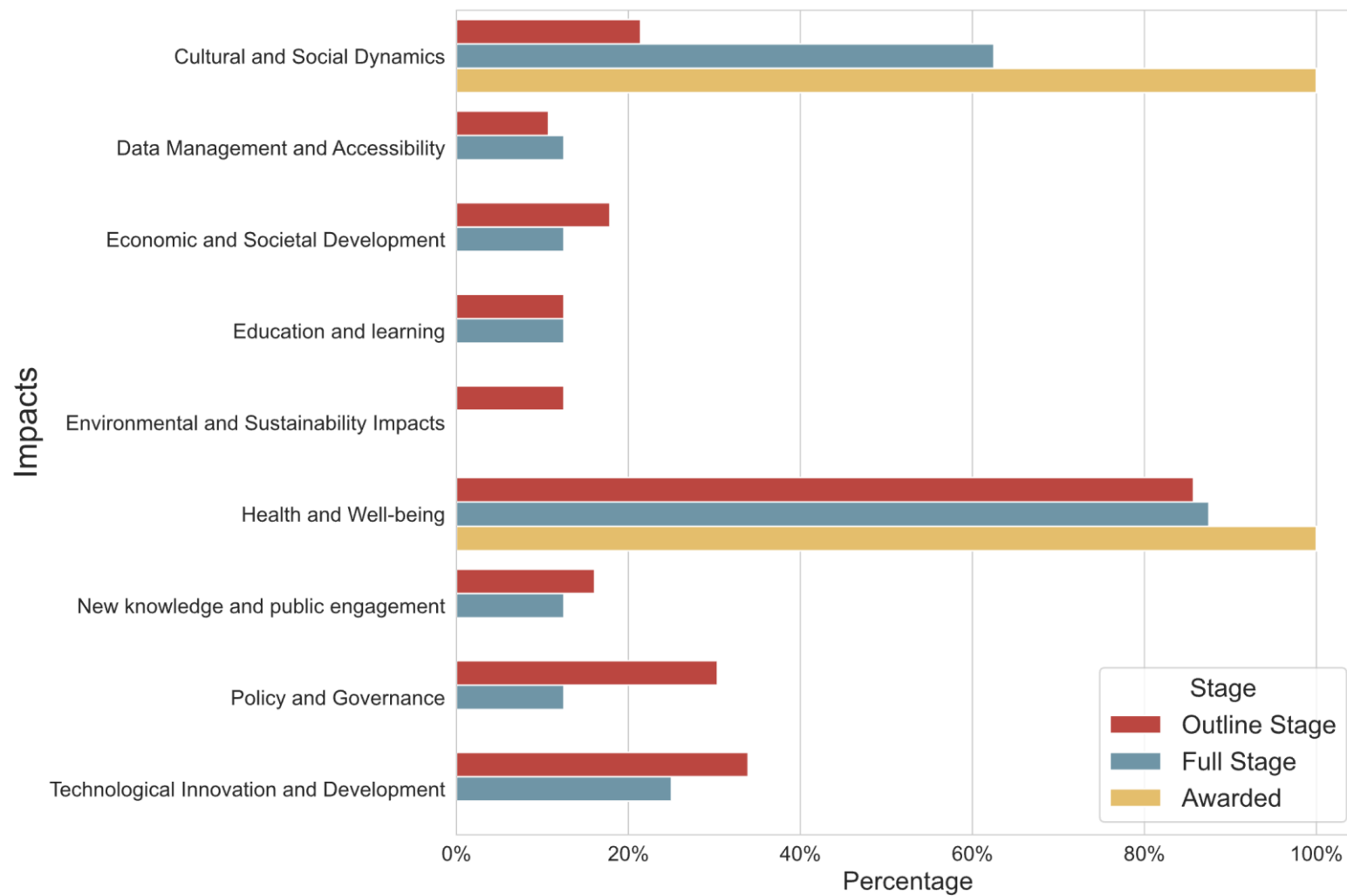


Figure 350 Round 2

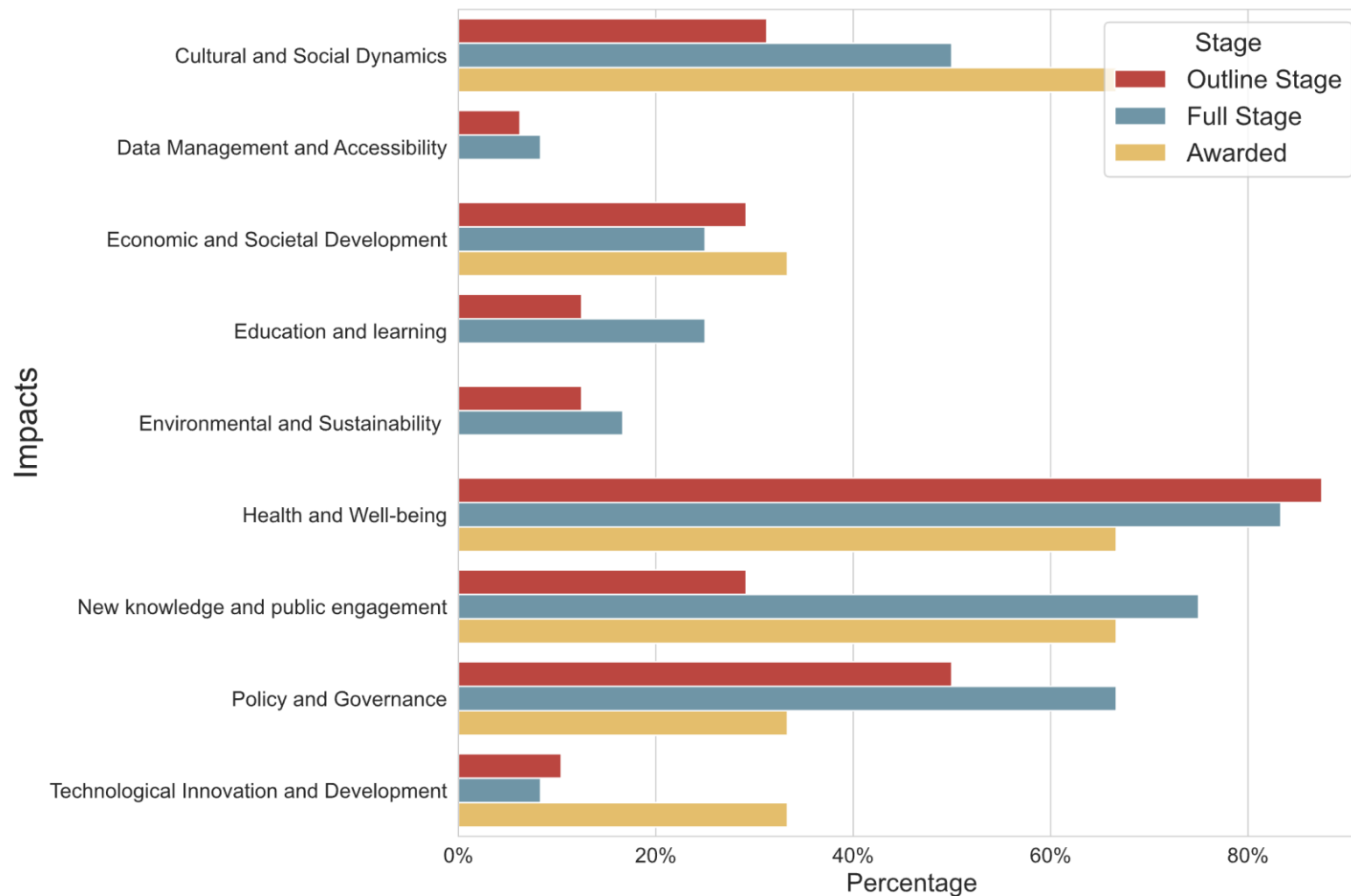


Figure 351 Round 1

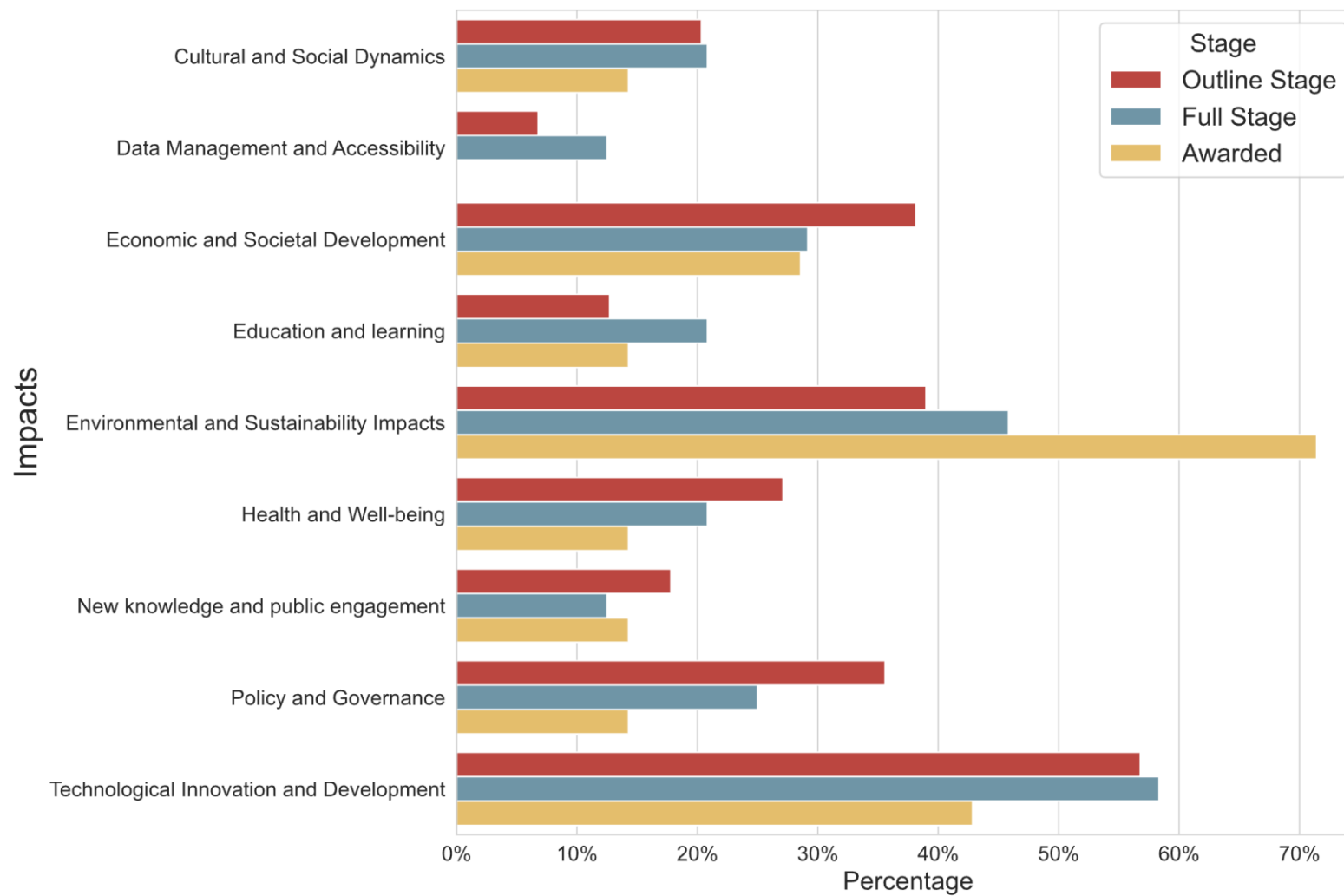
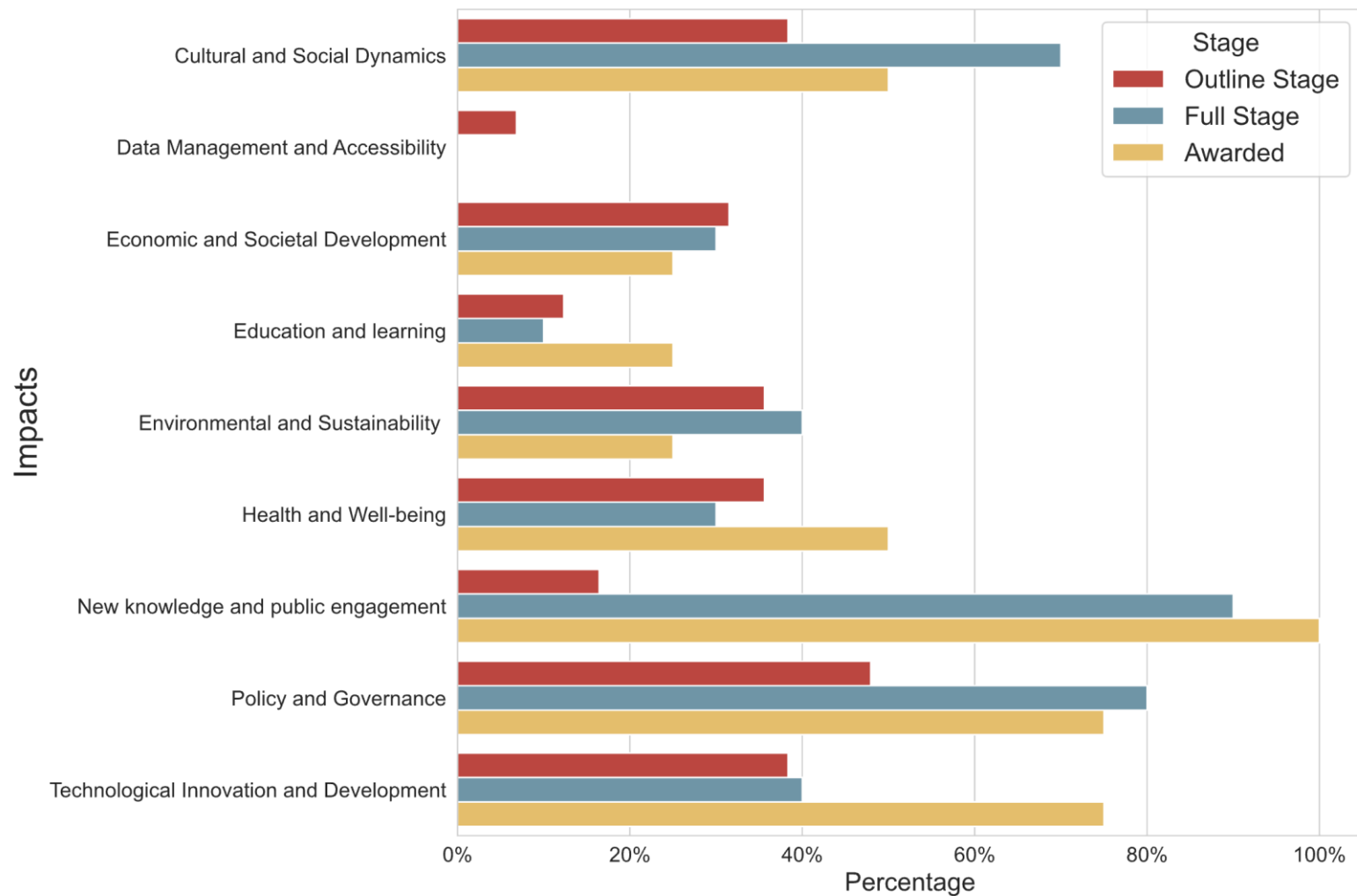


Figure 352 Round 2



Appendix H AIPC analysis of applications: Topic co-occurrence

Technopolis' in-house AI tool, the AI Policy Concierge or AIPC, was used to identify terms relating to keywords/ topics based on the application title and summary in both rounds and vision and approach and fit to opportunity text in Round 2.

The terms identified were clustered into higher level categories using the AIPC. Both the categorisation of the terms and the categories themselves were manually reviewed and amended as necessary.

Using the topic categories (proxy for disciplines), network diagrams showcasing interdisciplinary pairs were created, where the size (and colour) of the node represents the total number of proposals that incorporated that discipline and the thickness of connecting lines represents the number of proposals that involved the two connected disciplines.

Below we present a series of network diagrams showing the co-occurrence of topic categories identified in applications across both funding rounds, application stages (outline, full and awarded), and disciplinary interfaces. Larger nodes represent topics appearing in more applications, while thicker connecting lines represent stronger links between topics. For all applications combined, engineering and technology and social sciences were the most common topic combination at the outline stage. At the full application stage, social sciences, engineering and technology, and life sciences were the most frequently represented topics. Among awarded applications, social sciences remained prominent alongside medical and health sciences. The figures also show that the most common topic combinations vary between interfaces and funding rounds, reflecting differences in the topics within the remit of the different interfaces. Notably, social sciences remain represented across many interfaces, even those that are not focussing explicitly on social sciences.

H.1. All applications

H.1.1. Round 1

Figure 353 Outline applications
Topic Co-occurrence Network (All - Outline Stage)

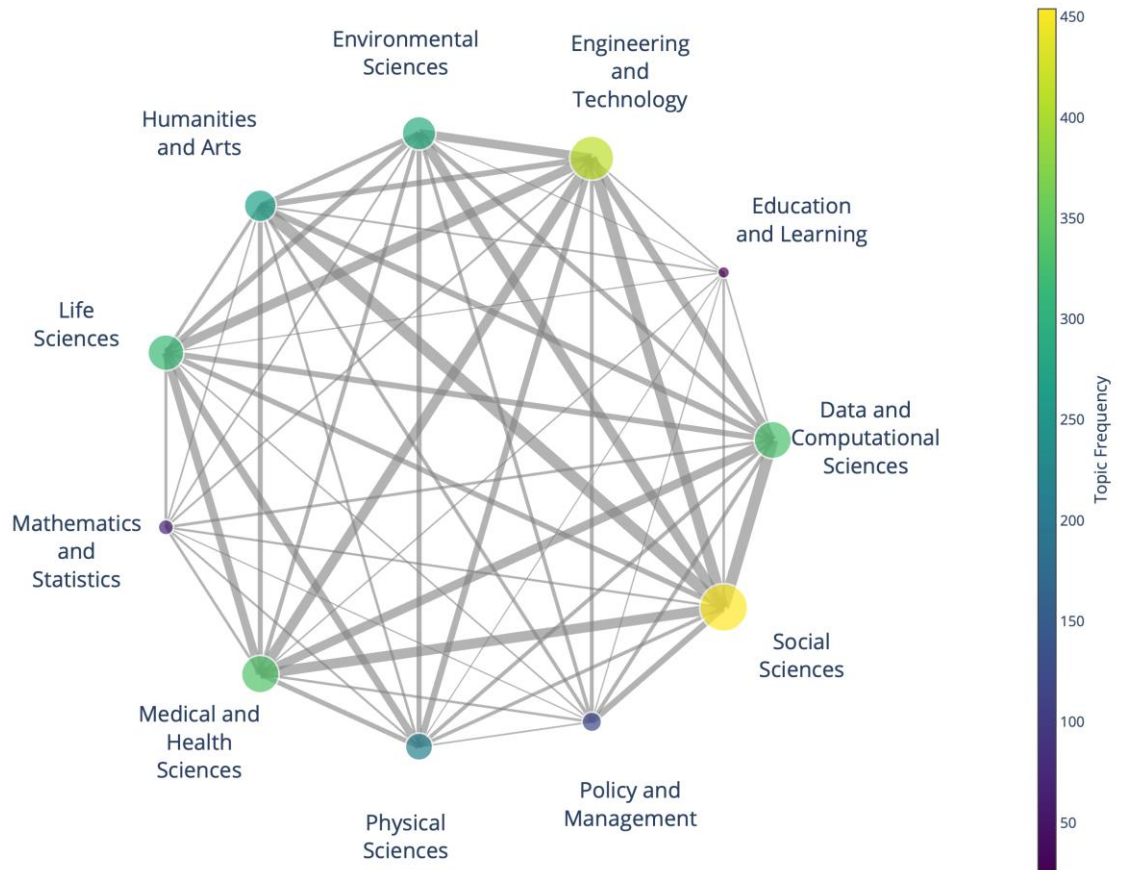


Figure 354 Full applications
Topic Co-occurrence Network (All - Full Stage)

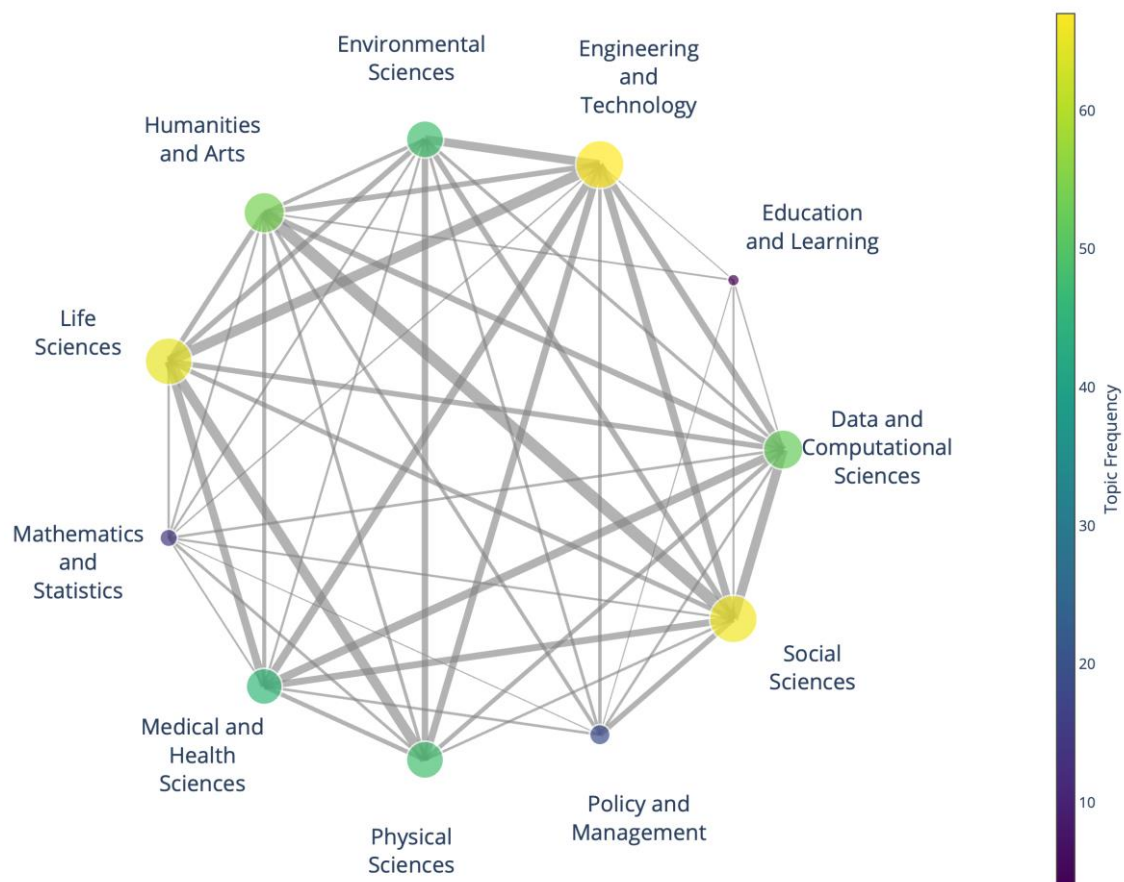
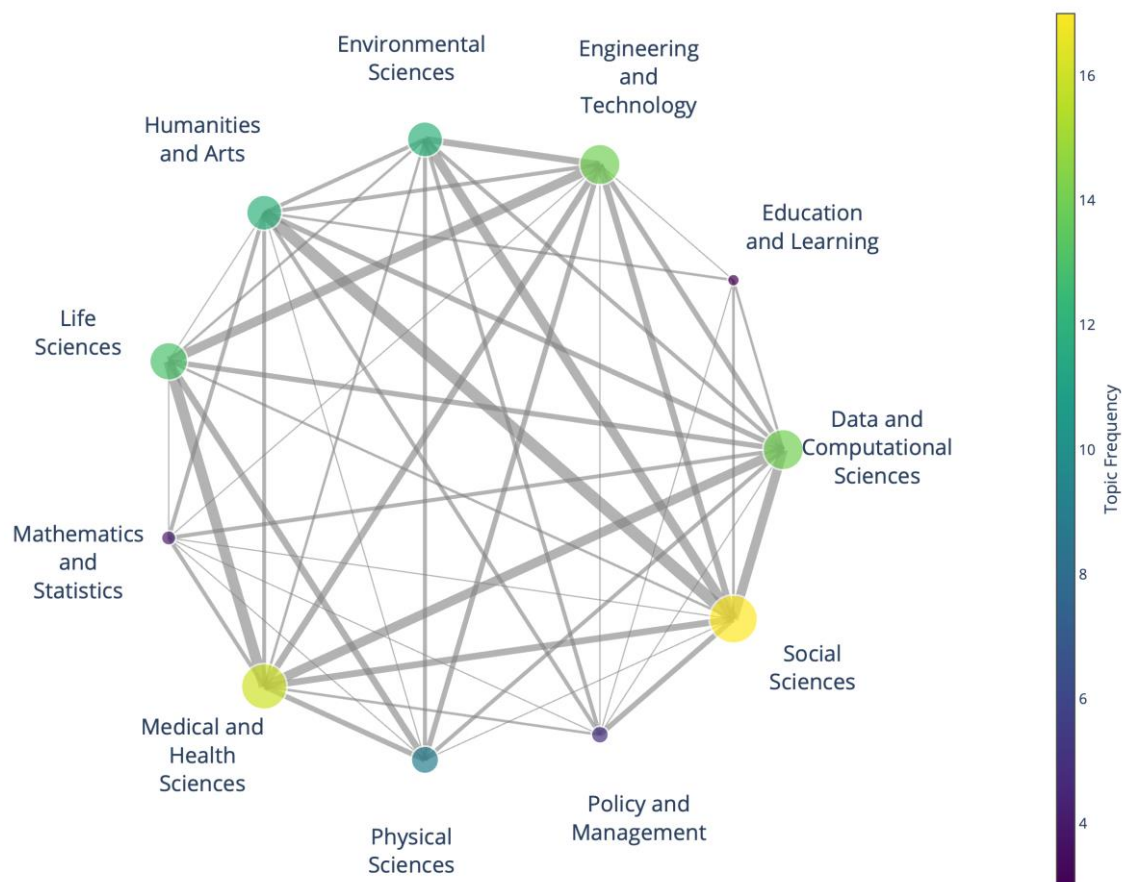


Figure 355 Awarded applications
Topic Co-occurrence Network (All - Awarded)



H.1.2. Round 2

Figure 356 Outline applications
Topic Co-occurrence Network (All - Outline Stage)

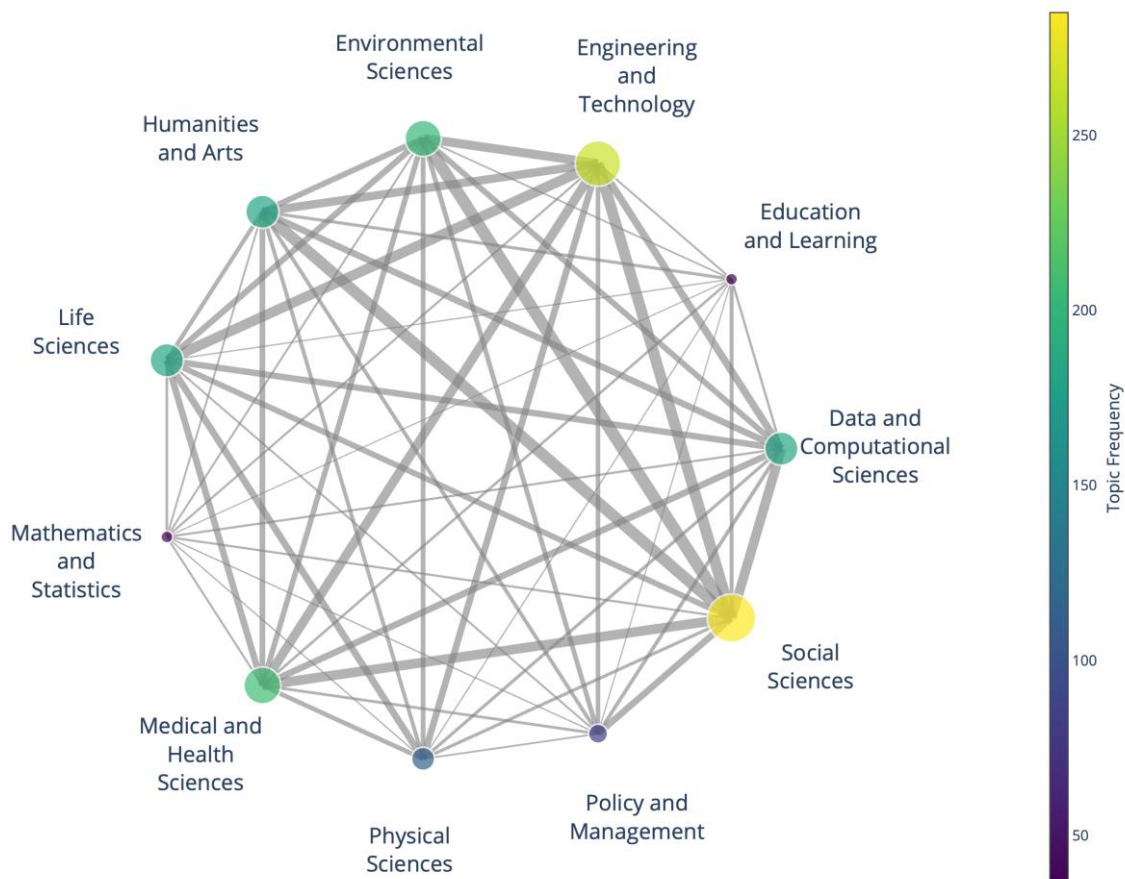


Figure 357 Full applications
Topic Co-occurrence Network (All - Full Stage)

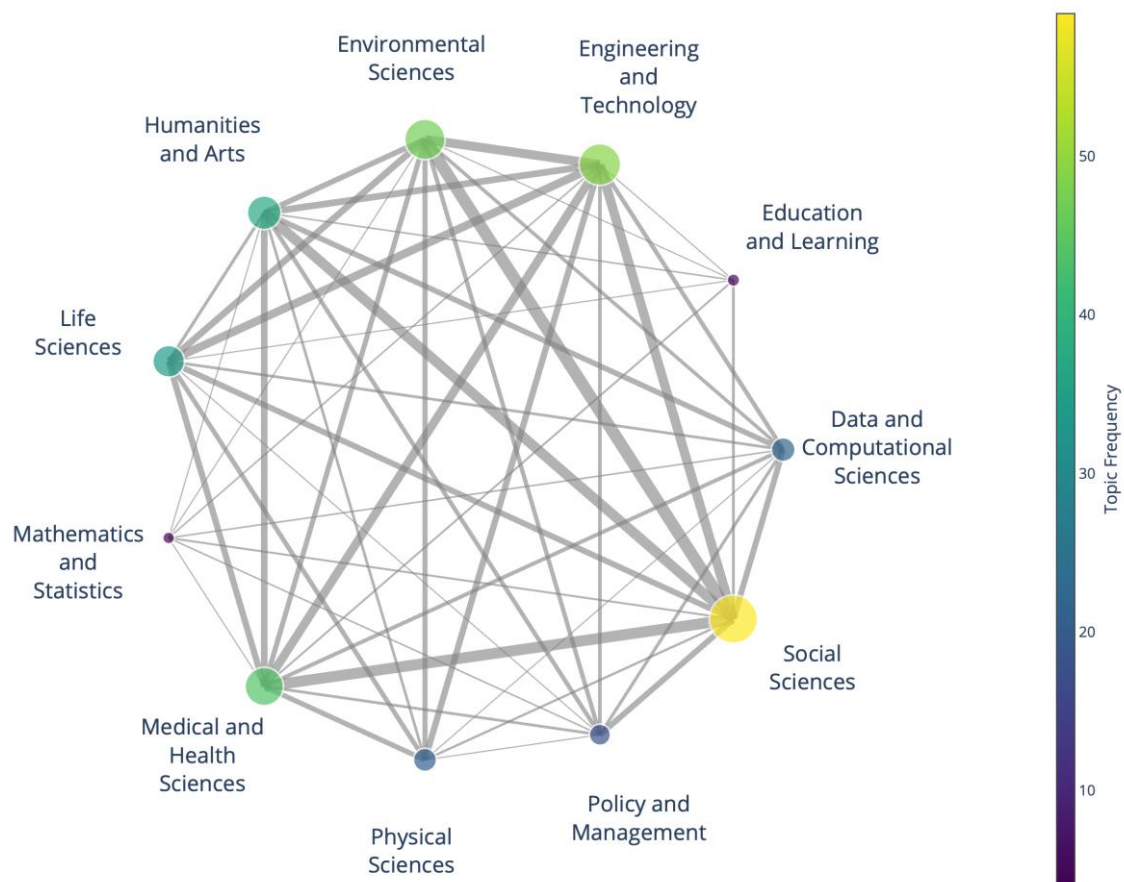
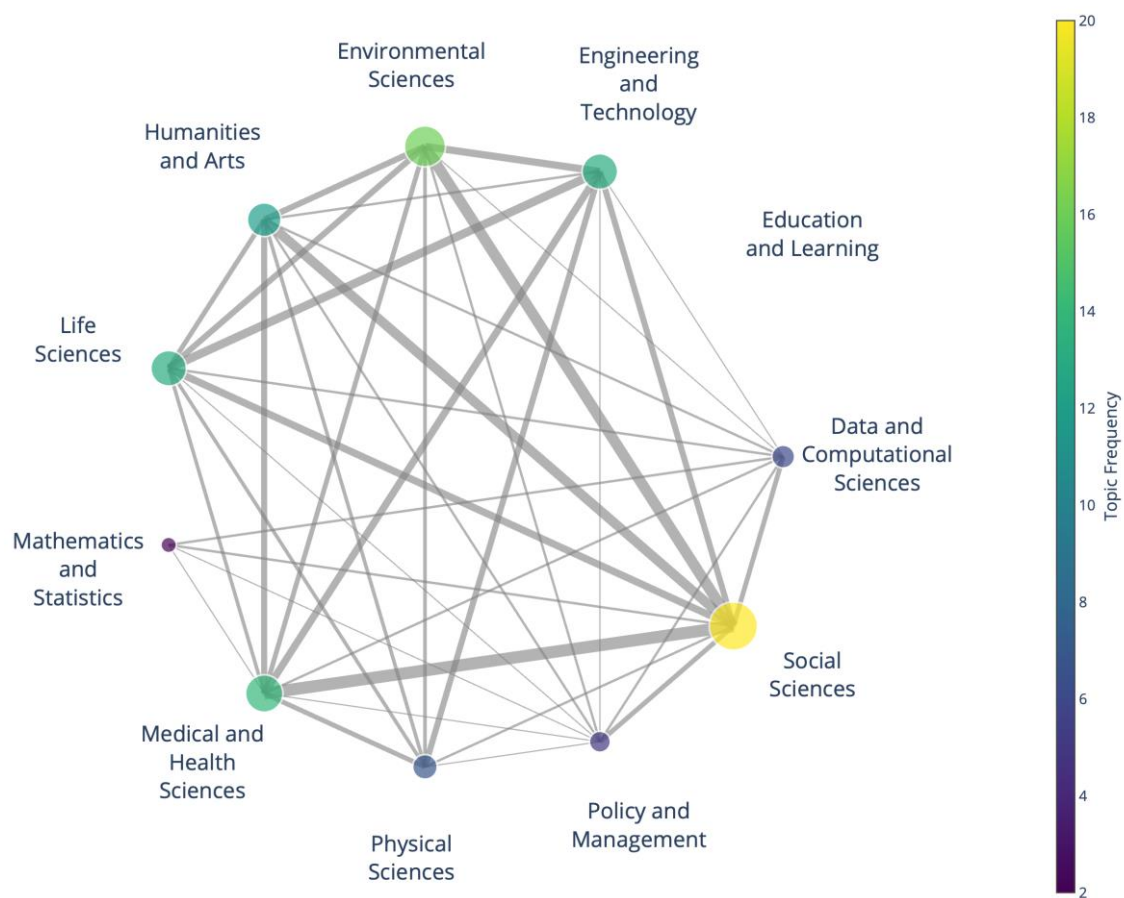


Figure 358 Awarded applications
Topic Co-occurrence Network (All - Awarded)



H.2. AH-EEB

H.2.1. Round 1

Figure 359 Outline applications
Topic Co-occurrence Network (AH-EEB - Outline Stage)

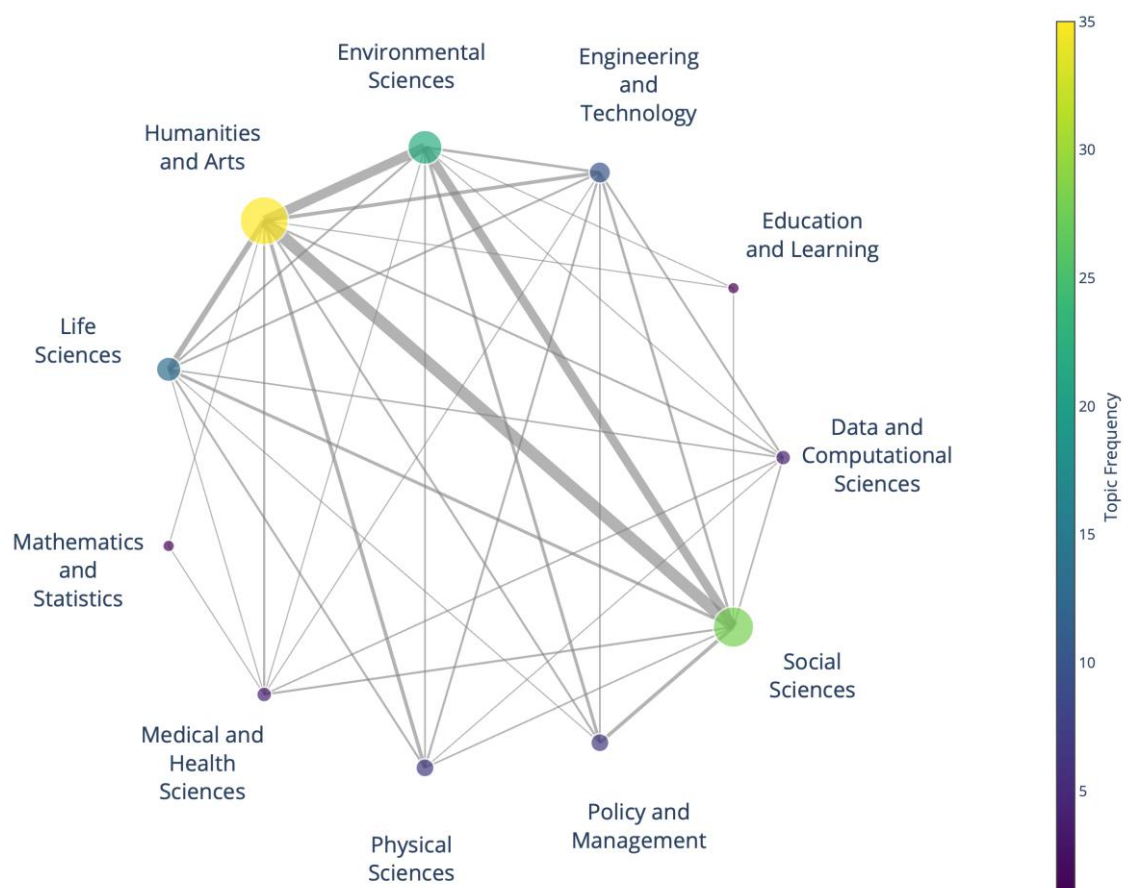


Figure 360 Full applications
Topic Co-occurrence Network (AH-EEB - Full Stage)

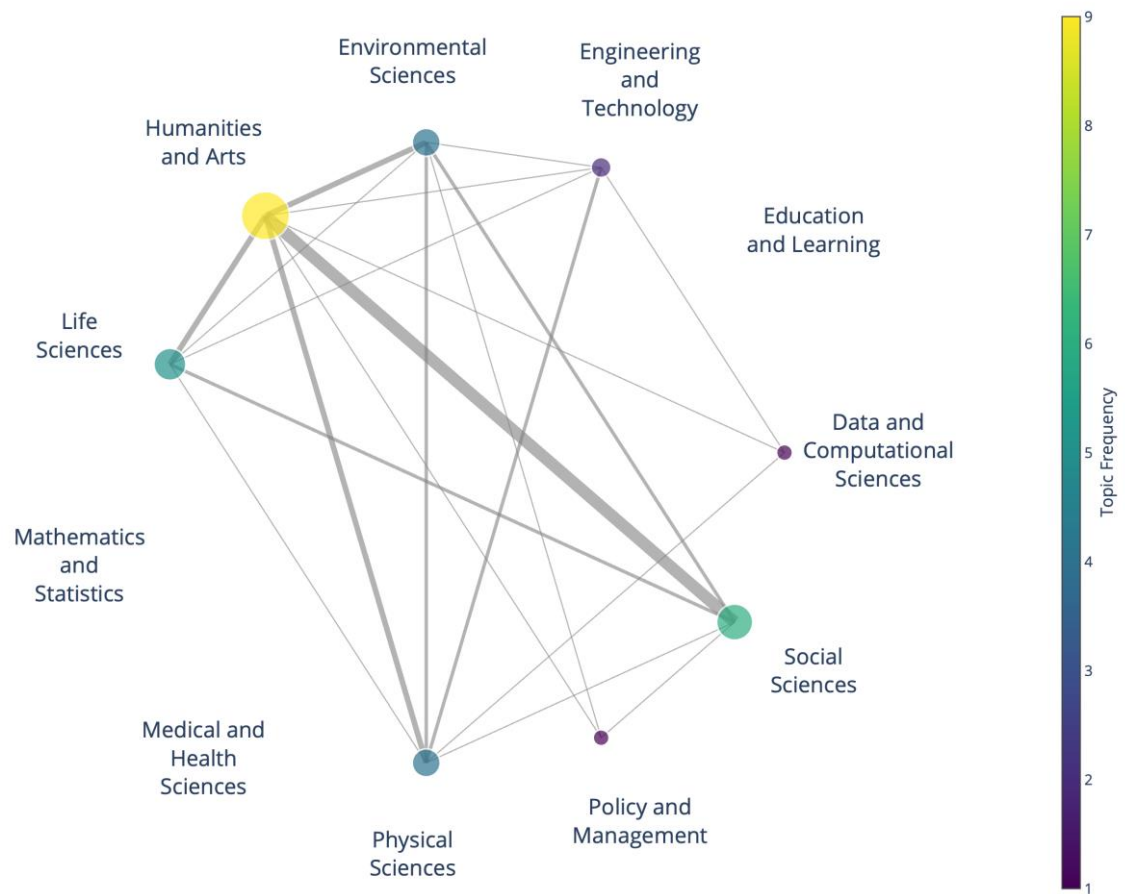
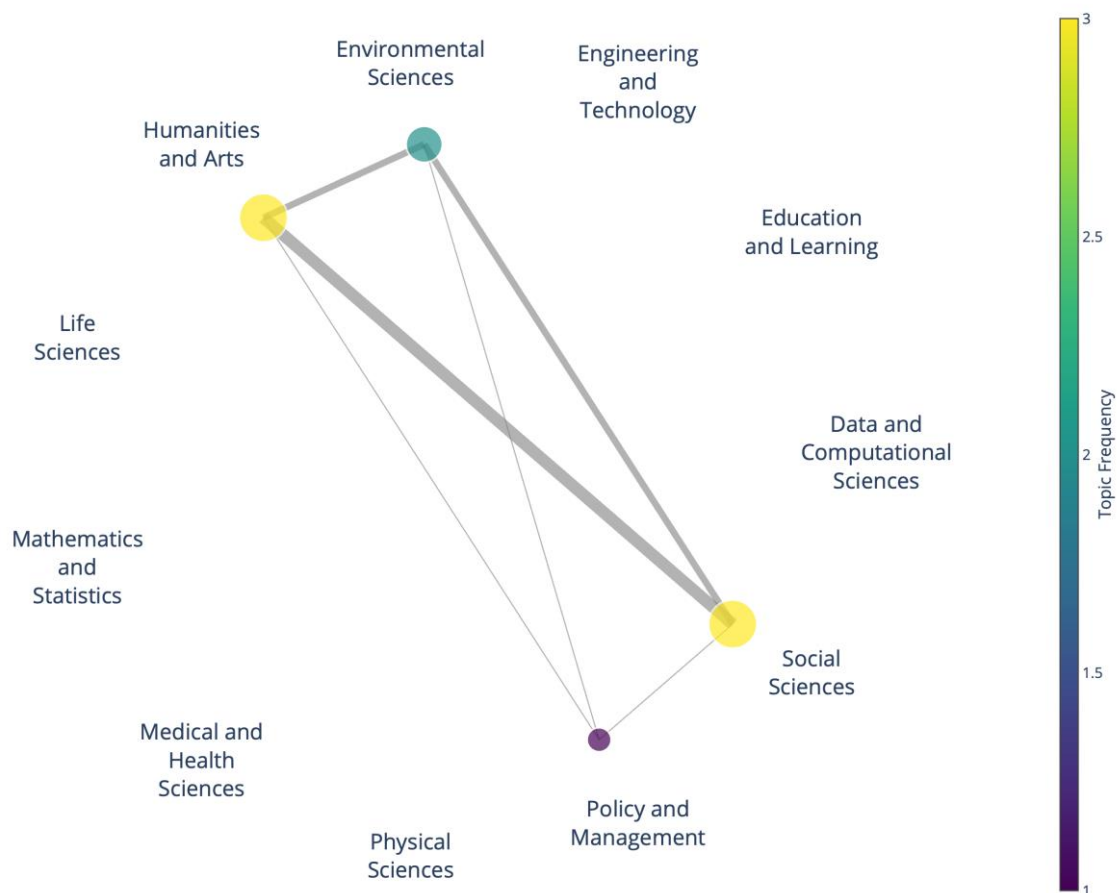


Figure 361 Awarded applications
Topic Co-occurrence Network (AH-EEB - Awarded)



H.2.2. Round 2

Figure 362 Outline applications
Topic Co-occurrence Network (AH-EEB - Outline Stage)

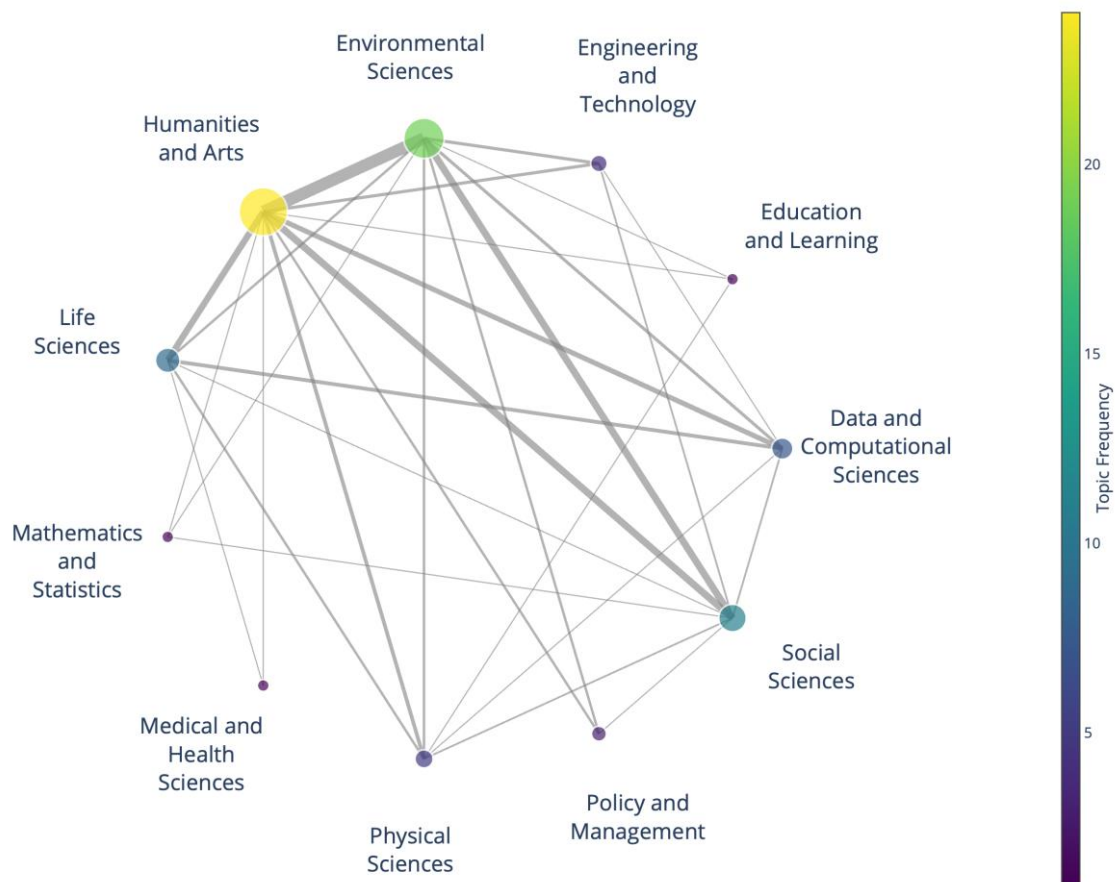


Figure 363 Full applications
Topic Co-occurrence Network (AH-EEB - Full Stage)

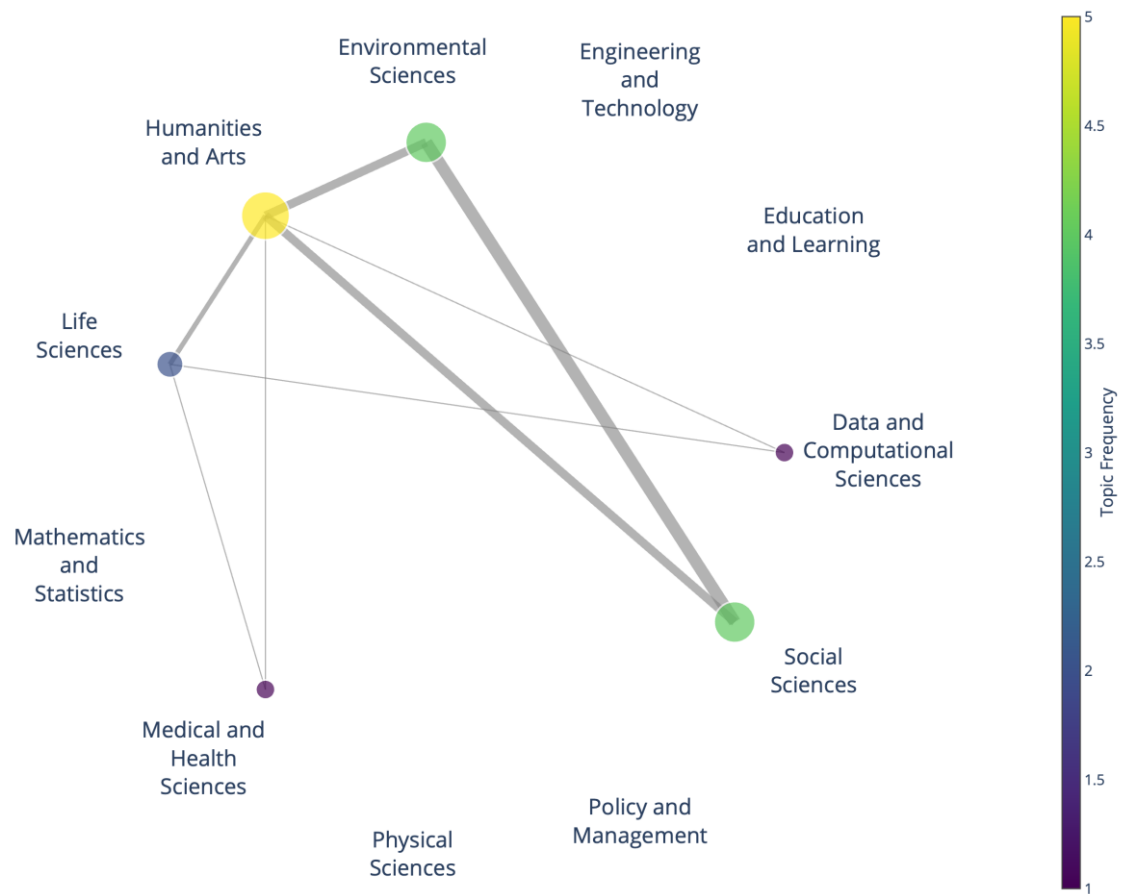
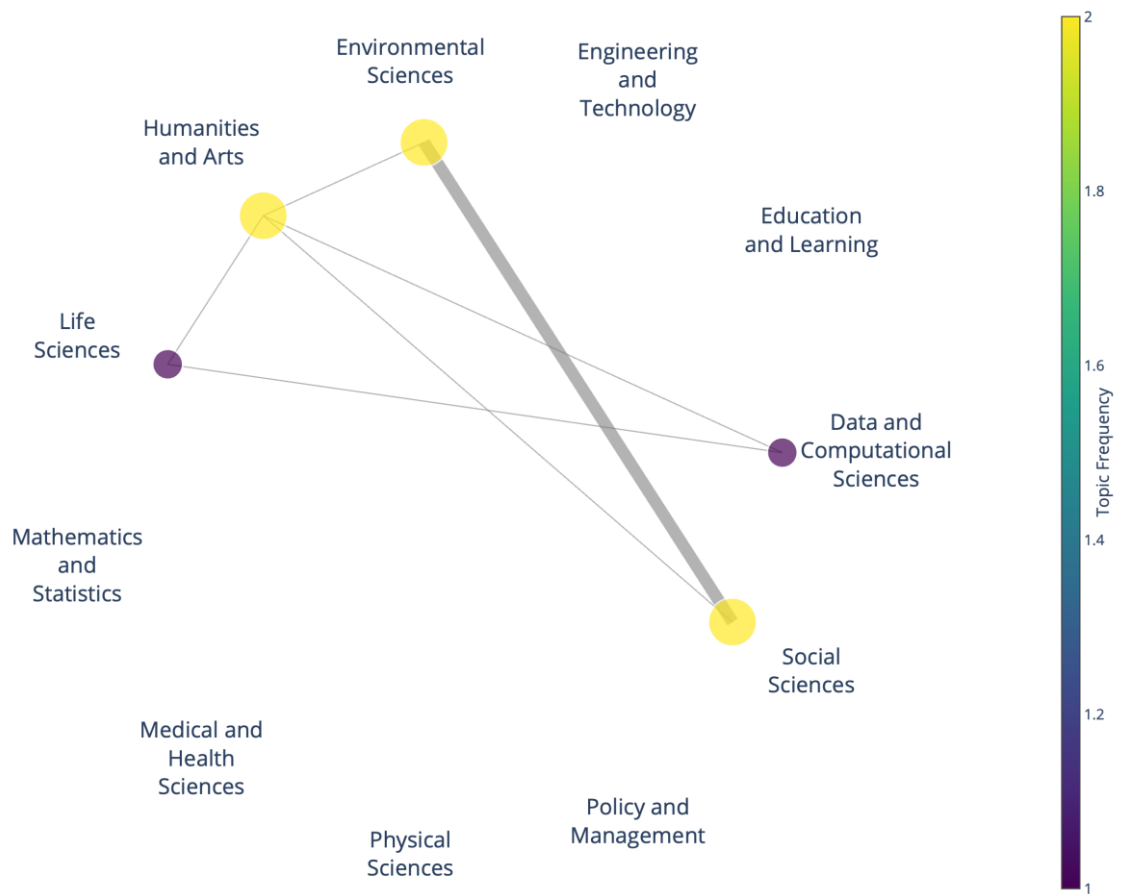


Figure 364 Awarded applications
Topic Co-occurrence Network (AH-EEB - Awarded)



H.3. AH-SS

H.3.1. Round 1

Figure 365 Outline applications
Topic Co-occurrence Network (AH-SS - Outline Stage)

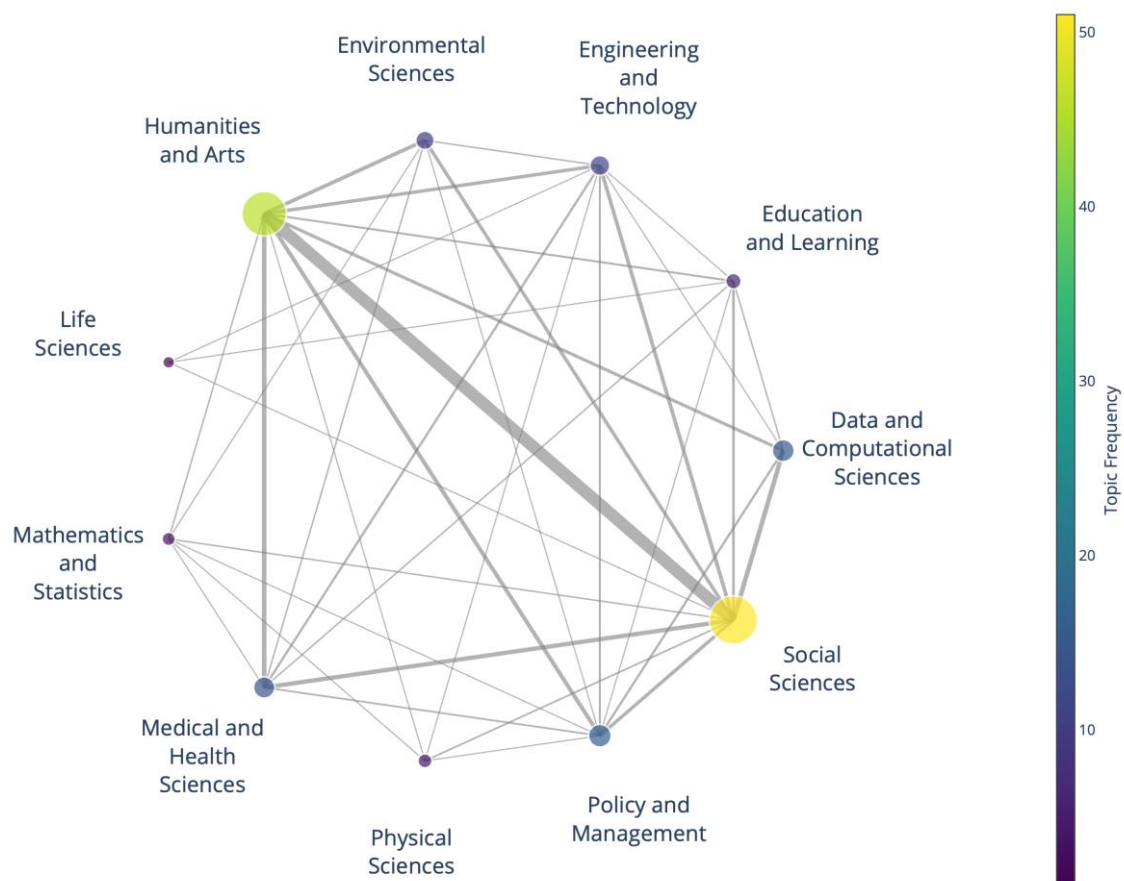


Figure 366 Full applications
Topic Co-occurrence Network (AH-SS - Full Stage)

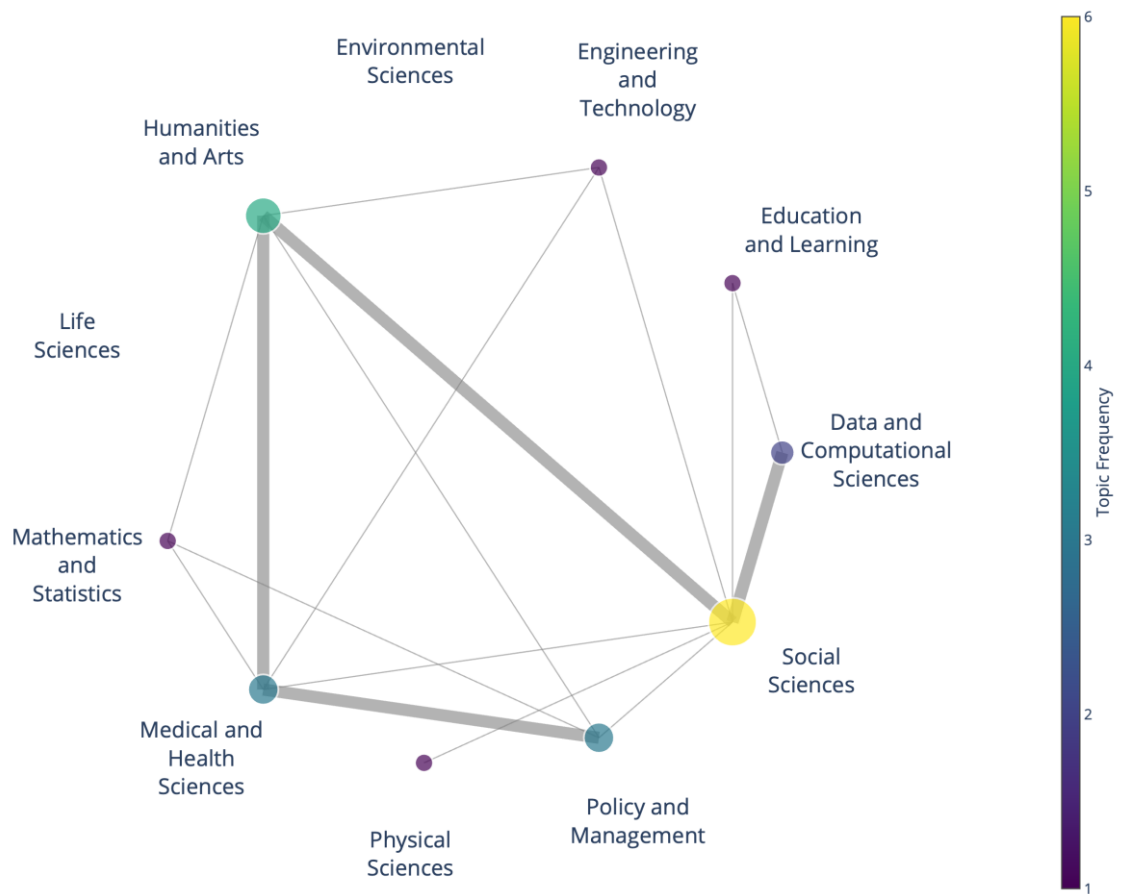
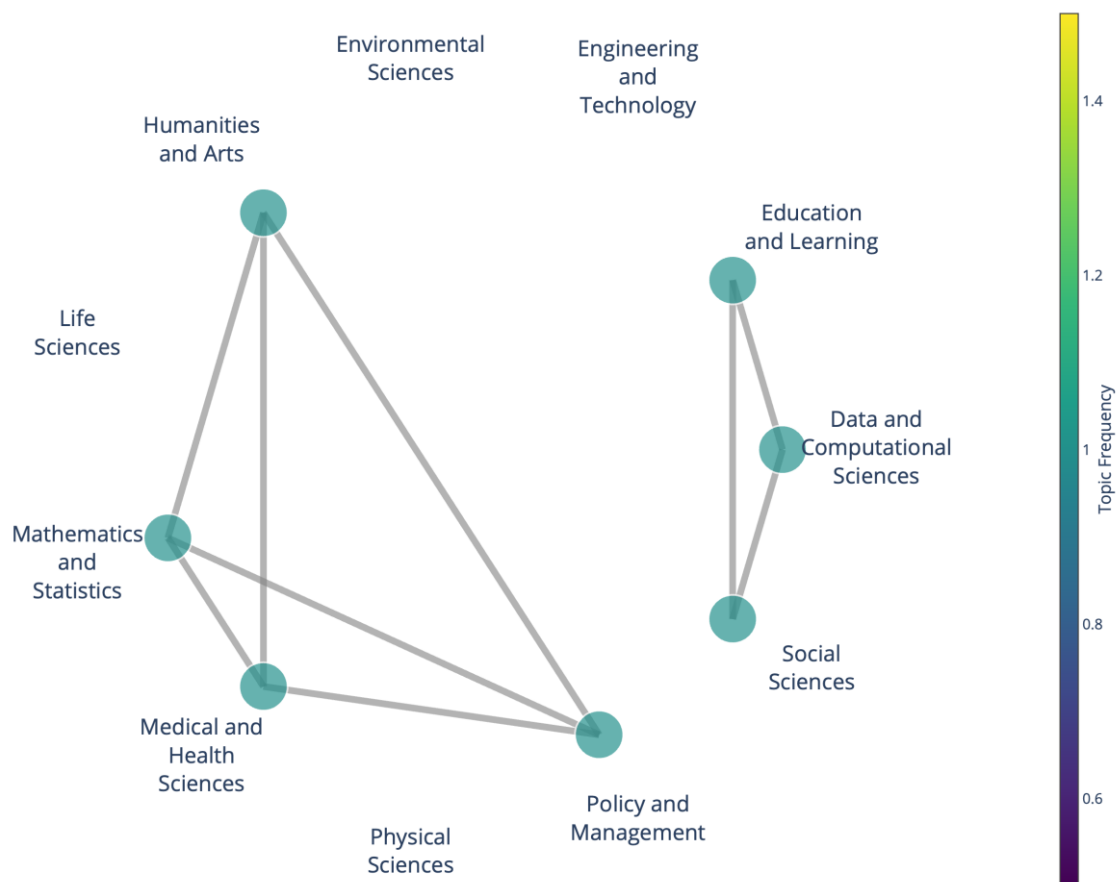


Figure 367 Awarded applications
Topic Co-occurrence Network (AH-SS - Awarded)



H.3.2. Round 2

Figure 368 Outline applications
Topic Co-occurrence Network (AH-SS - Outline Stage)

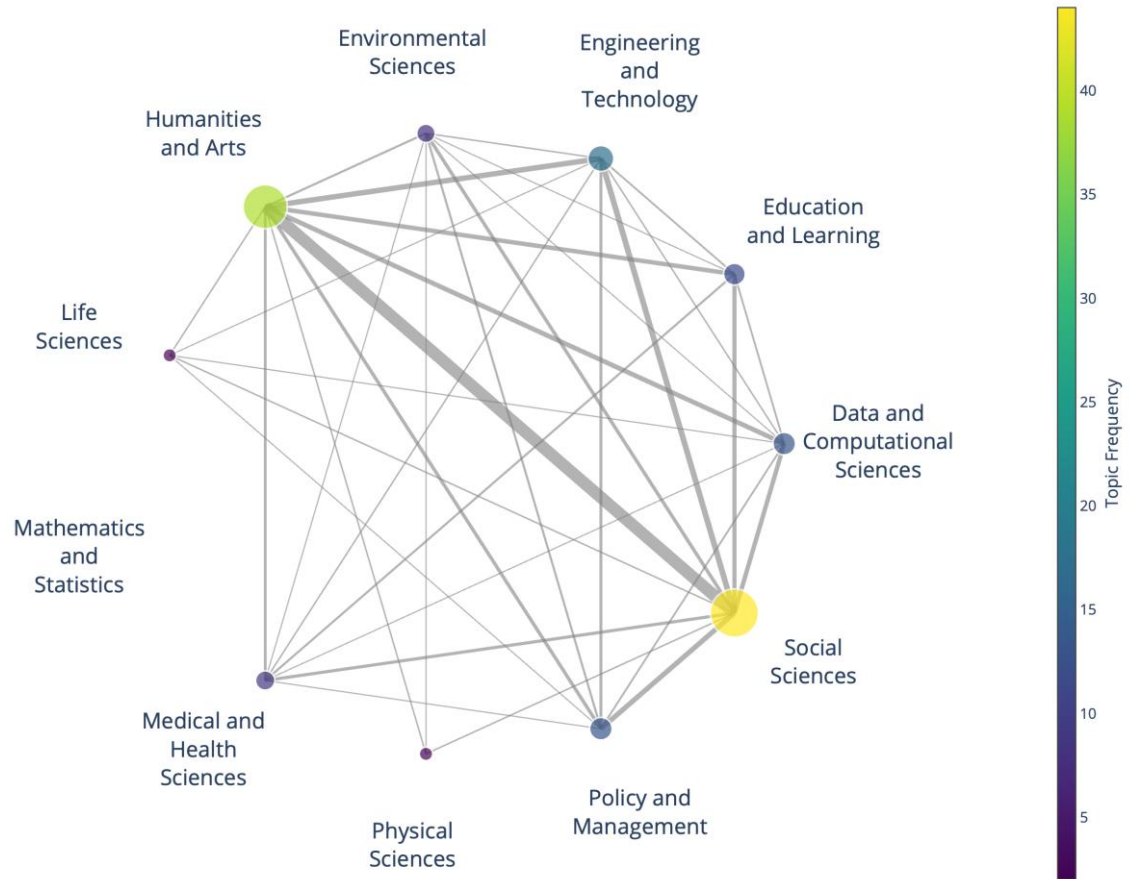


Figure 369 Full applications
Topic Co-occurrence Network (AH-SS - Full Stage)

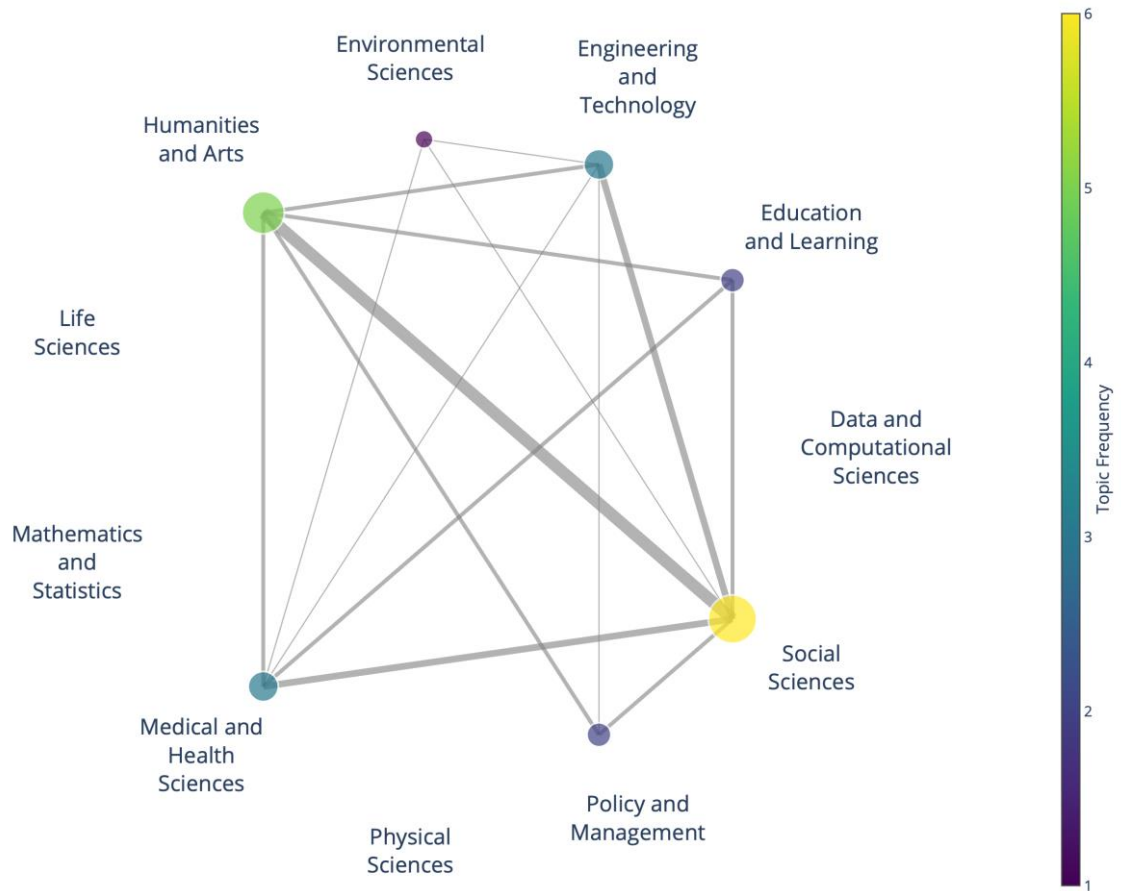
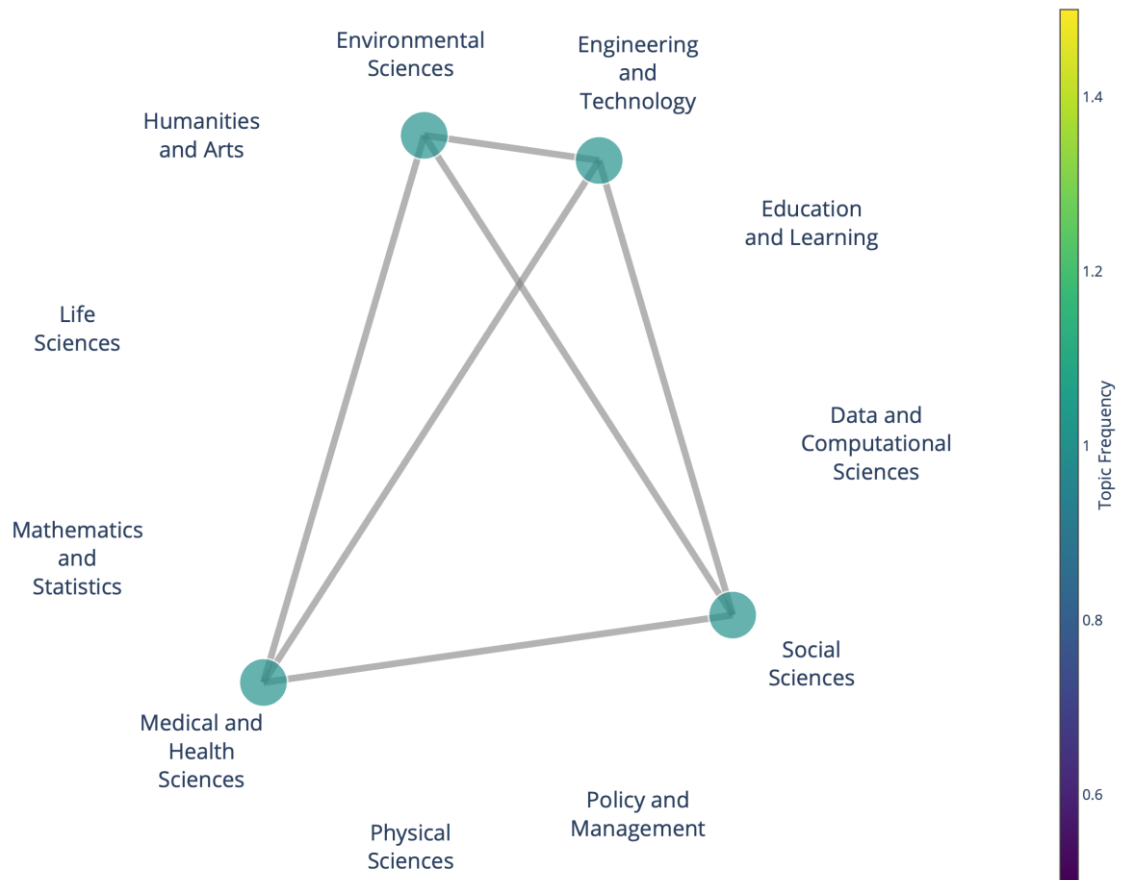


Figure 370 Awarded applications
Topic Co-occurrence Network (AH-SS - Awarded)



H.4. BIOM-AH

H.4.1. Round 1

Figure 371 Outline applications
Topic Co-occurrence Network (BIOM-AH - Outline Stage)

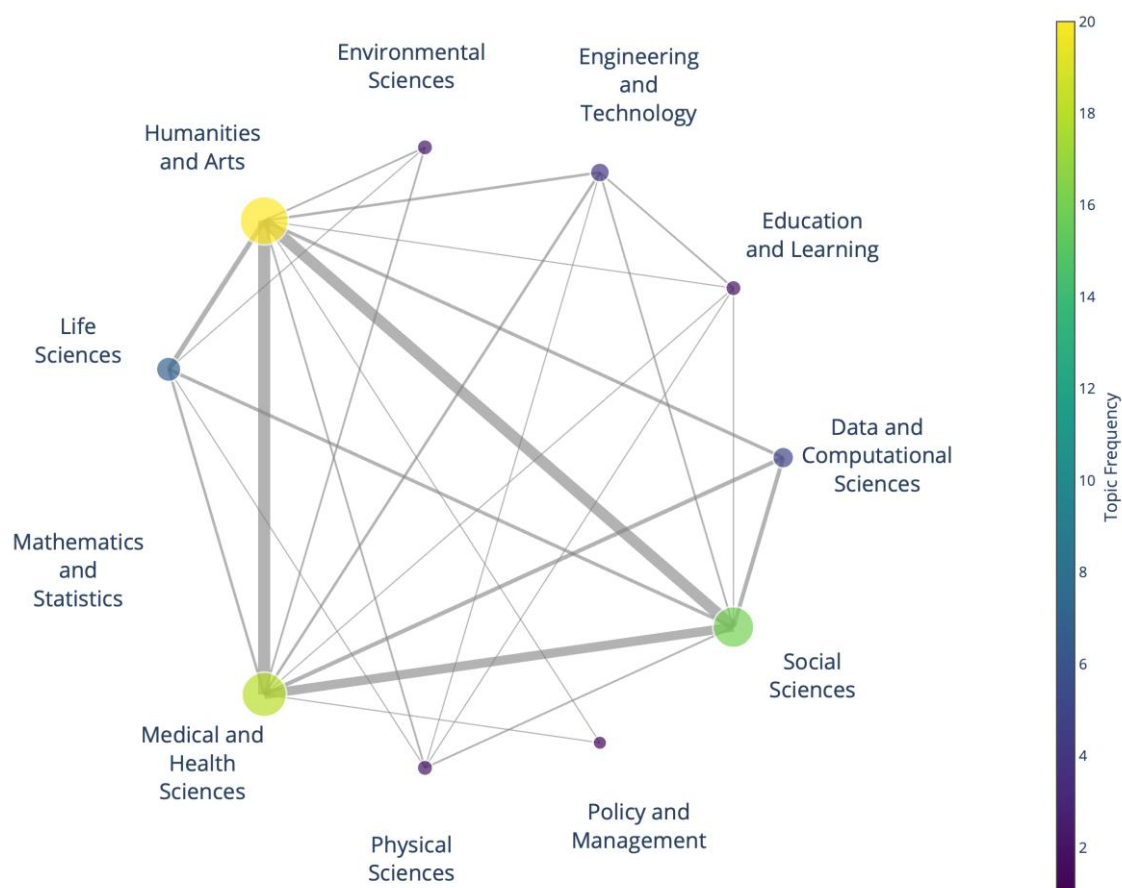


Figure 372 Full applications
Topic Co-occurrence Network (BIOM-AH - Full Stage)

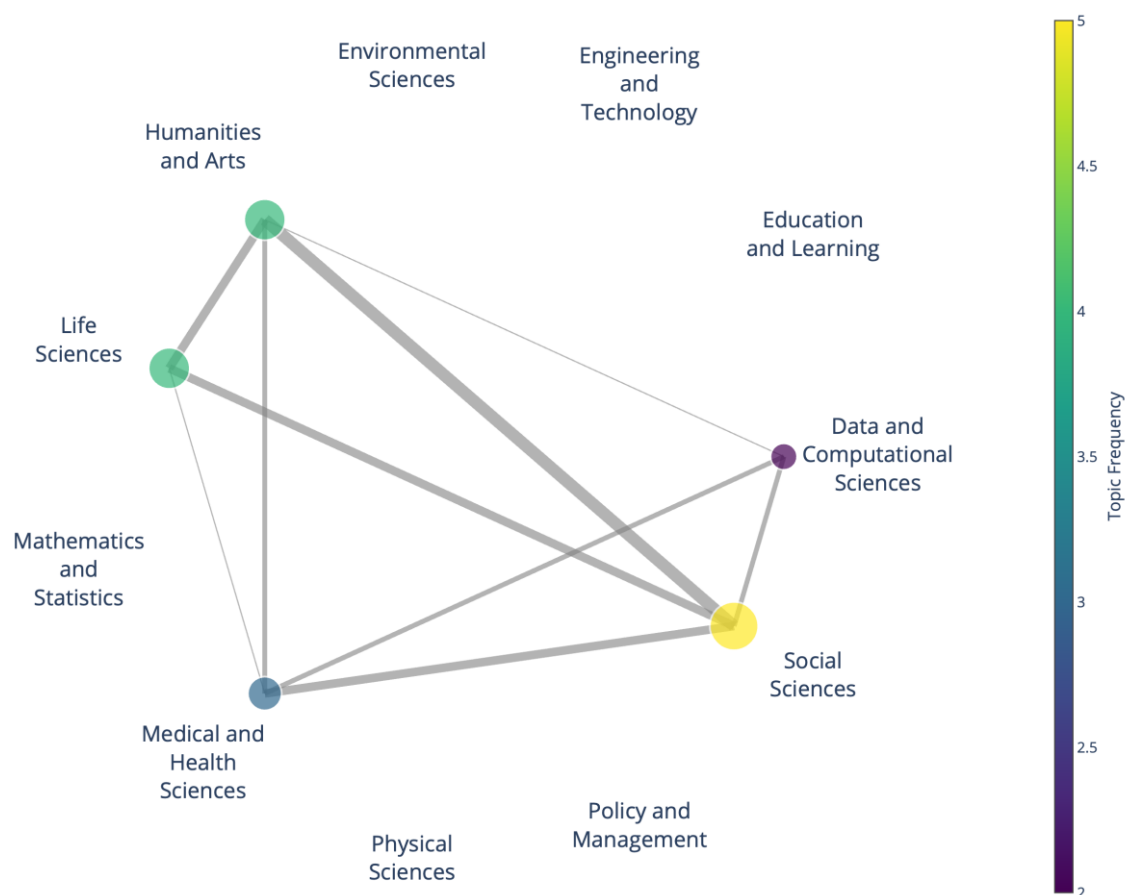
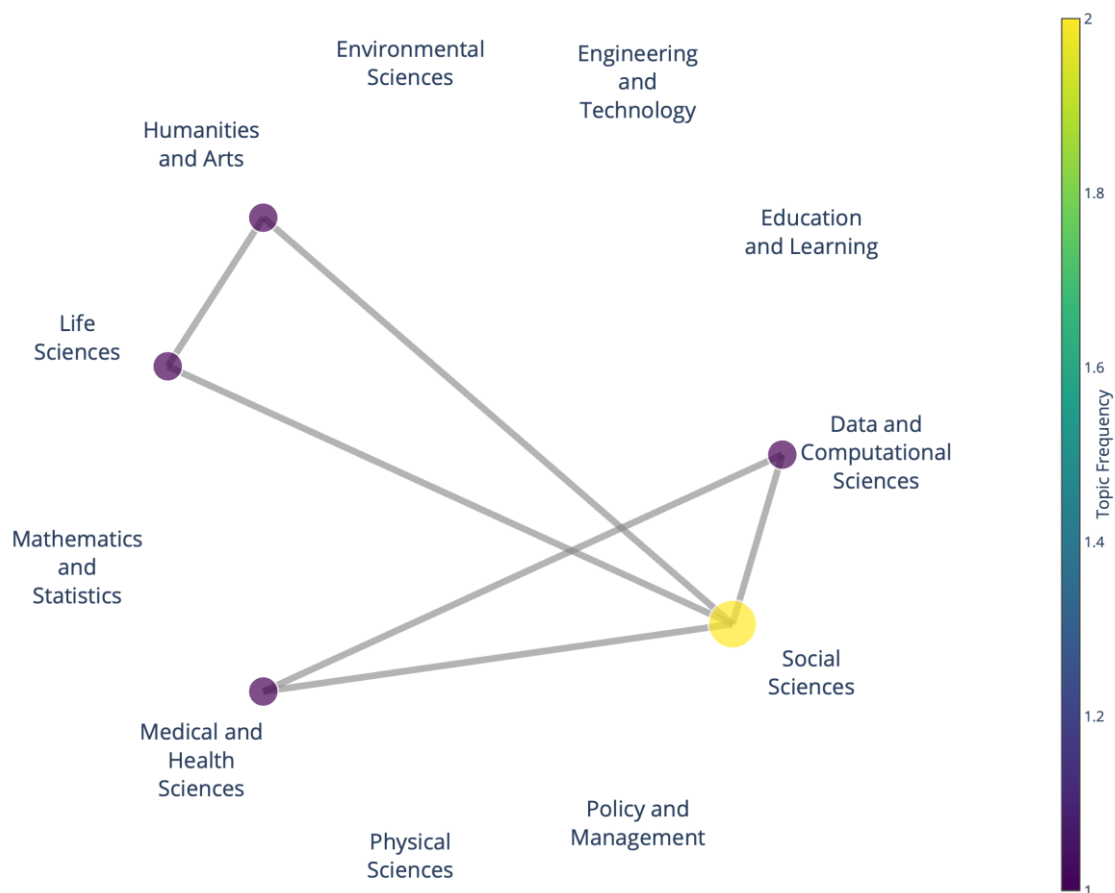


Figure 373 Awarded applications
Topic Co-occurrence Network (BIOM-AH - Awarded)



H.4.2. Round 2

Figure 374 Outline applications
Topic Co-occurrence Network (BIOM-AH - Outline Stage)

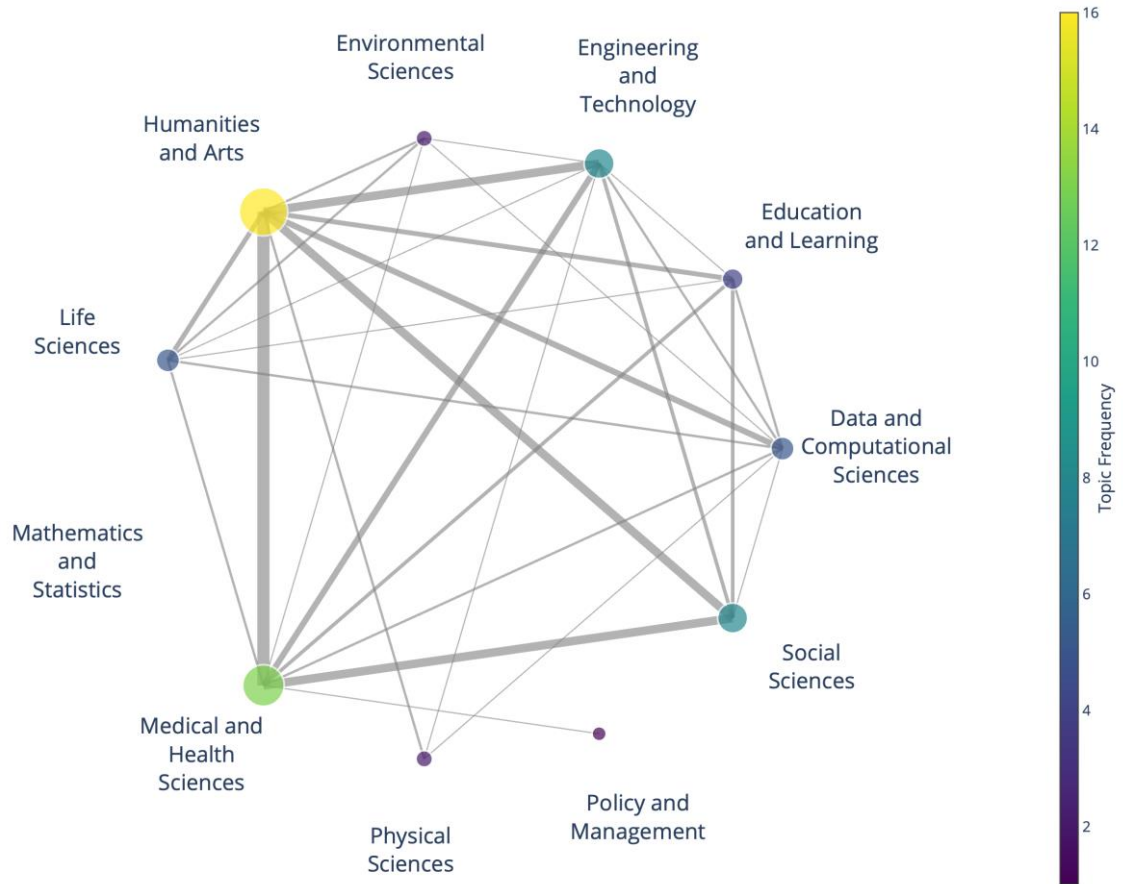


Figure 375 Full applications
Topic Co-occurrence Network (BIOM-AH - Full Stage)

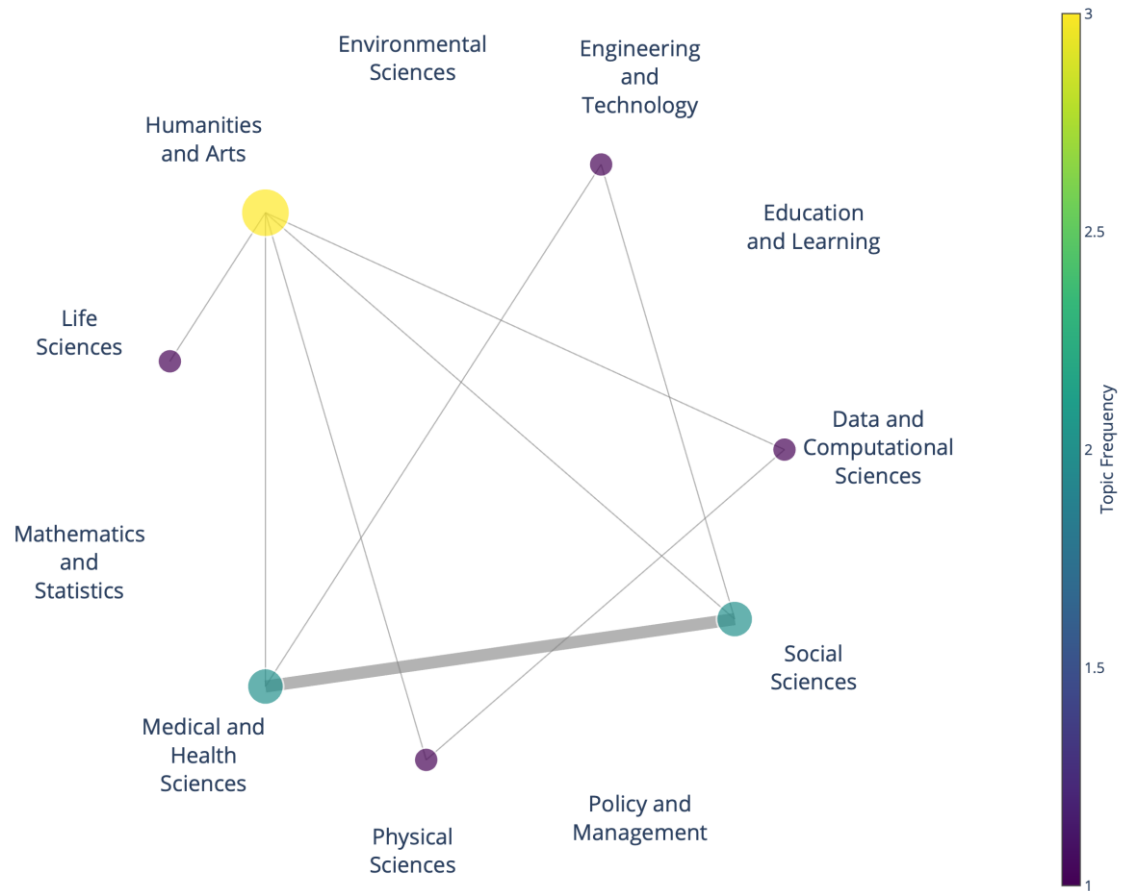
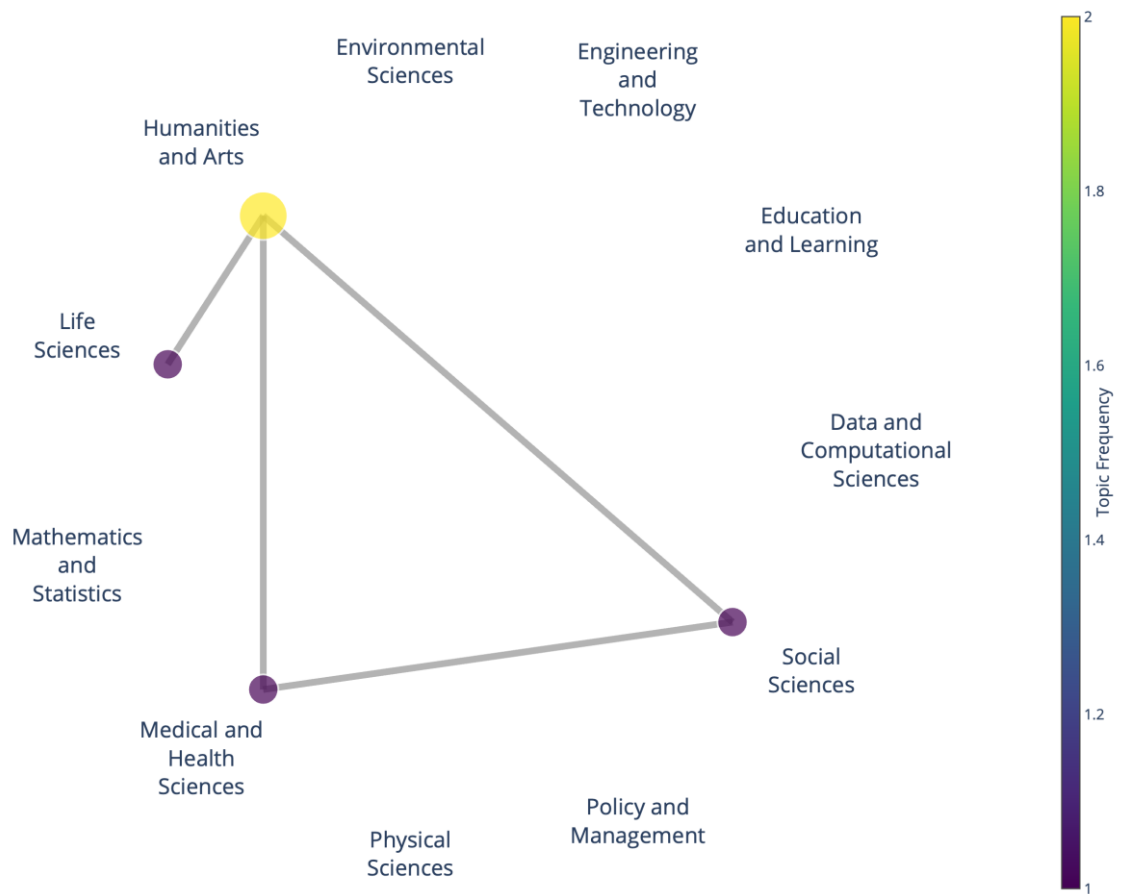


Figure 376 Awarded applications
Topic Co-occurrence Network (BIOM-AH - Awarded)



H.5. BIOM-EPS

H.5.1. Round 1

Figure 377 Outline applications

Topic Co-occurrence Network (BIOM-EPS - Outline Stage)

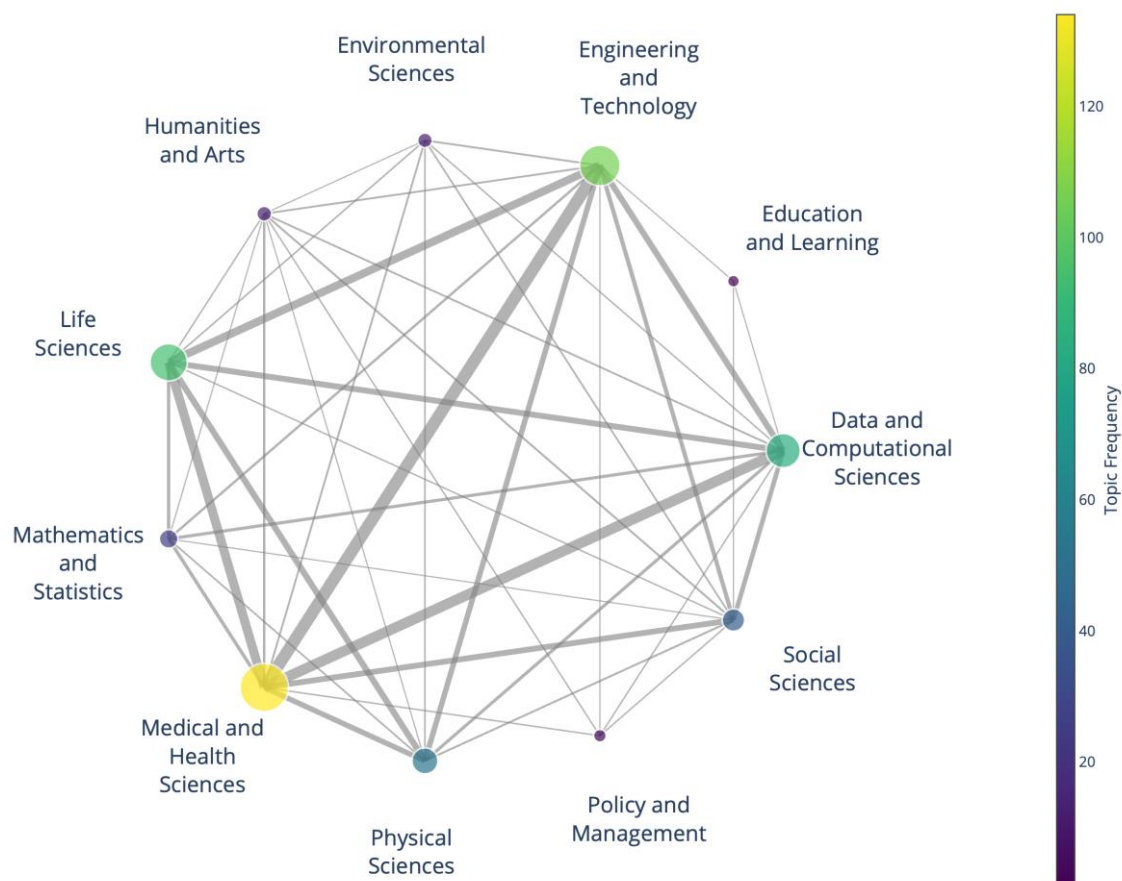


Figure 378 Full applications
Topic Co-occurrence Network (BIOM-EPS - Full Stage)

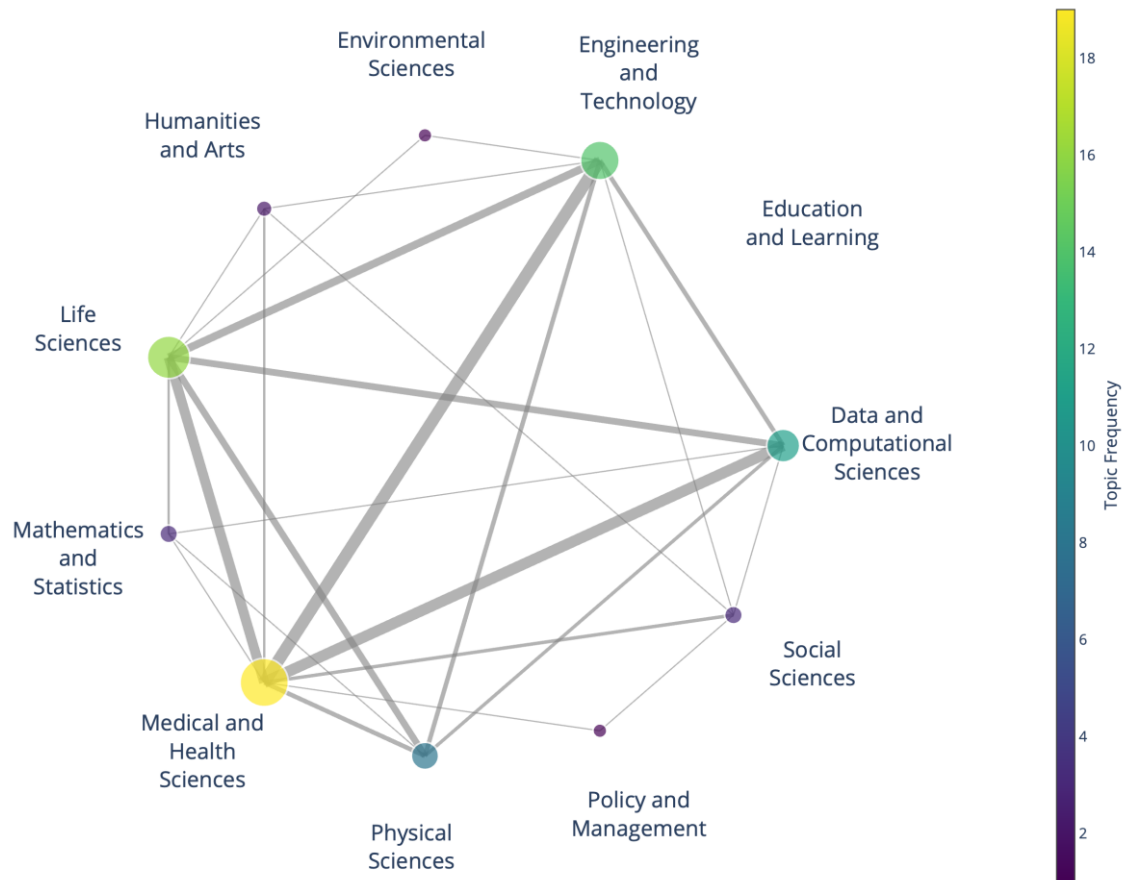
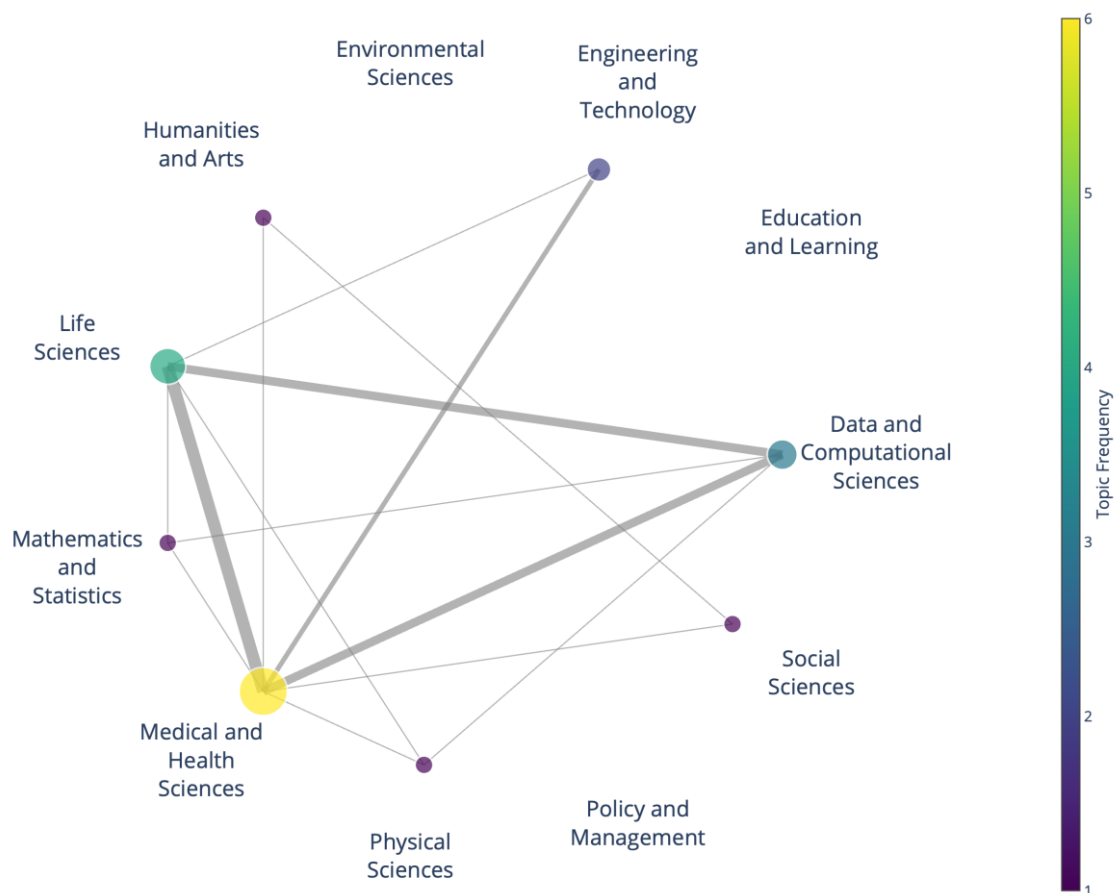


Figure 379 Awarded applications
Topic Co-occurrence Network (BIOM-EPS - Awarded)



H.5.2. Round 2

Figure 380 Outline applications
Topic Co-occurrence Network (BIOM-EPS - Outline Stage)

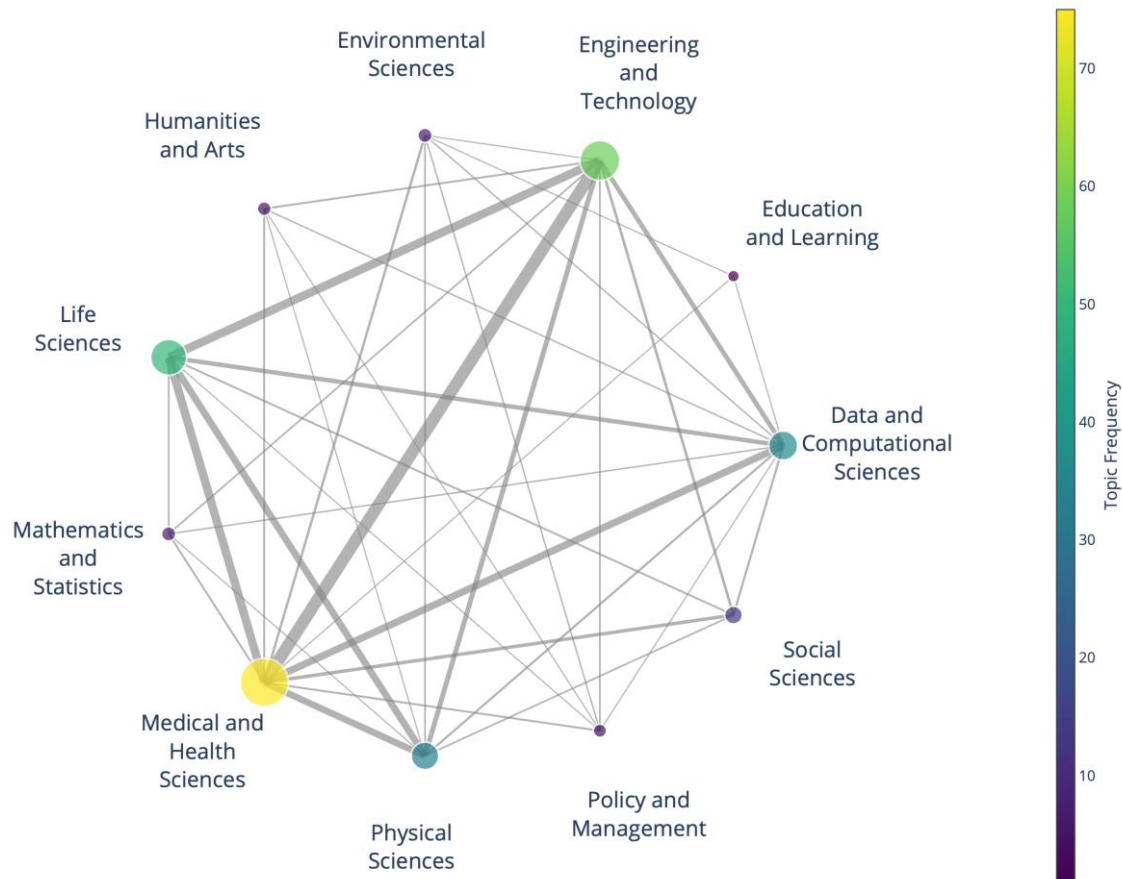


Figure 381 Full applications
Topic Co-occurrence Network (BIOM-EPS - Full Stage)

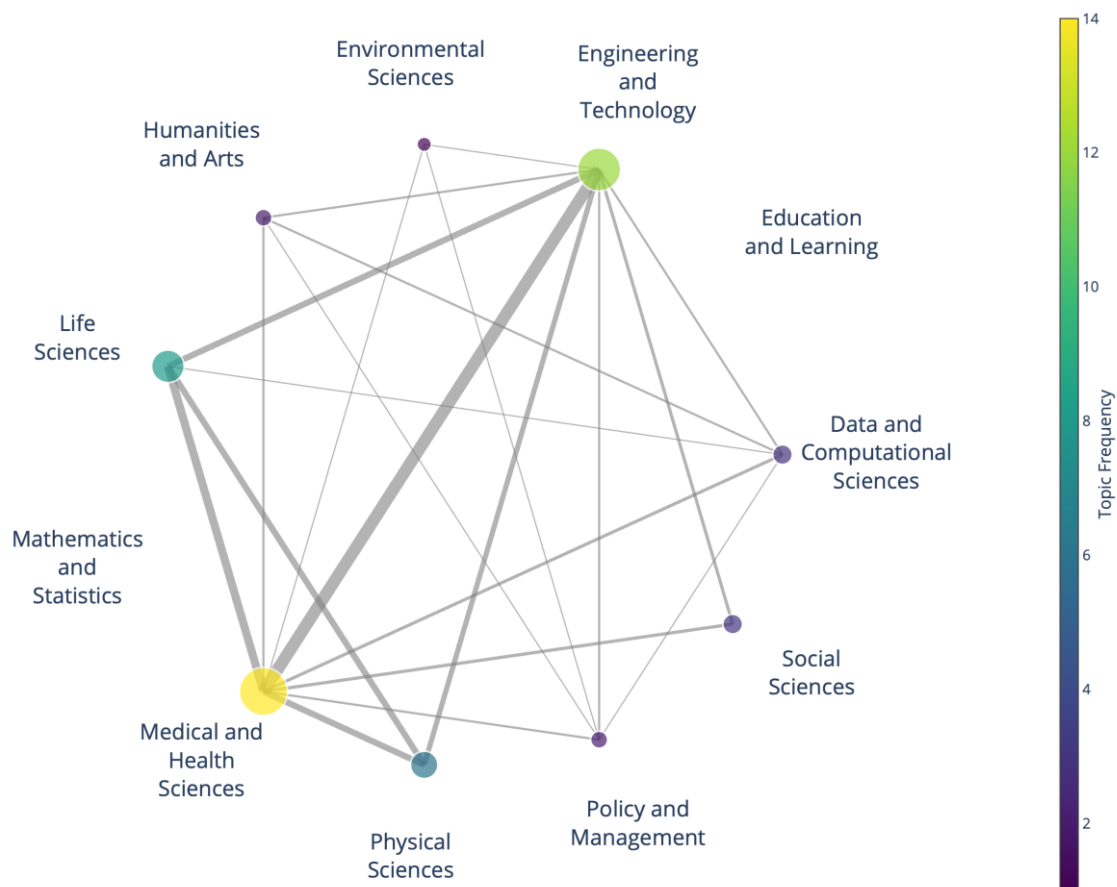
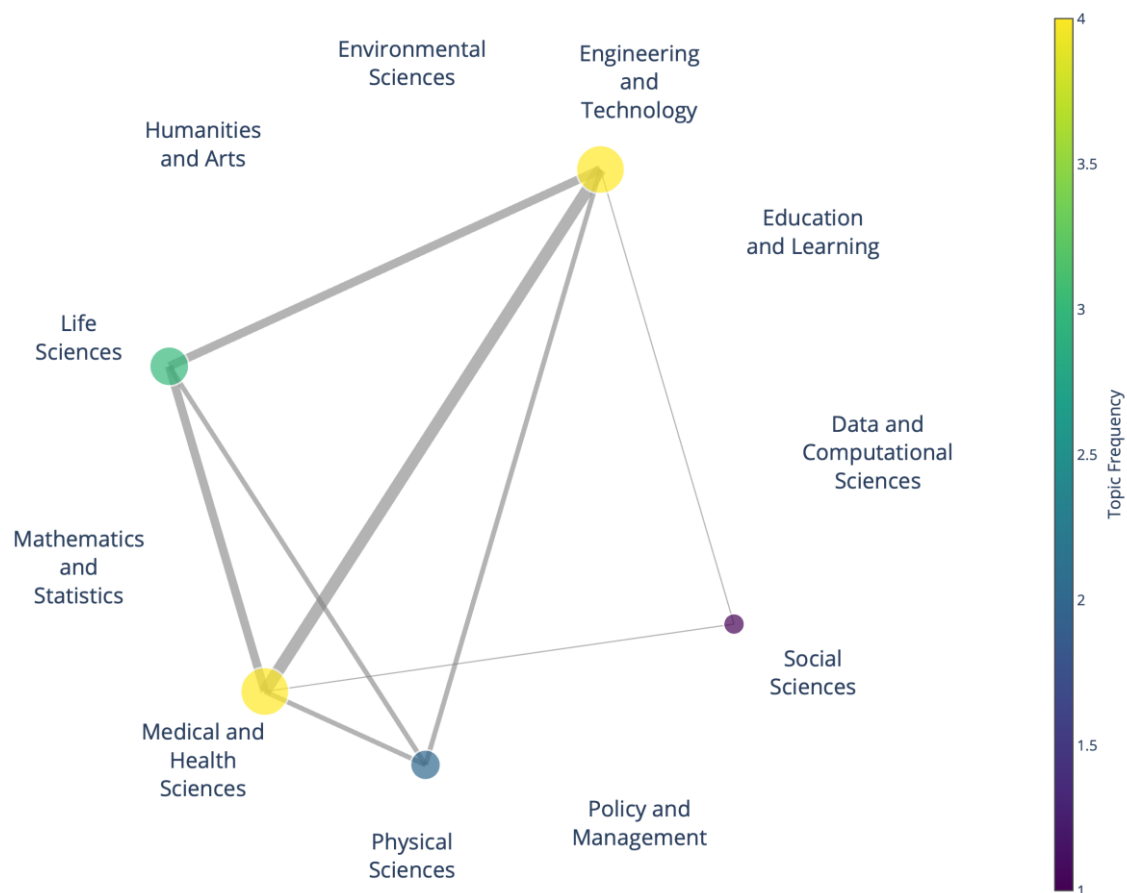


Figure 382 Awarded applications
Topic Co-occurrence Network (BIOM-EPS - Awarded)



H.6. EEB-BIOM

H.6.1. Round 1

Figure 383 Outline applications
Topic Co-occurrence Network (EEB-BIOM - Outline Stage)

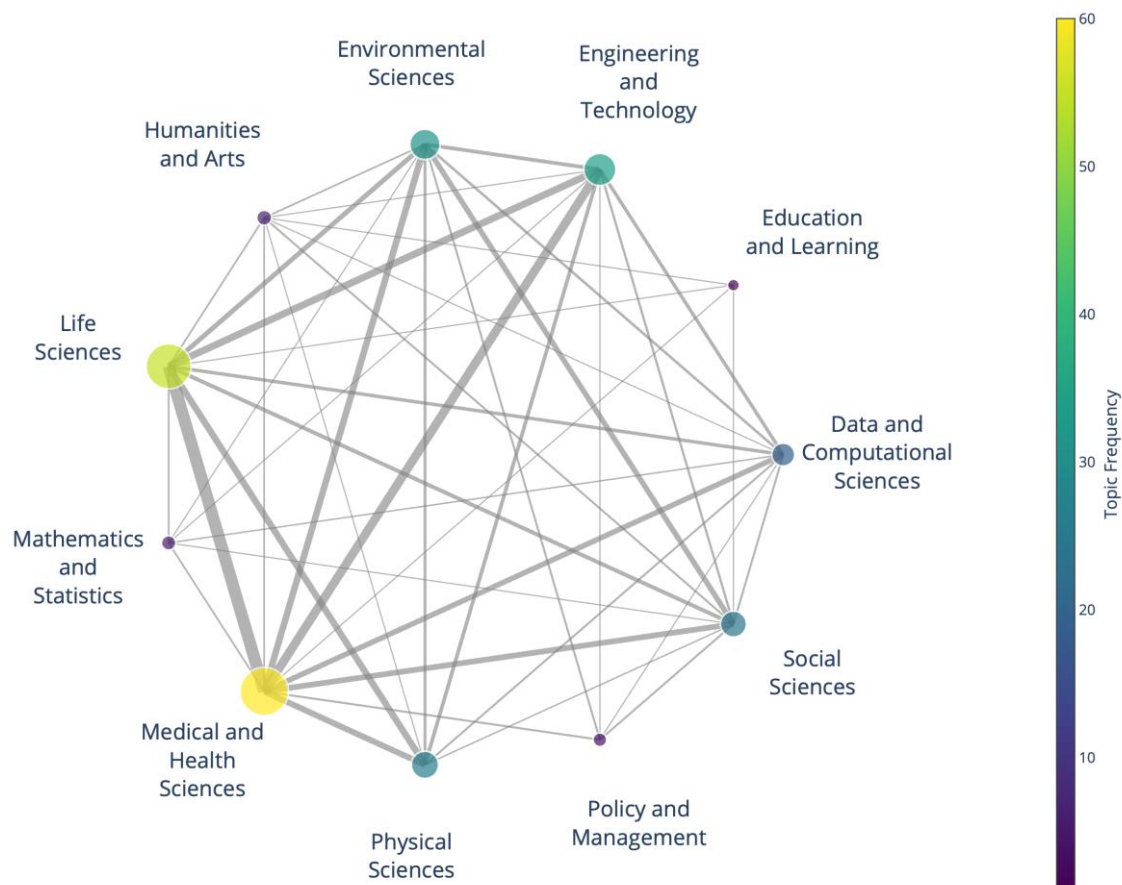


Figure 384 Full applications
Topic Co-occurrence Network (EEB-BIOM - Full Stage)

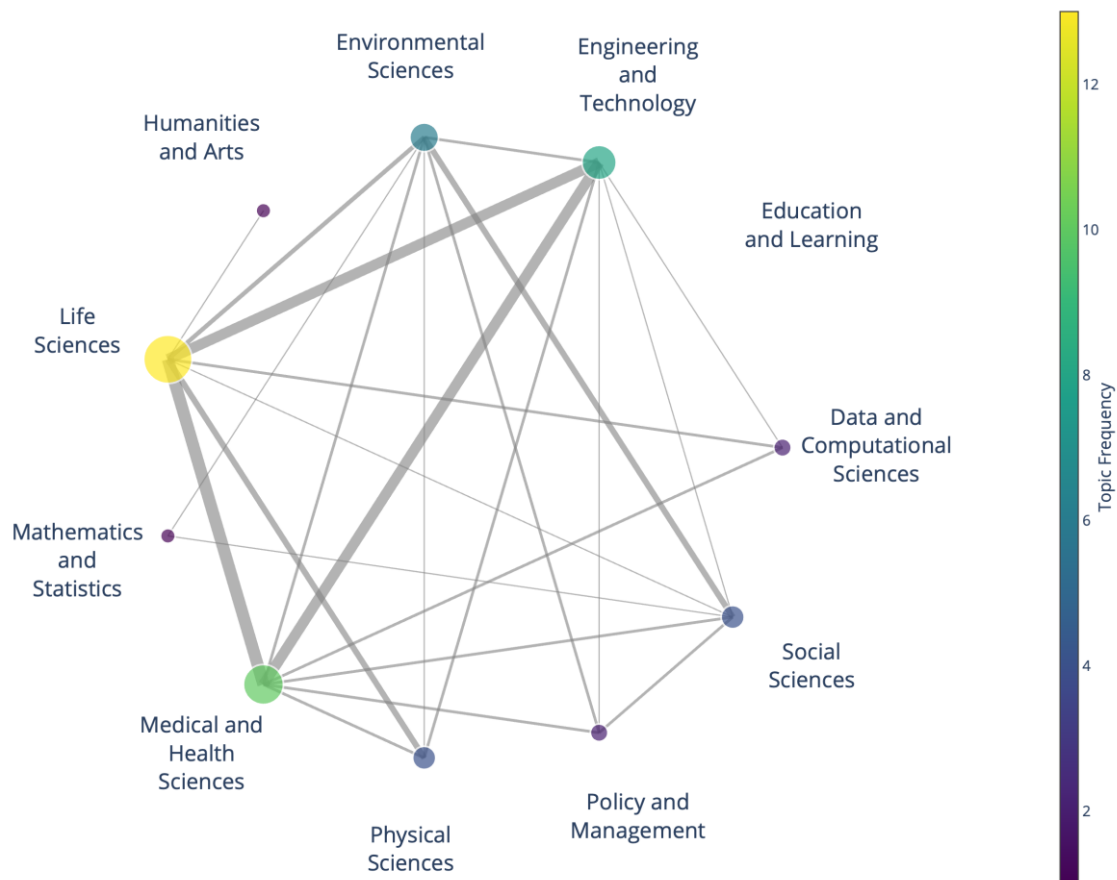
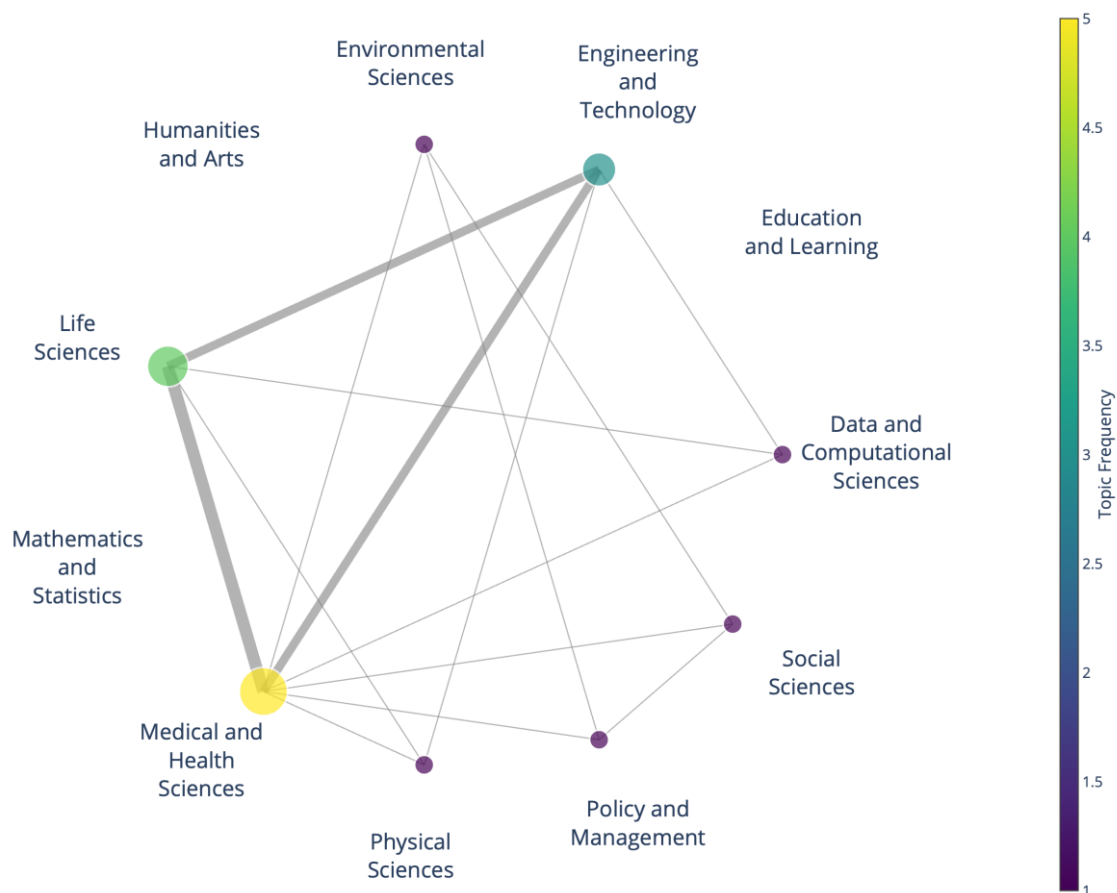


Figure 385 Awarded applications
Topic Co-occurrence Network (EEB-BIOM - Awarded)



H.6.2. Round 2

Figure 386 Outline applications
Topic Co-occurrence Network (EEB-BIOM - Outline Stage)

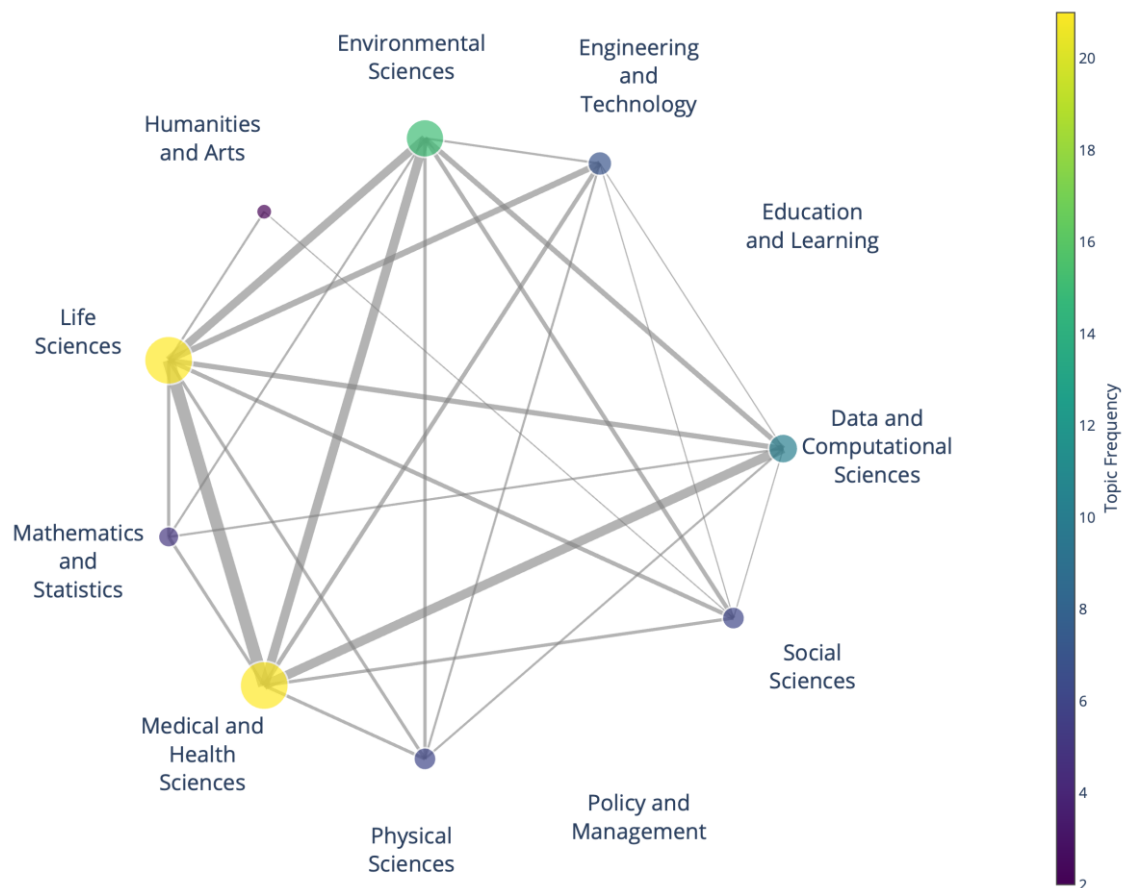


Figure 387 Full applications
Topic Co-occurrence Network (EEB-BIOM - Full Stage)

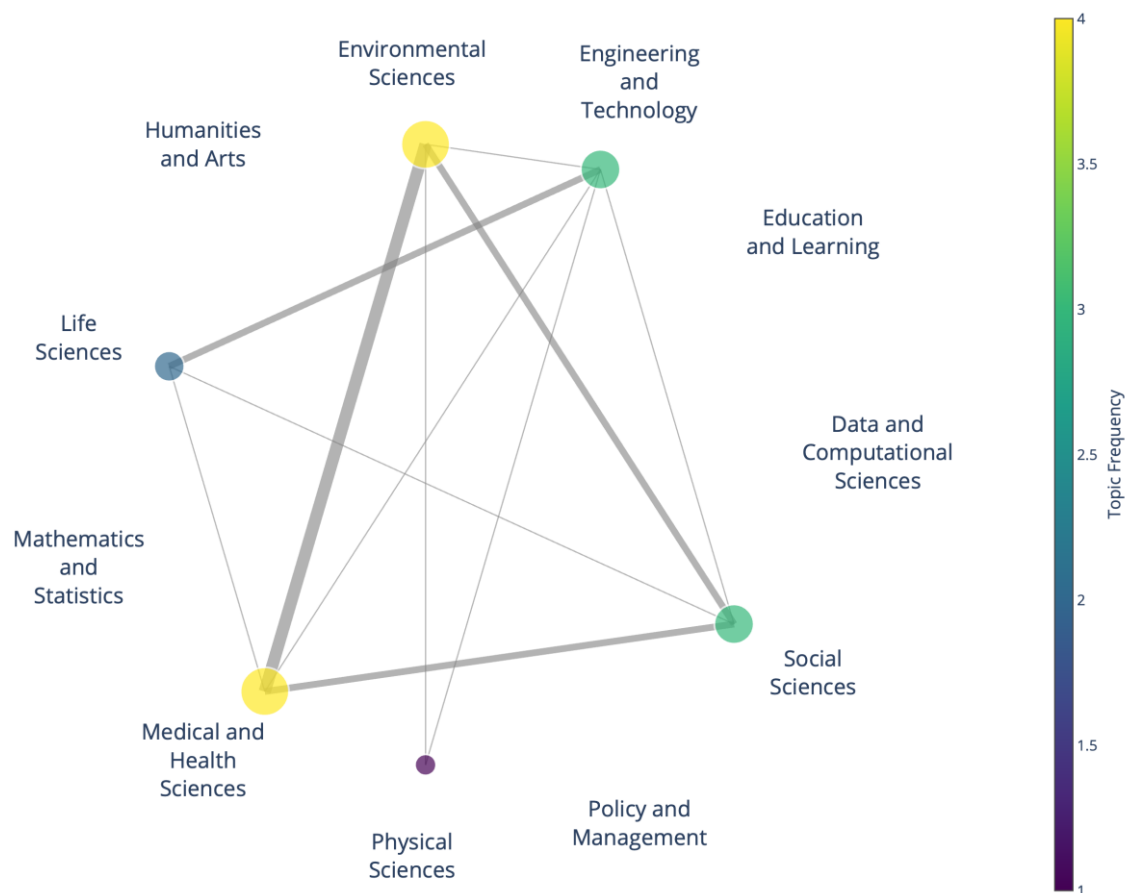
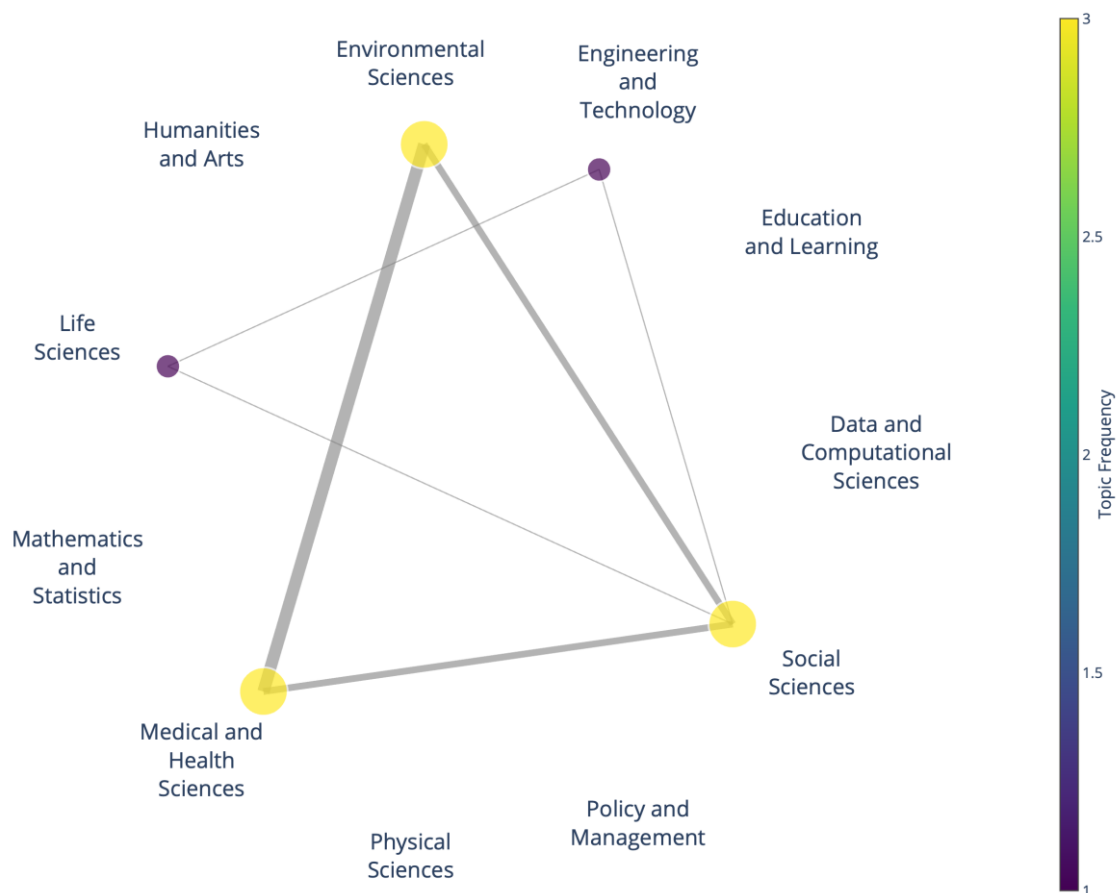


Figure 388 Awarded applications
Topic Co-occurrence Network (EEB-BIOM - Awarded)



H.7. EEB-SS

H.7.1. Round 1

Figure 389 Outline applications
Topic Co-occurrence Network (EEB-SS - Outline Stage)

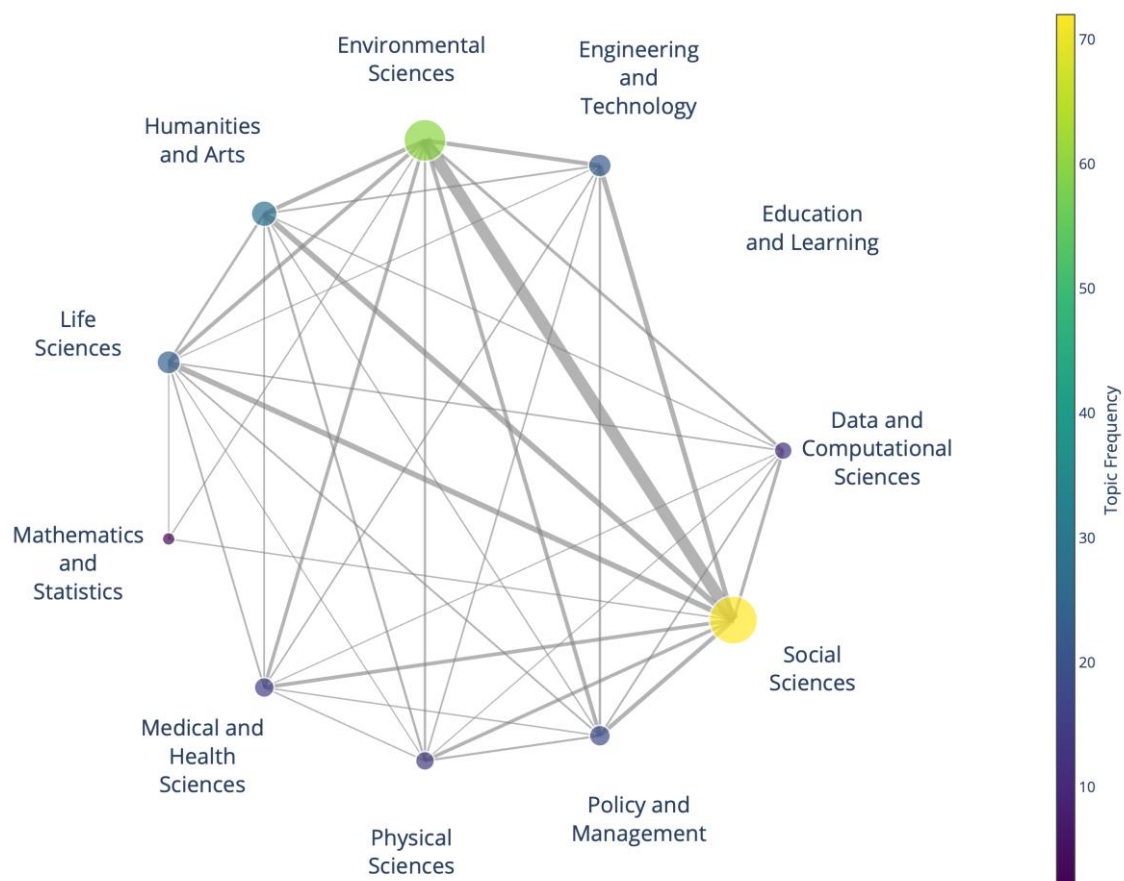


Figure 390 Full applications
Topic Co-occurrence Network (EEB-SS - Full Stage)

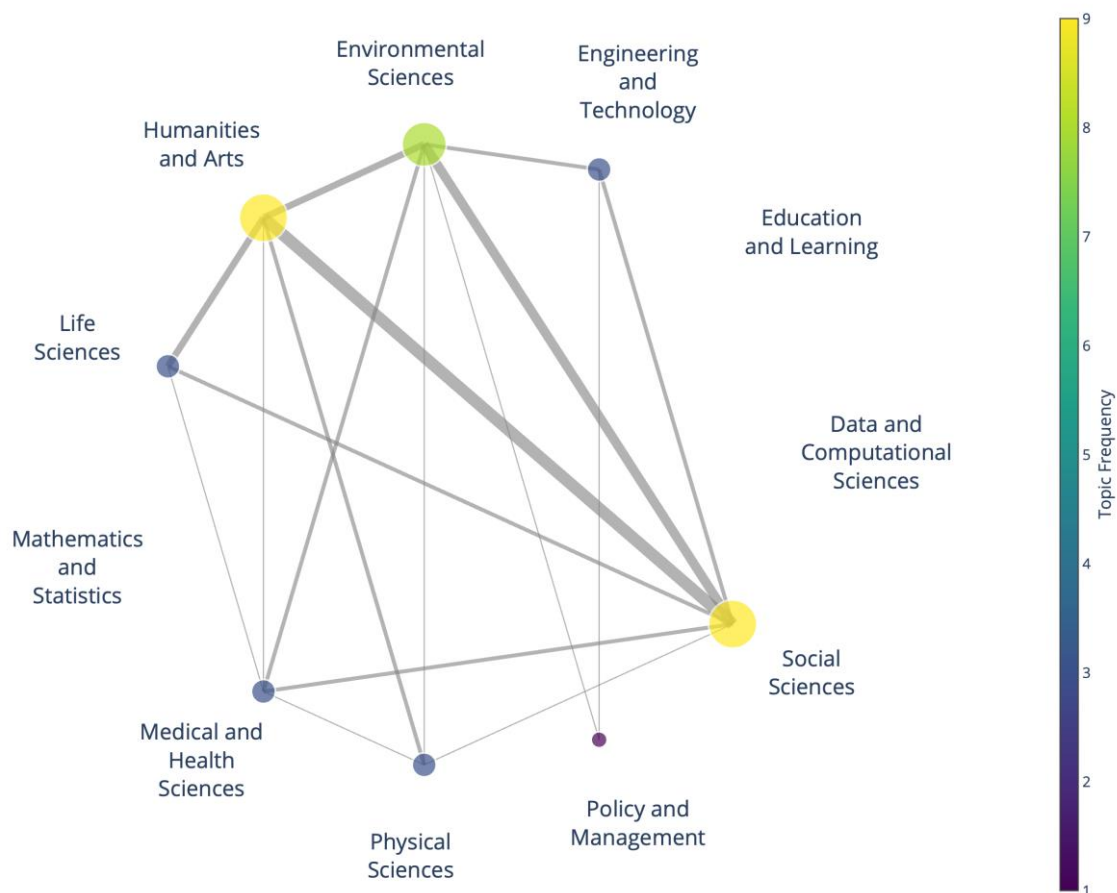
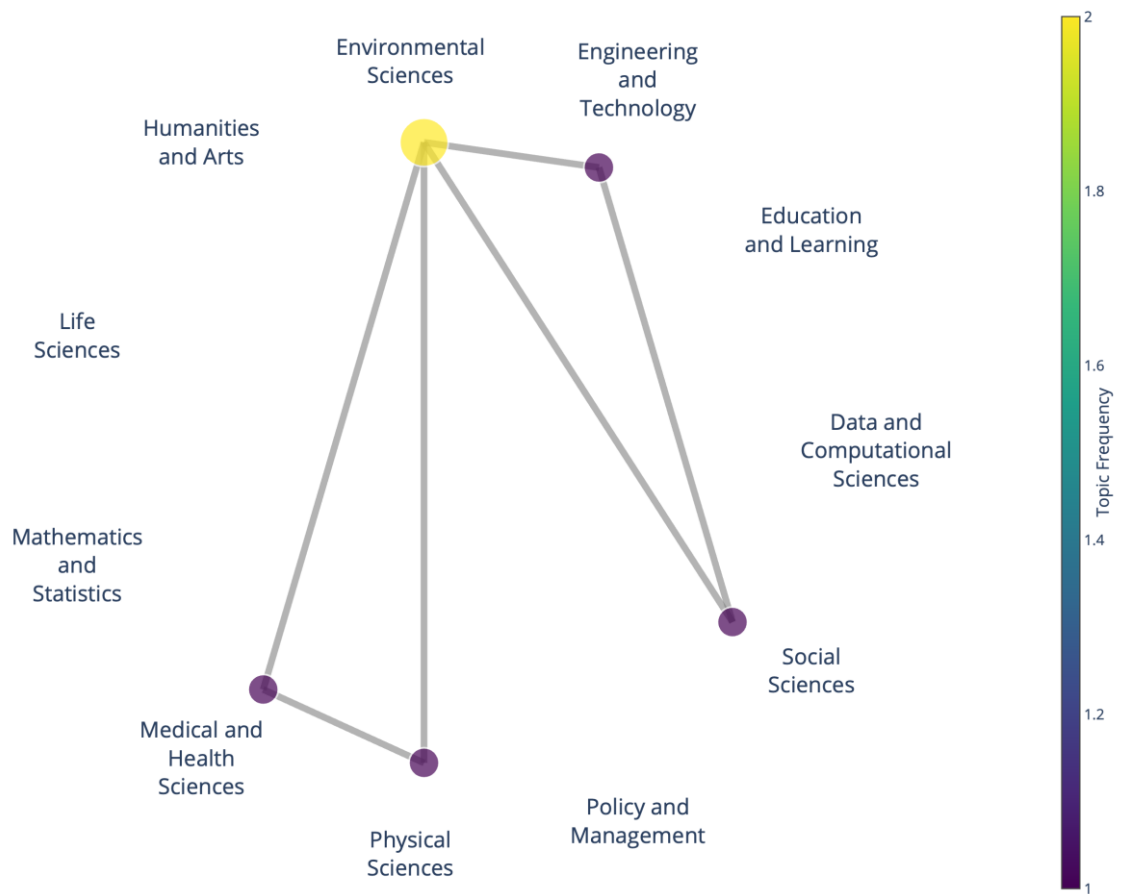


Figure 391 Awarded applications
Topic Co-occurrence Network (EEB-SS - Awarded)



H.7.2. Round 2

Figure 392 Outline applications
Topic Co-occurrence Network (EEB-SS - Outline Stage)

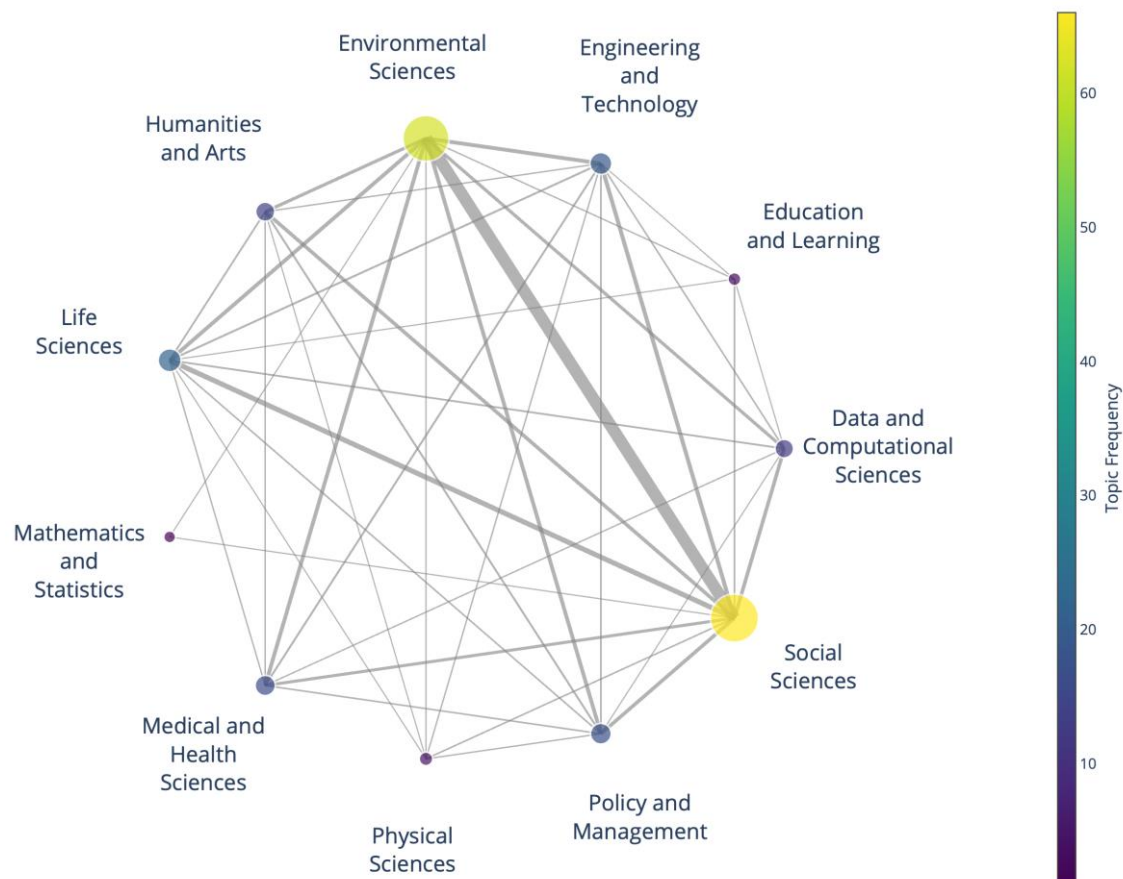


Figure 393 Full applications
Topic Co-occurrence Network (EEB-SS - Full Stage)

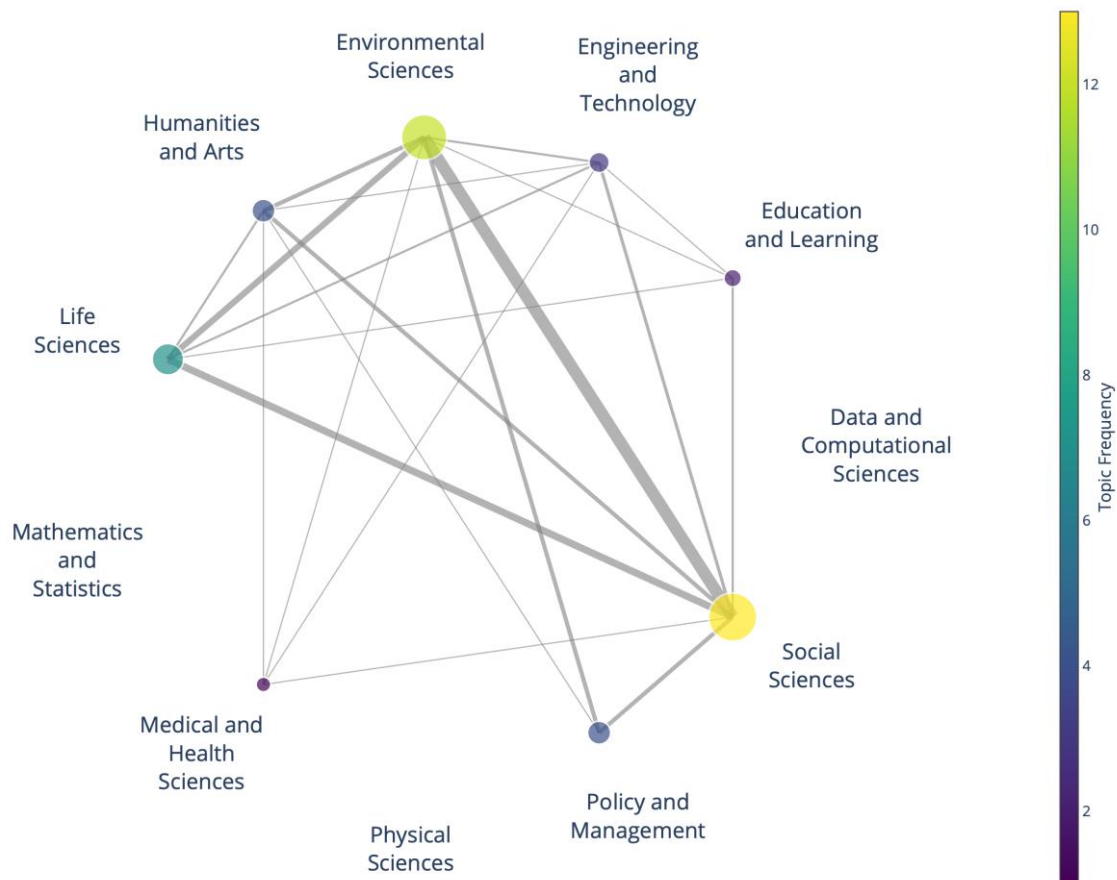
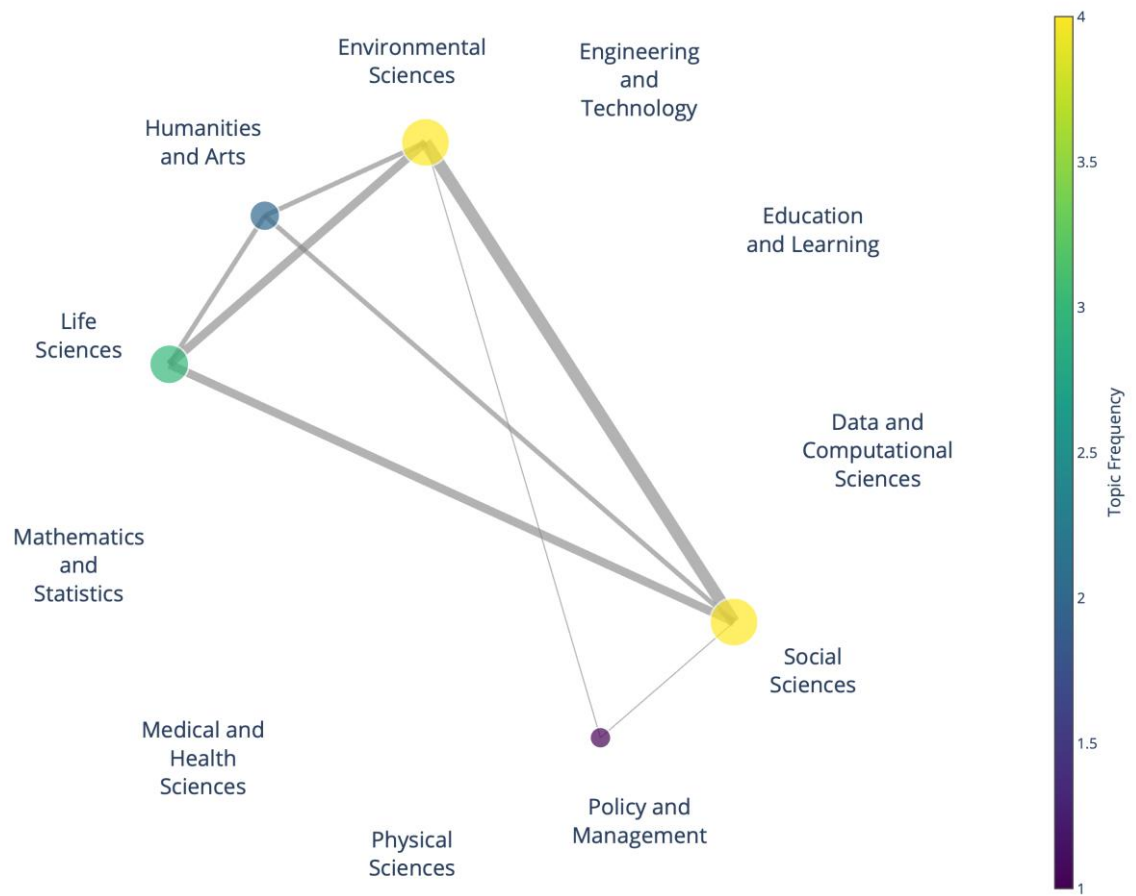


Figure 394 Awarded applications
Topic Co-occurrence Network (EEB-SS - Awarded)



H.8. EPS-AH

H.8.1. Round 1

Figure 395 Outline applications
Topic Co-occurrence Network (EPS-AH - Outline Stage)

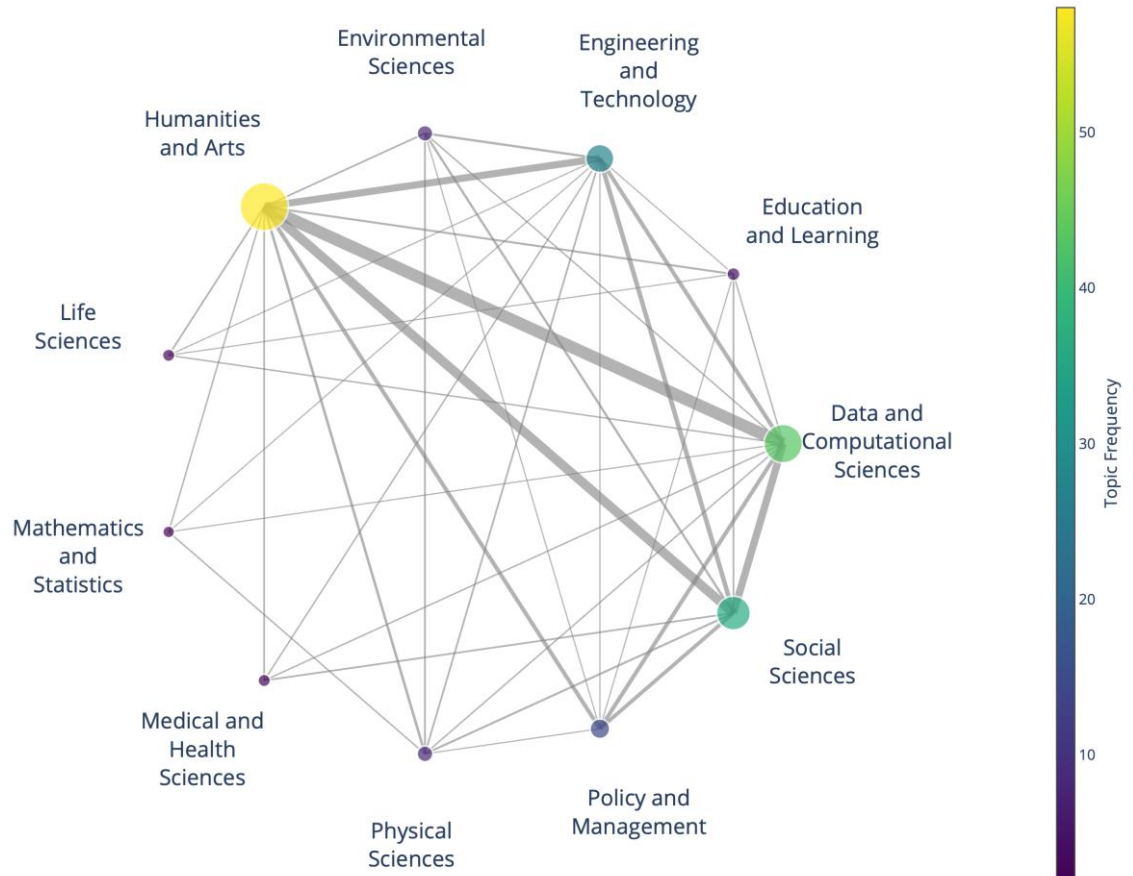


Figure 396 Full applications
Topic Co-occurrence Network (EPS-AH - Full Stage)

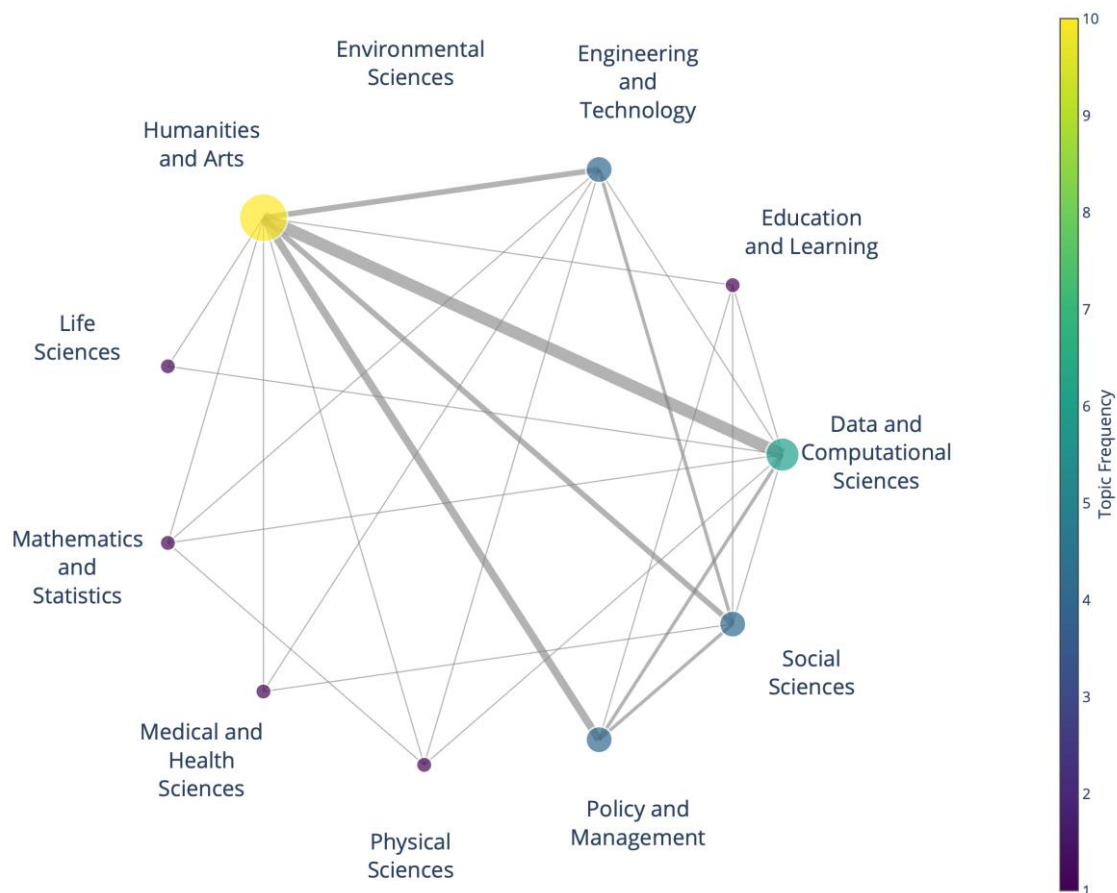
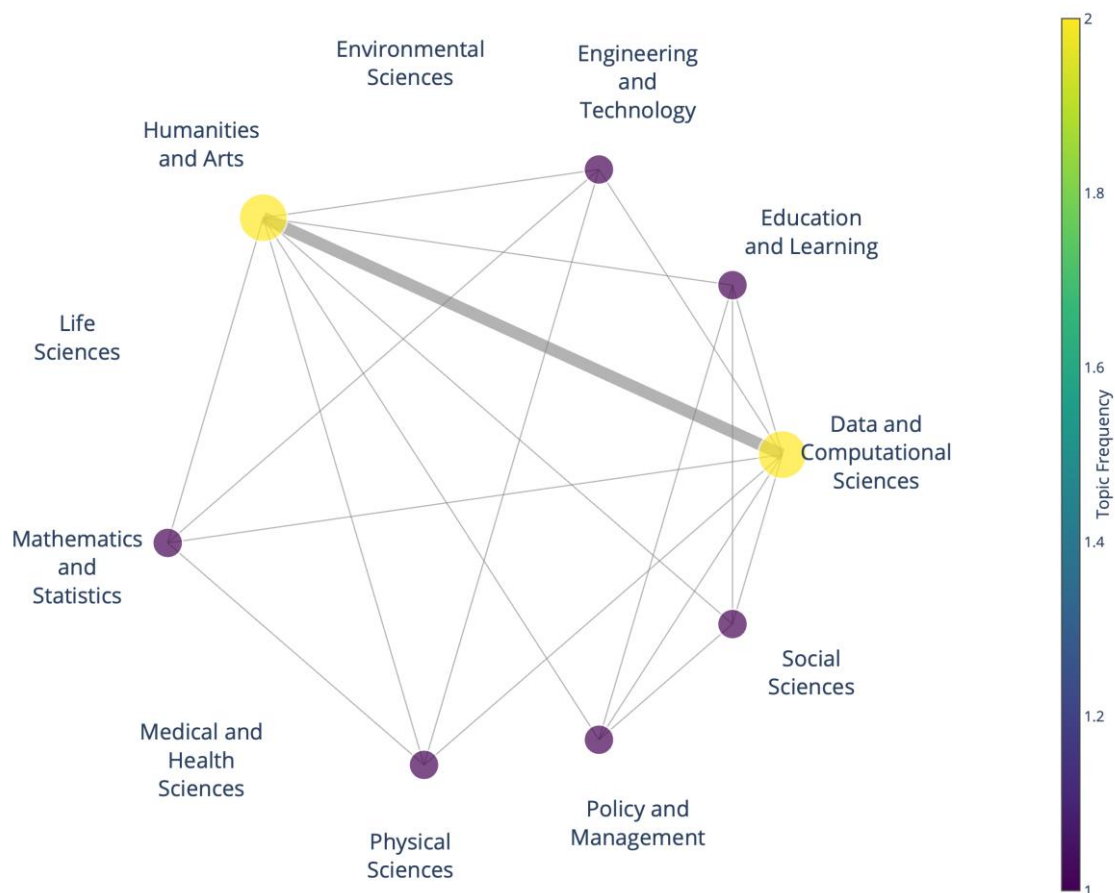


Figure 397 Awarded applications
Topic Co-occurrence Network (EPS-AH - Awarded)



H.8.2. Round 2

Figure 398 Outline applications
Topic Co-occurrence Network (EPS-AH - Outline Stage)

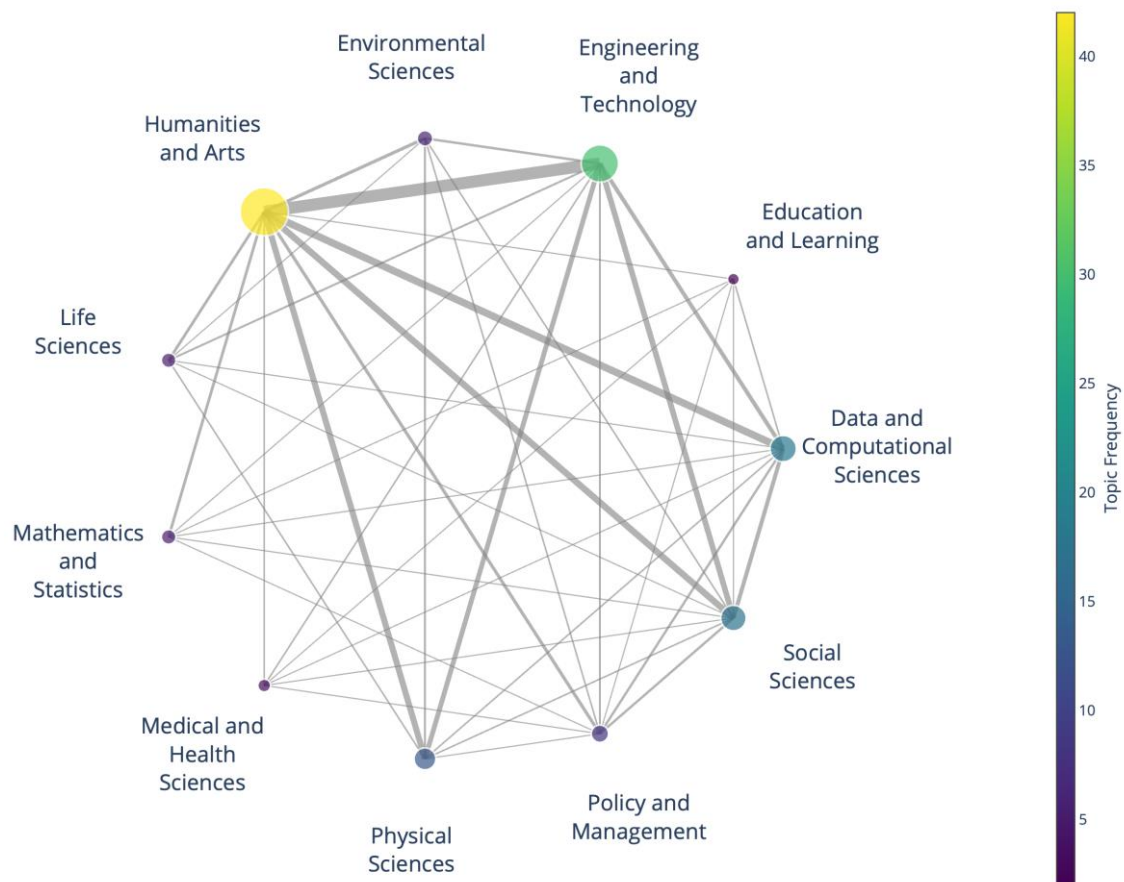


Figure 399 Full applications
Topic Co-occurrence Network (EPS-AH - Full Stage)

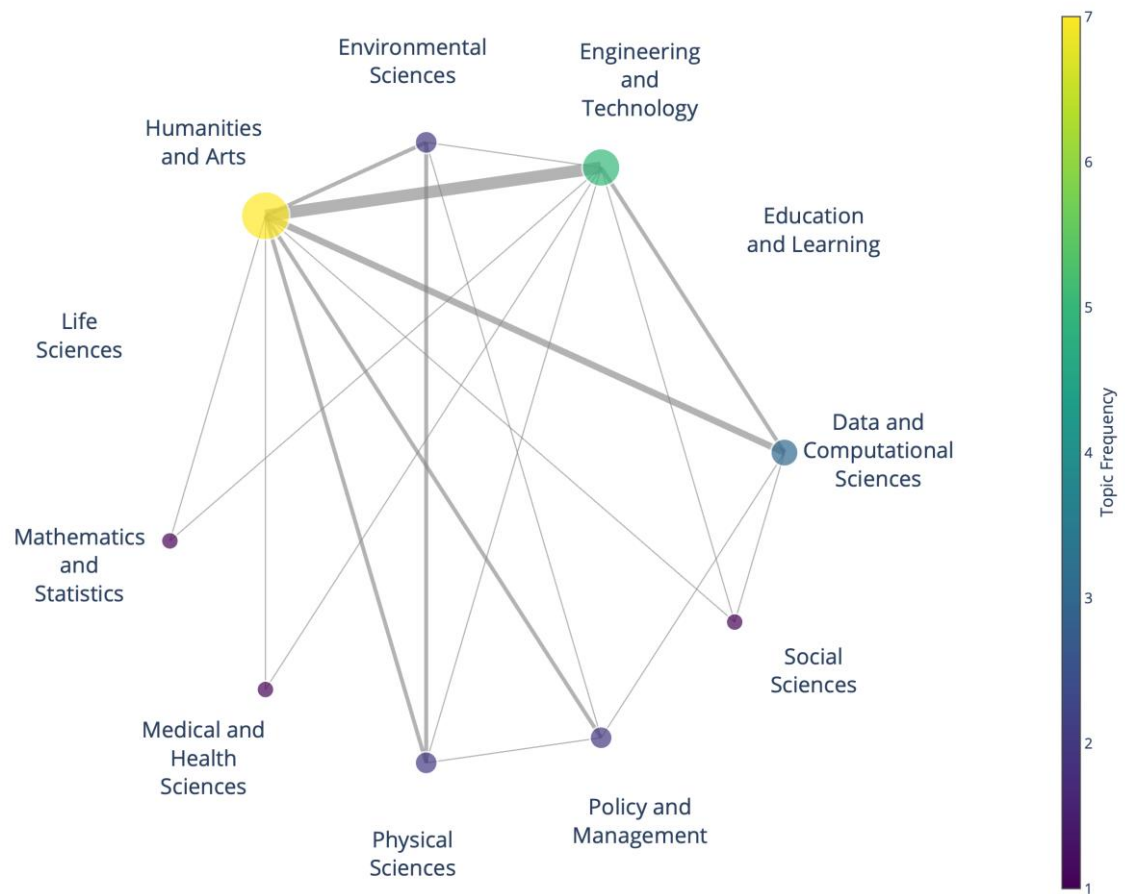
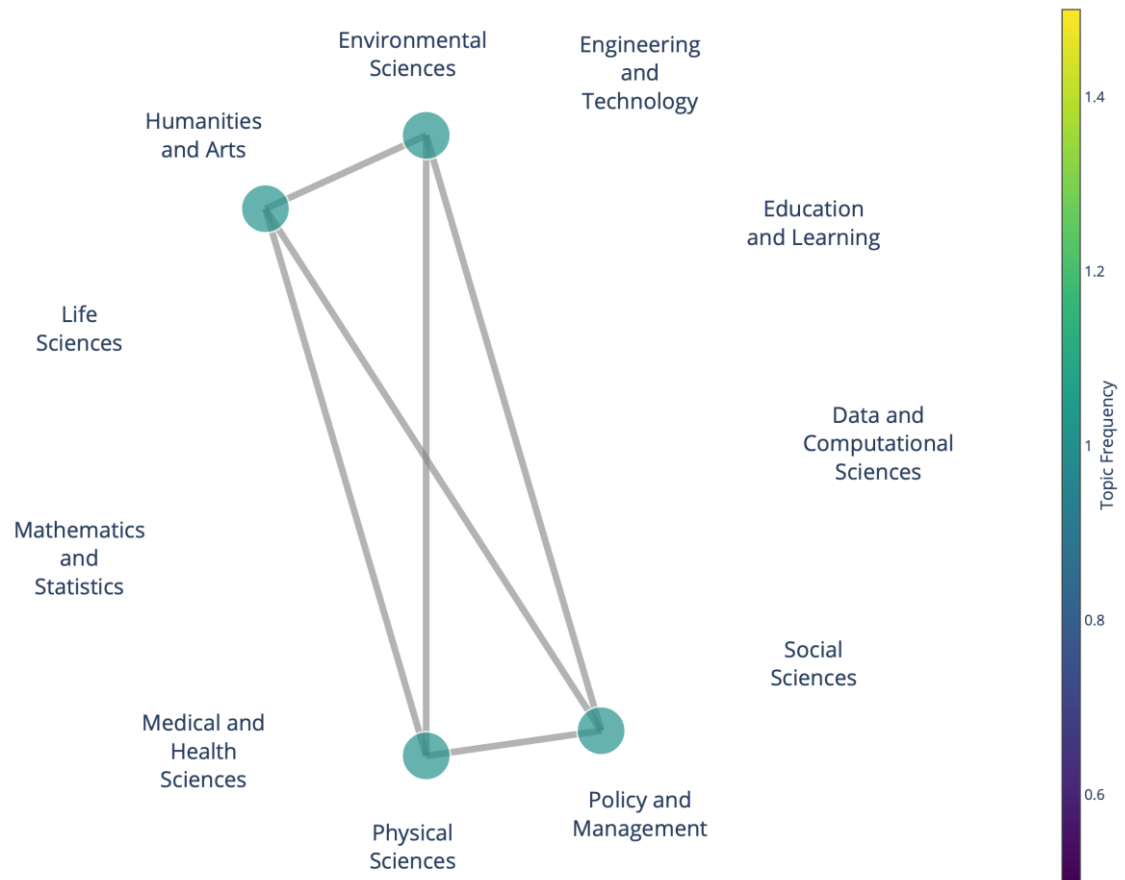


Figure 400 Awarded applications
Topic Co-occurrence Network (EPS-AH - Awarded)



H.9. EPS-EEB

H.9.1. Round 1

Figure 401 Outline applications
Topic Co-occurrence Network (EPS-EEB - Outline Stage)

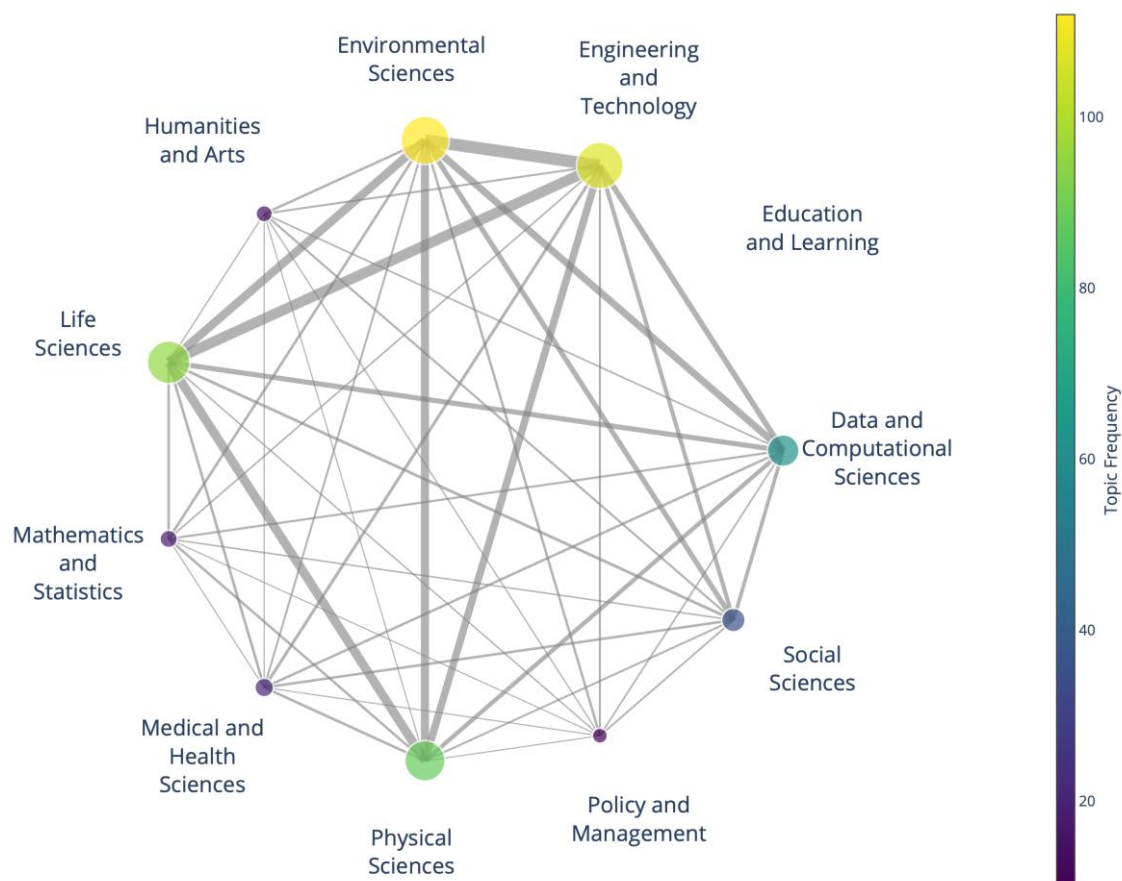


Figure 402 Full applications
Topic Co-occurrence Network (EPS-EEB - Full Stage)

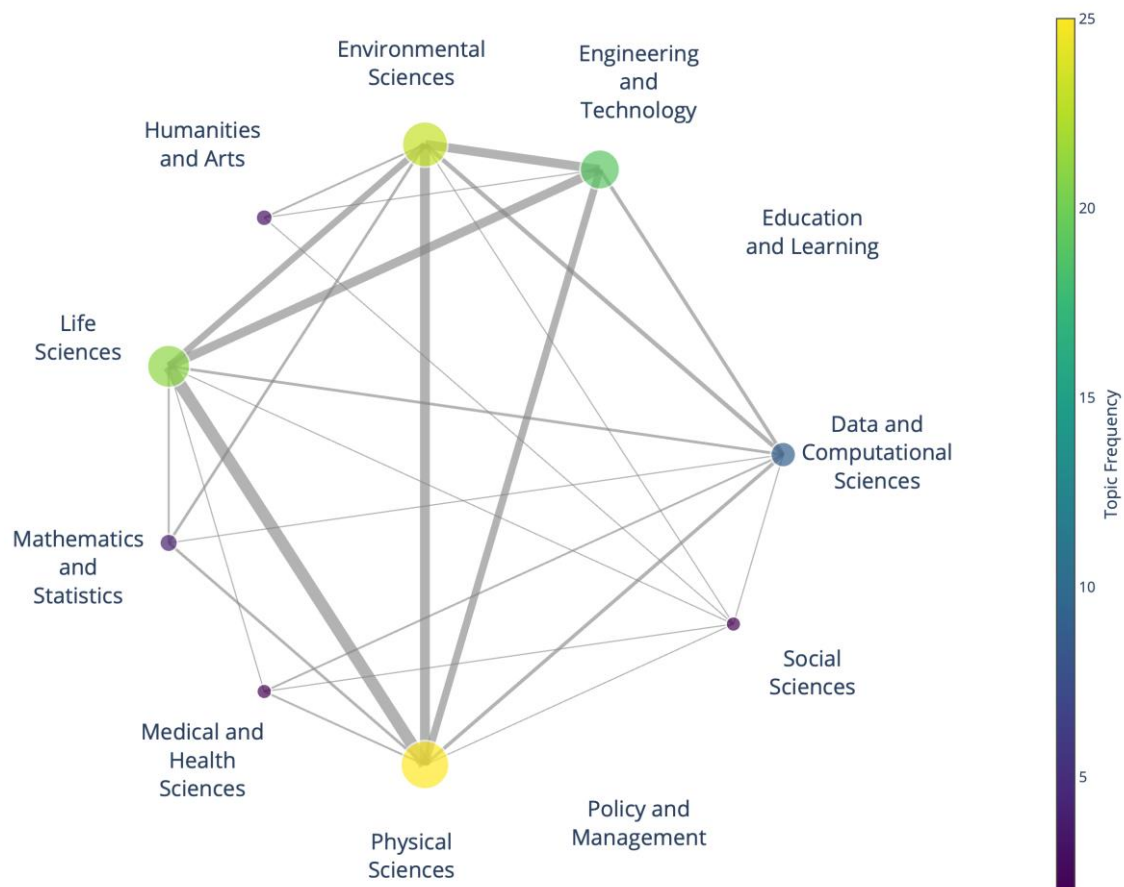
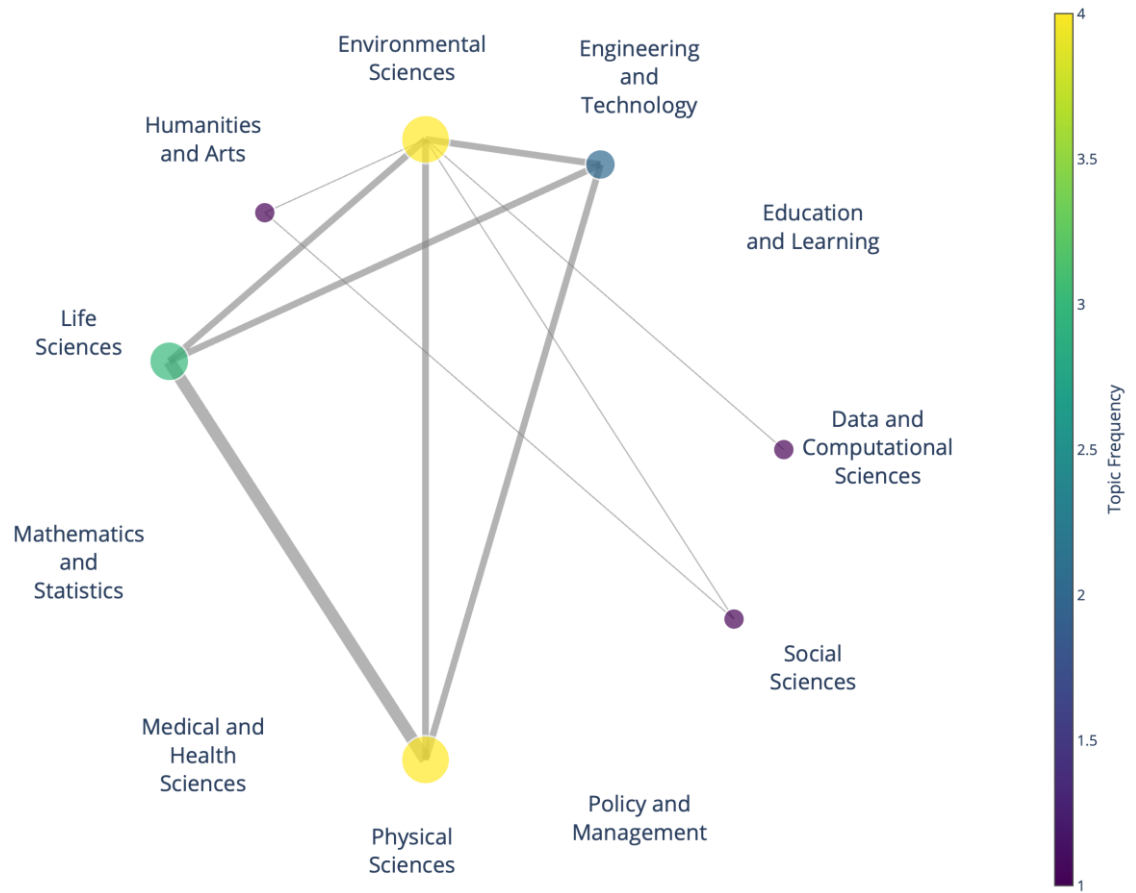


Figure 403 Awarded applications
Topic Co-occurrence Network (EPS-EEB - Awarded)



H.9.2. Round 2

Figure 404 Outline applications
Topic Co-occurrence Network (EPS-EEB - Outline Stage)

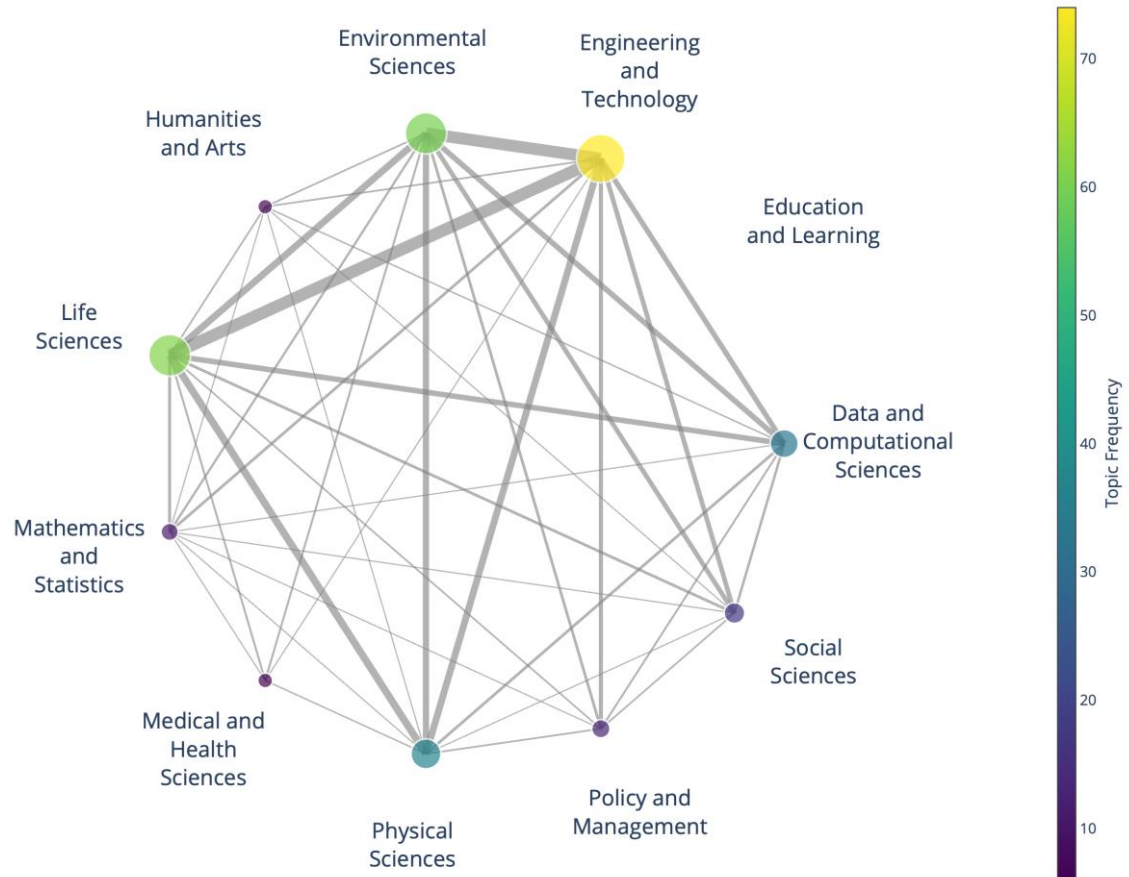


Figure 405 Full applications
Topic Co-occurrence Network (EPS-EEB - Full Stage)

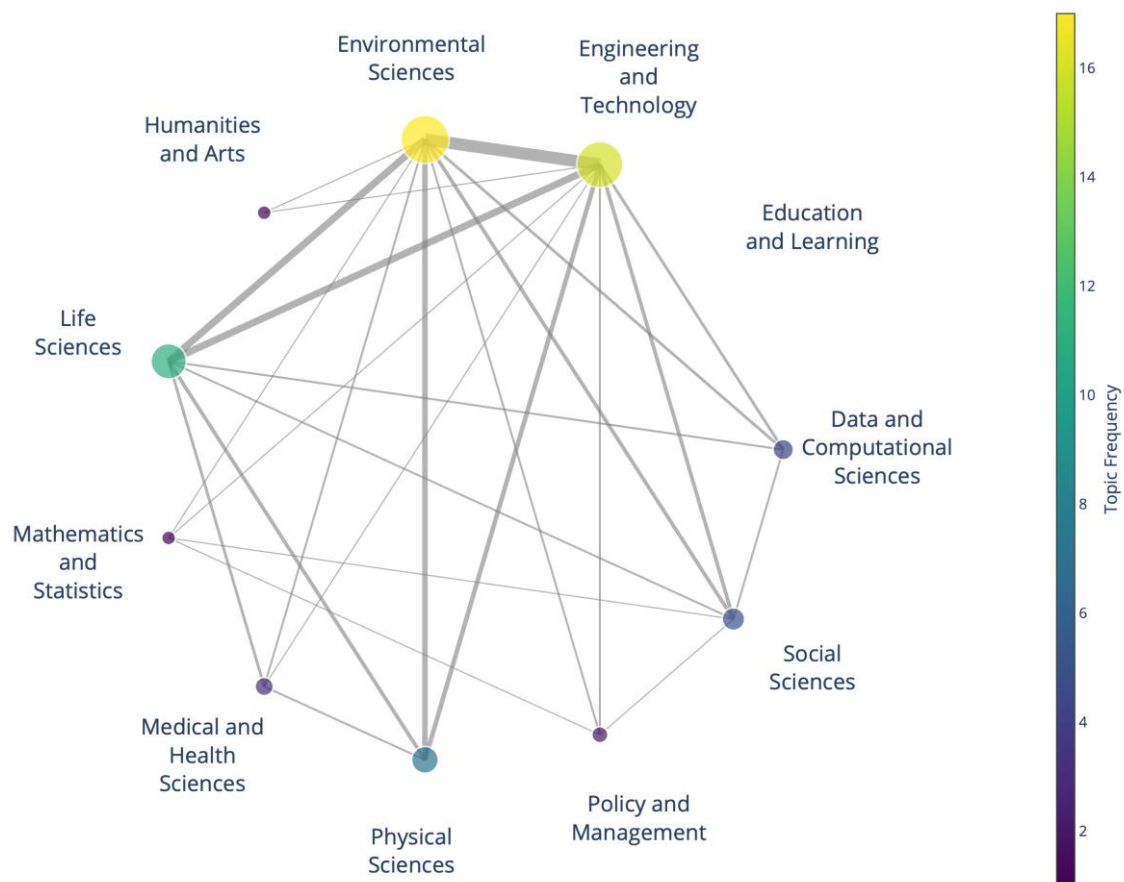
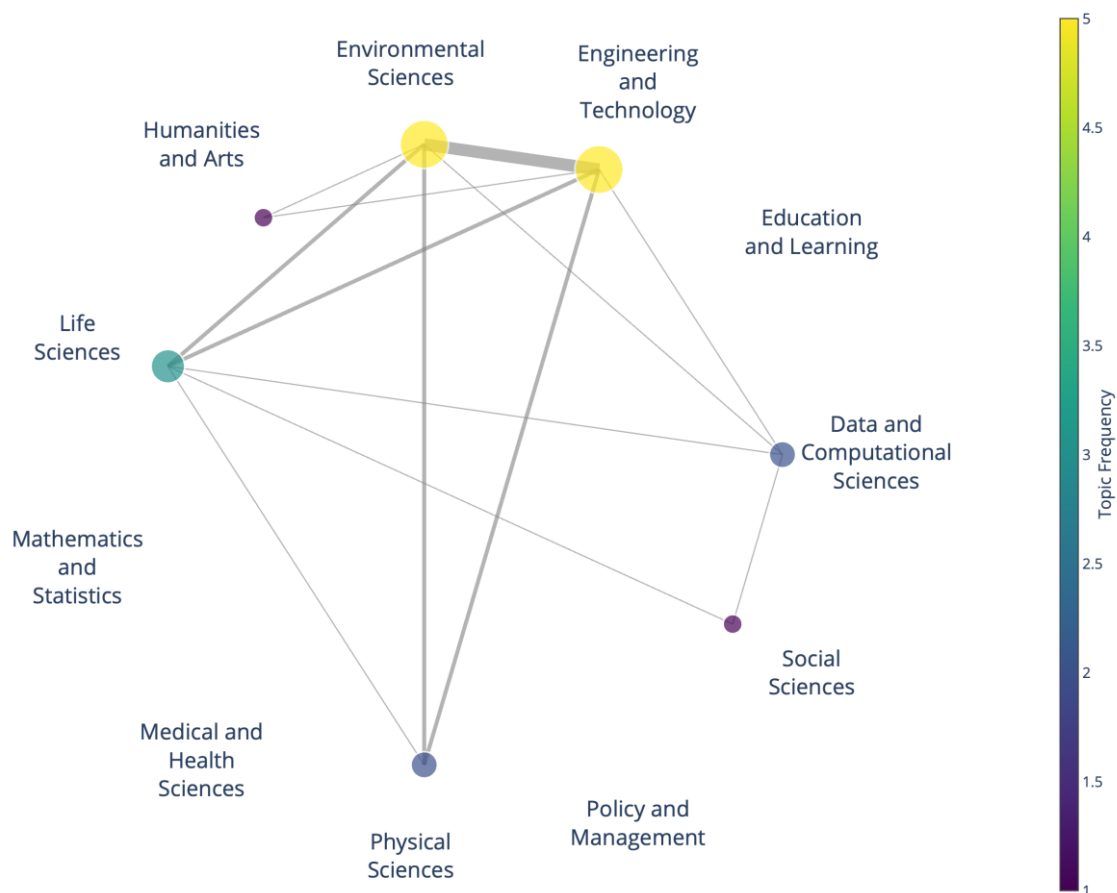


Figure 406 Awarded applications
Topic Co-occurrence Network (EPS-EEB - Awarded)



H.10.SS-BIOM

H.10.1. Round 1

Figure 407 Outline applications
Topic Co-occurrence Network (SS-BIOM - Outline Stage)

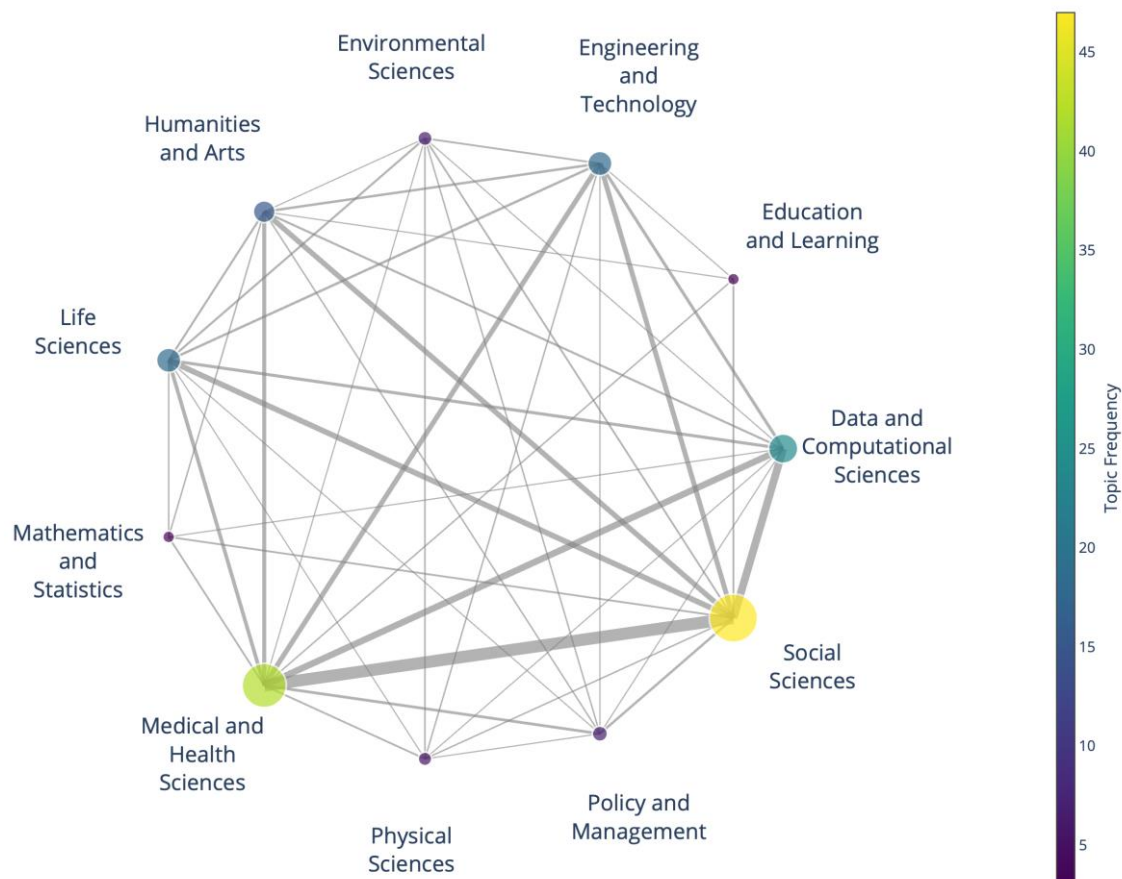


Figure 408 Full applications
Topic Co-occurrence Network (SS-BIOM - Full Stage)

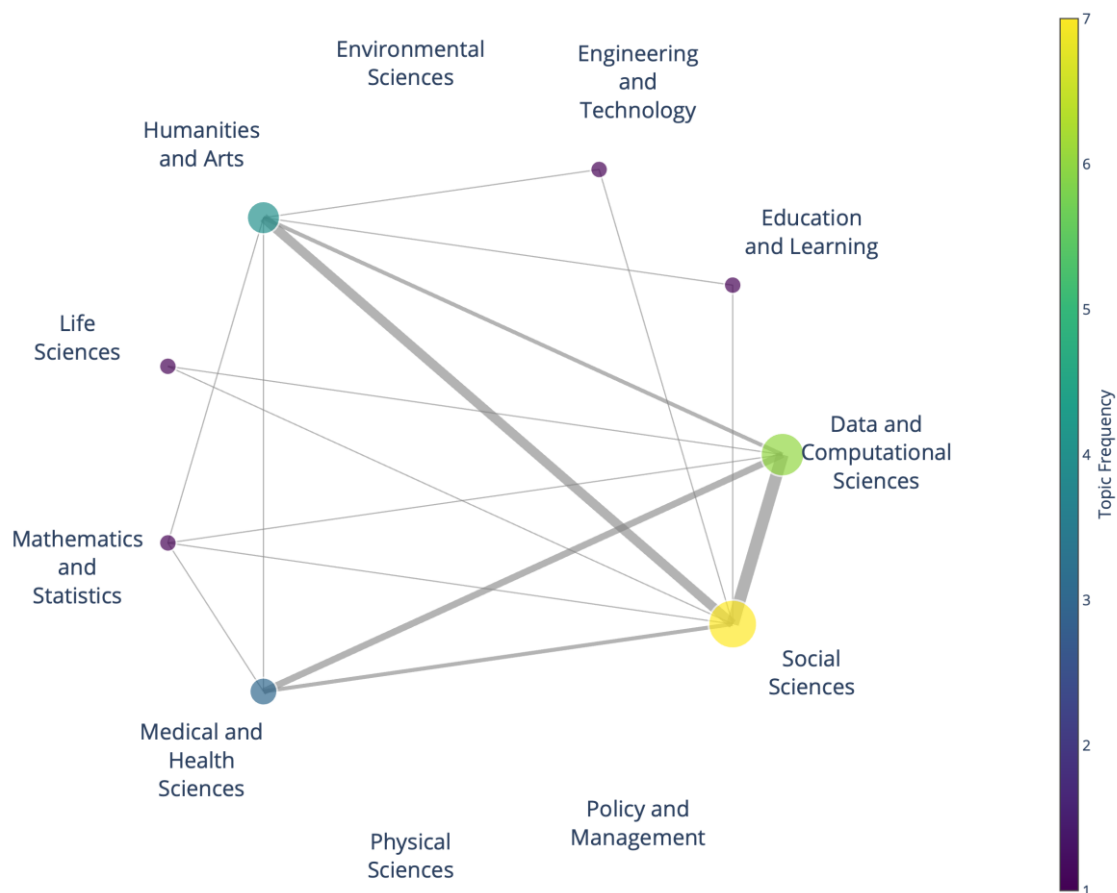
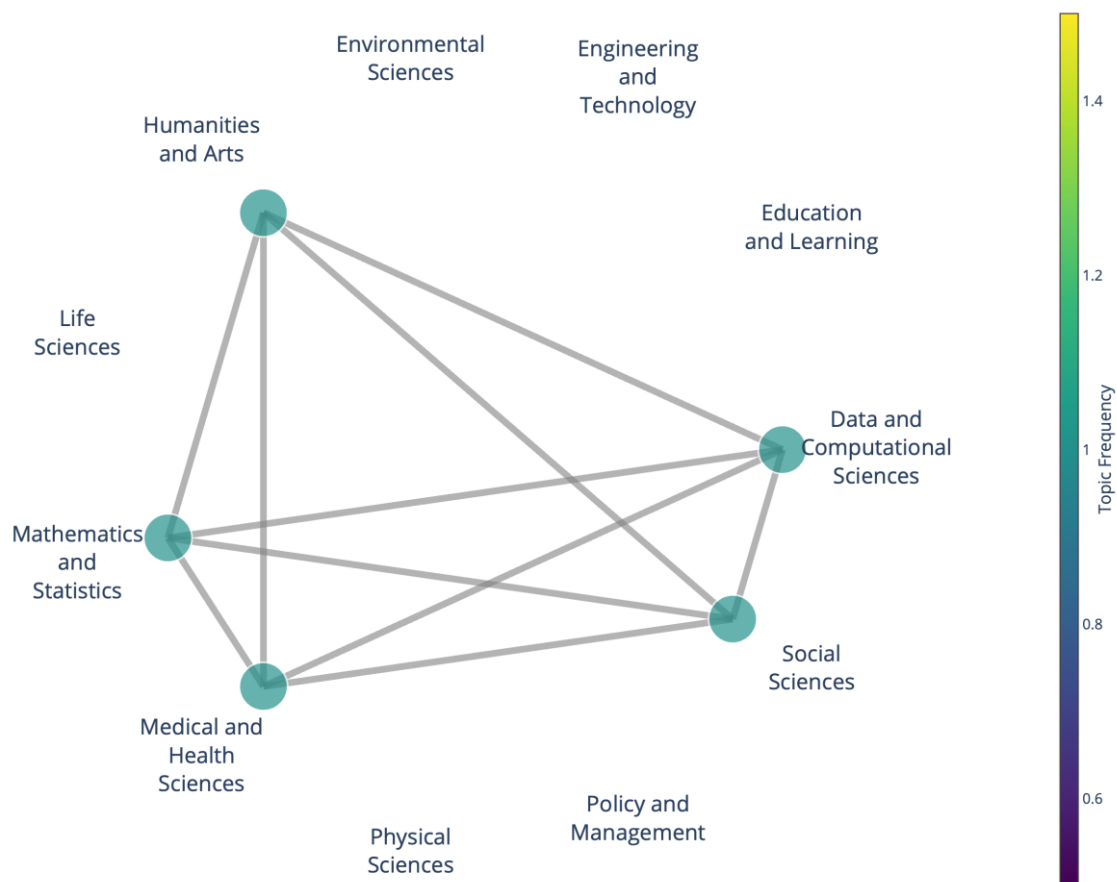


Figure 409 Awarded applications
Topic Co-occurrence Network (SS-BIOM - Awarded)



H.10.2. Round 2

Figure 410 Outline applications
Topic Co-occurrence Network (SS-BIOM - Outline Stage)

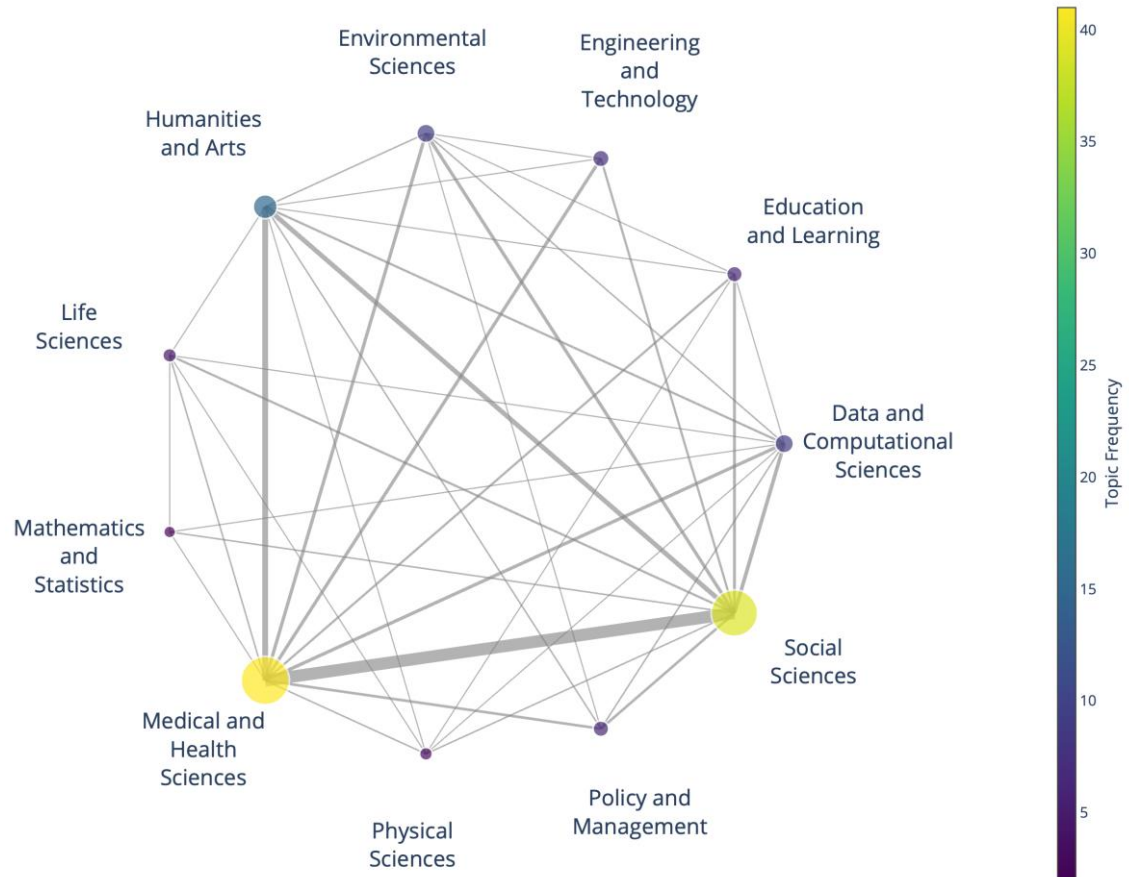


Figure 411 Full applications
Topic Co-occurrence Network (SS-BIOM - Full Stage)

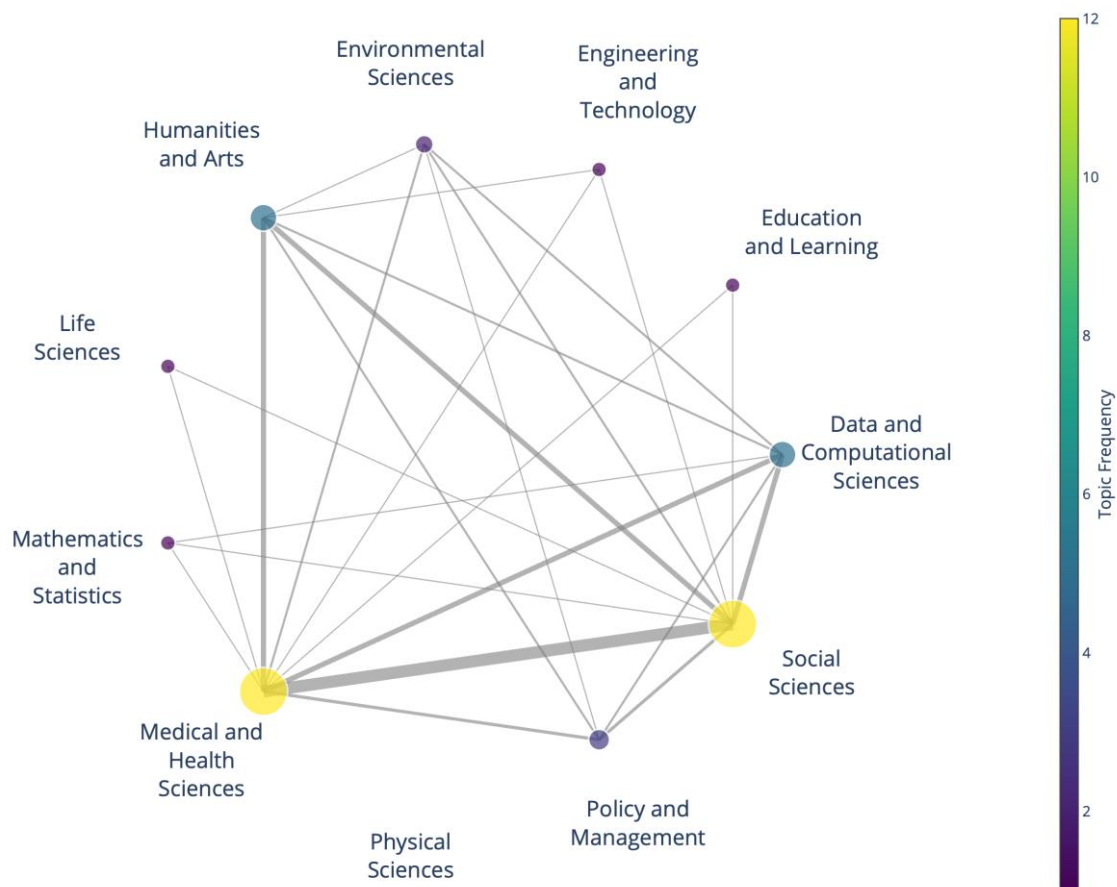
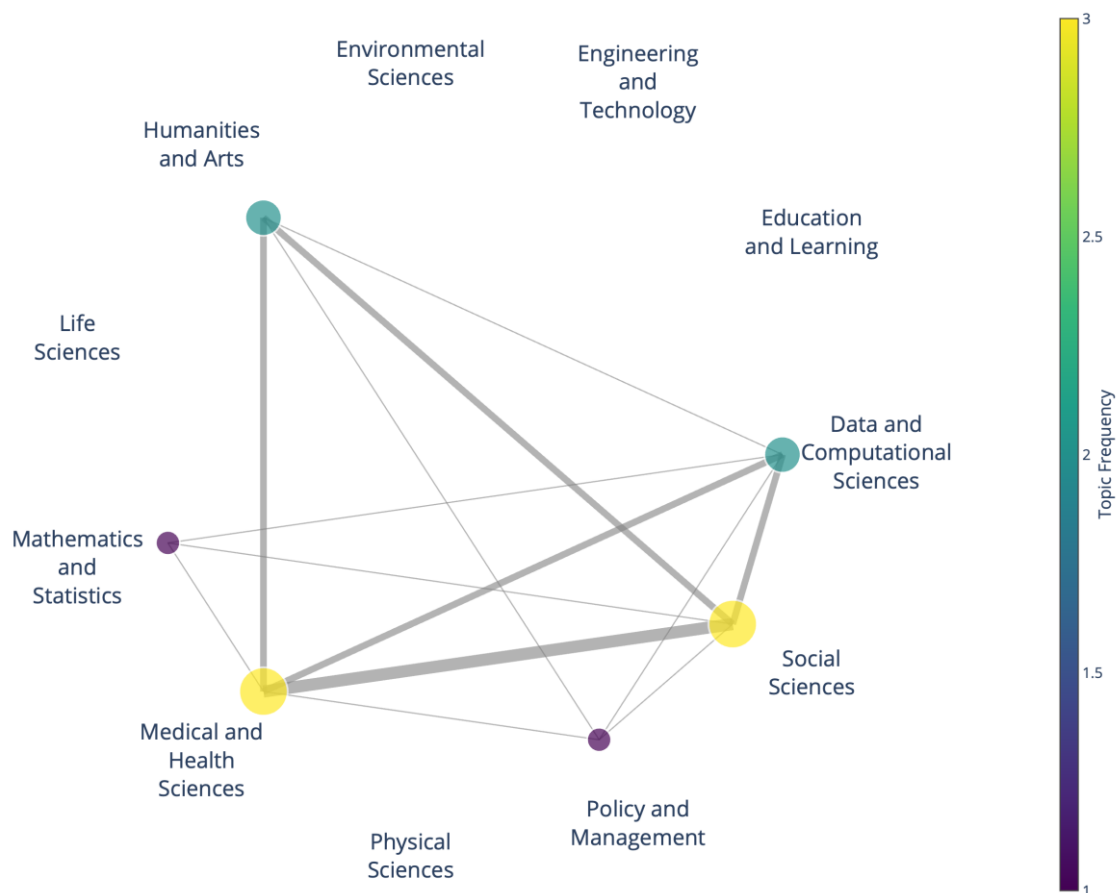


Figure 412 Awarded applications
Topic Co-occurrence Network (SS-BIOM - Awarded)



H.11.SS-EPS

H.11.1. Round 1

Figure 413 Outline applications
Topic Co-occurrence Network (SS-EPS - Outline Stage)

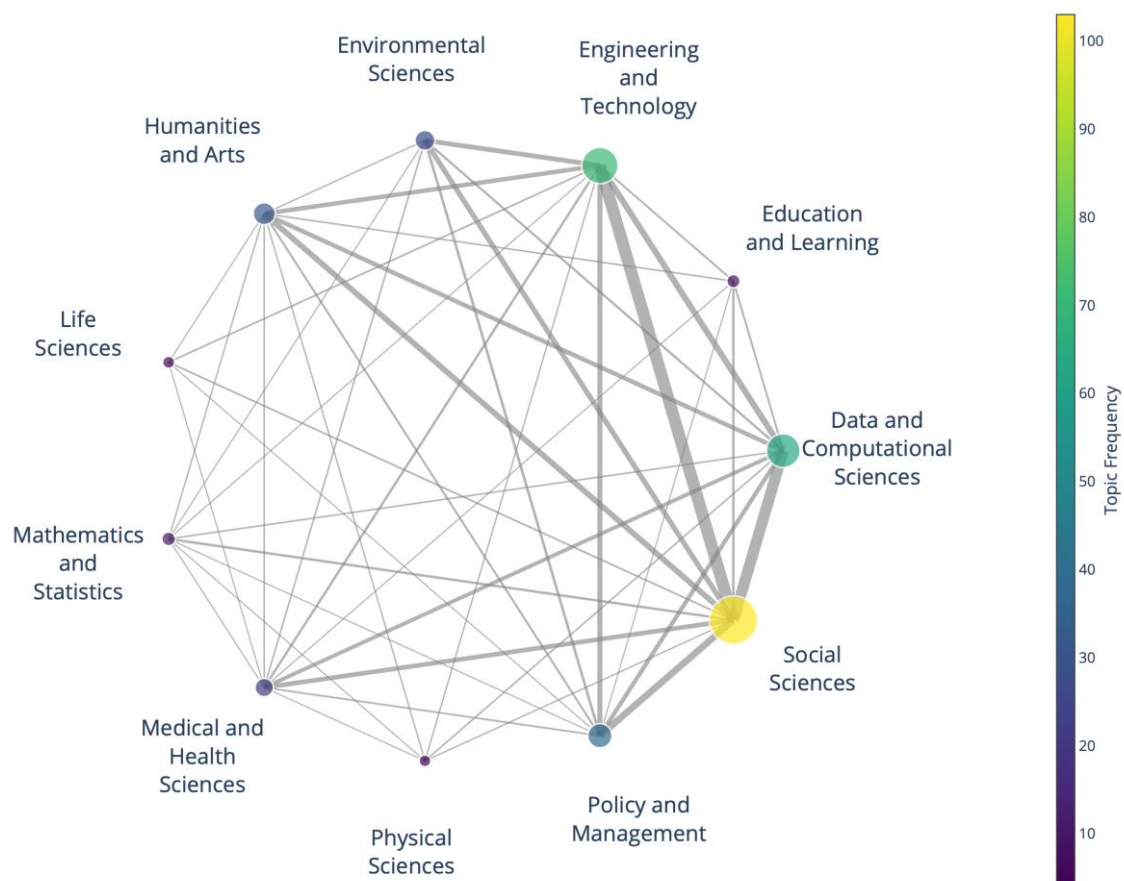


Figure 414 Full applications
Topic Co-occurrence Network (SS-EPS - Full Stage)

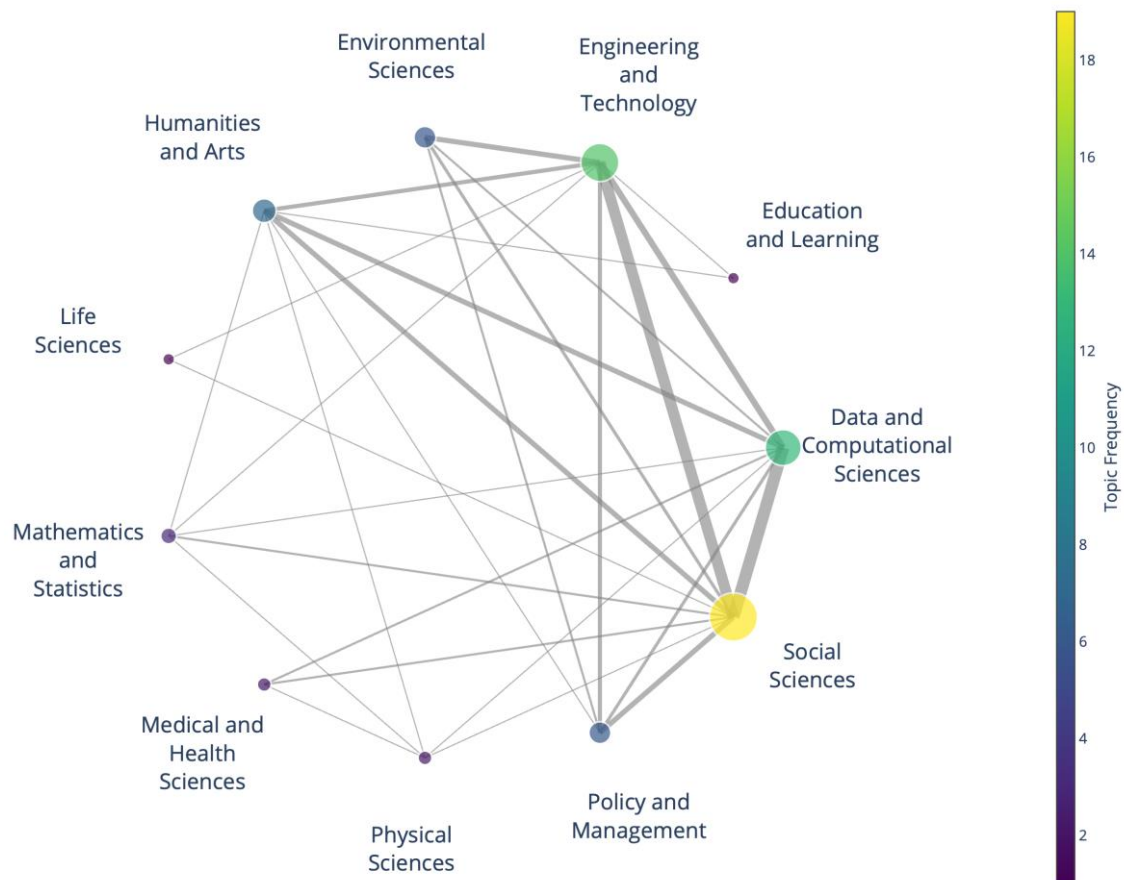
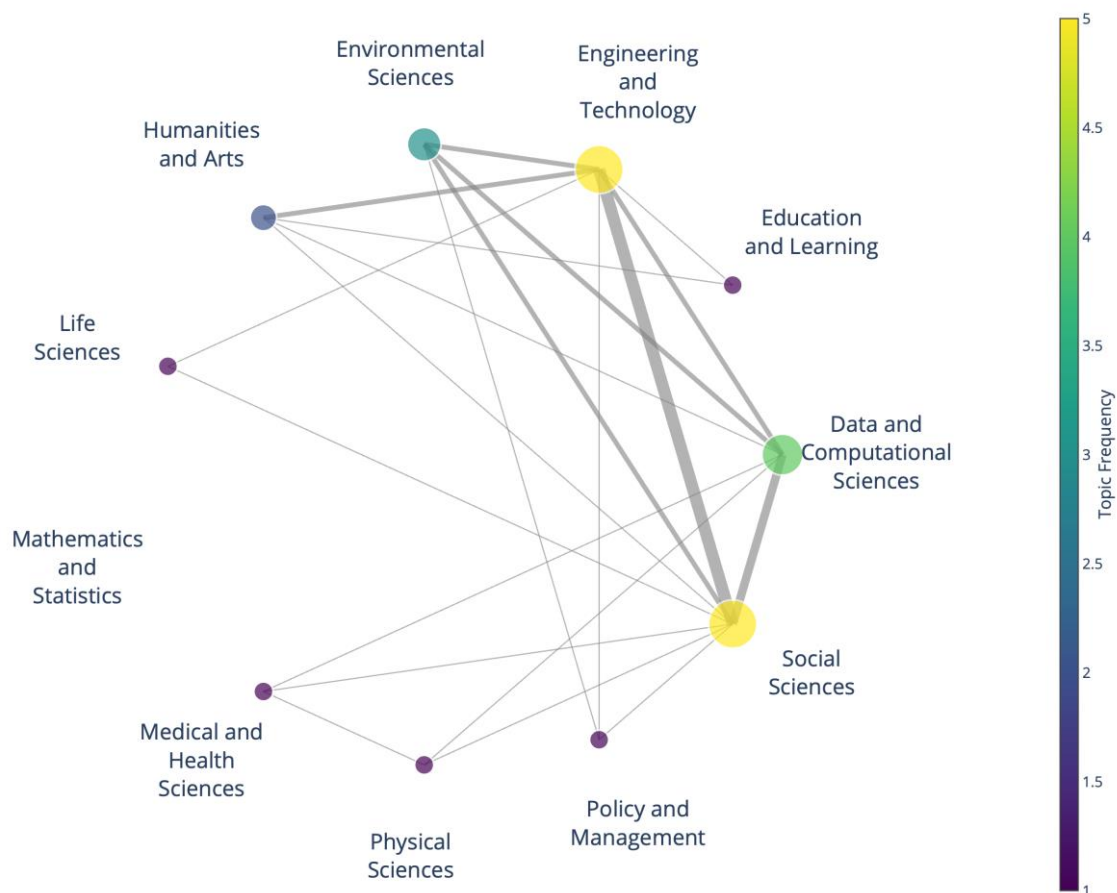


Figure 415 Awarded applications
Topic Co-occurrence Network (SS-EPS - Awarded)



H.11.2. Round 2

Figure 416 Outline applications
Topic Co-occurrence Network (SS-EPS - Outline Stage)

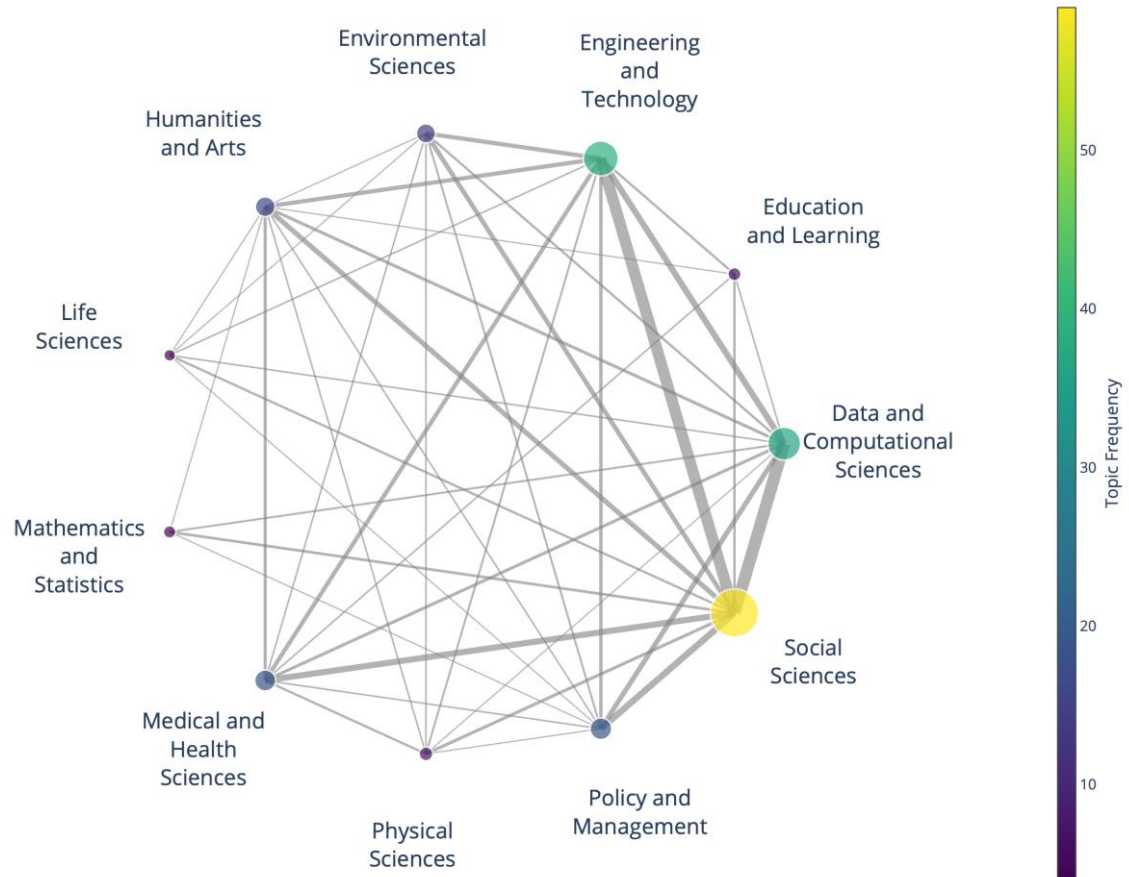


Figure 417 Full applications
Topic Co-occurrence Network (SS-EPS - Full Stage)

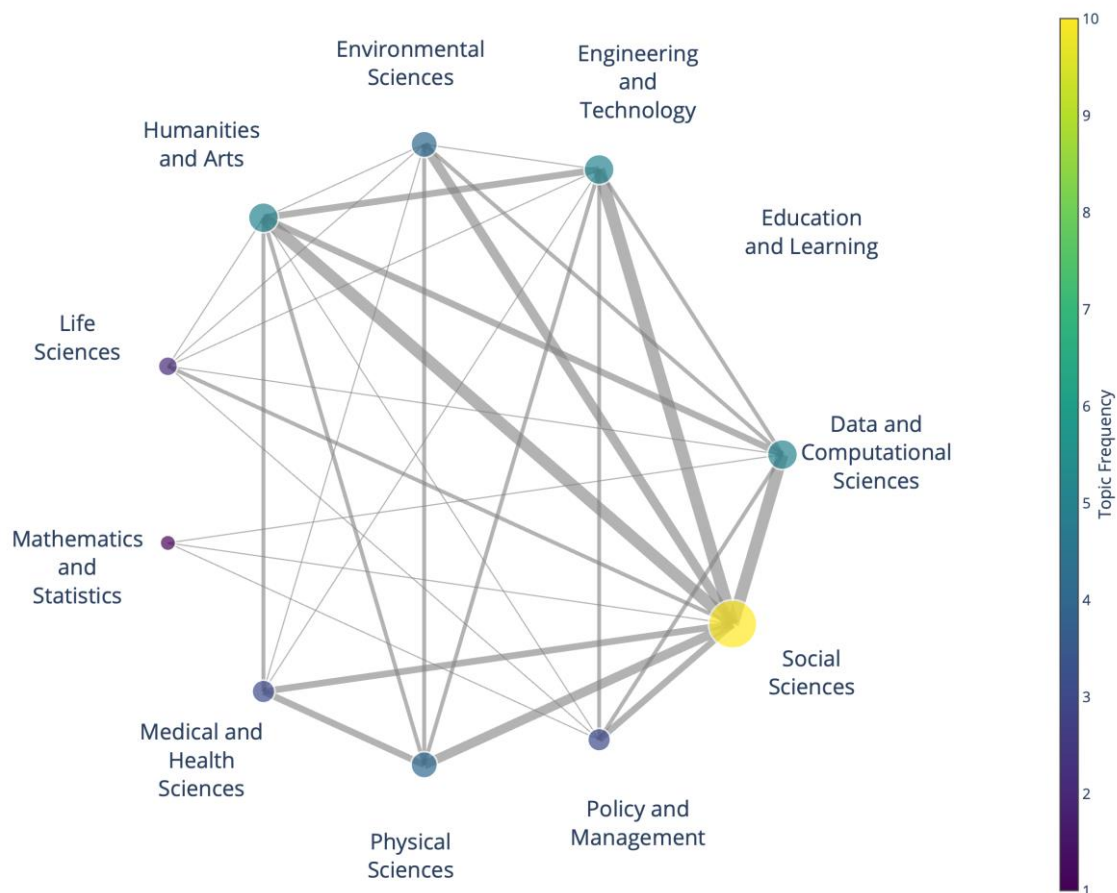


Figure 418 Awarded applications
Topic Co-occurrence Network (SS-EPS - Awarded)

