



SGSAH Funded Student Handbook

**Academic Year
2024 - 2025**



**Arts and
Humanities
Research Council**



Scottish Funding Council
Comhairle Maoinachaidh na h-Alba

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Welcome to SGSAH

Dear Doctoral Researchers,

As the Director of the Scottish Graduate School for Arts & Humanities (SGSAH), I would like to extend a very warm welcome to you as you join SGSAH as one of our funded PhD researchers. I would also like to offer my personal congratulations to you on securing a studentship in a very competitive environment. I'm really looking forward to seeing where all your research projects go!

As you begin your programme of PhD study, I imagine – in fact, I know – many of you will be feeling a mix of emotions, ranging from excitement, anticipation and perhaps a little bit of anxiety. Our aim is to support you as you progress through your doctoral programme, complementing events and activities provided by your home HEI (Higher Education Institute) and encouraging you to build a dynamic network of peers across Scotland and across different disciplines. A doctorate does not just signal the production of original research, but also the development of professional researcher skills, intended to prepare you for whatever steps follow in the wake of your doctoral degree.

SGSAH's mission is to bring together HEIs from across Scotland so that we can identify what it is that we do best, and share this with all our doctoral researchers, wherever they are located. We are a partnership organisation that places collaboration at its heart, to provide you with unique and innovative research training opportunities. You are very much part of this collaborative endeavour.

I wish you well as you embark on your journey and look forward to meeting you soon.

Yours, with all warmest wishes



Professor Claire Squires,
Director of the Scottish Graduate School for Arts & Humanities

1. Introduction to the Scottish Graduate School for Arts & Humanities

The Scottish Graduate School for Arts & Humanities (SGSAH) is the world's first national graduate school in the Arts & Humanities. We are a consortium of 17 Scottish Higher Education Institutions (HEIs) working together with supporter organisations across the arts, culture and heritage sectors to identify, develop and share the best possible doctoral training in and across our subjects.

SGSAH is funded by the Arts & Humanities Research Council (AHRC), Scottish Funding Council (SFC) and by our member HEIs. Most of our training is open to all doctoral researchers in arts and humanities at our member institutions, regardless of their funding status.

Your AHRC or ARCS studentship brings a range of additional benefits and opportunities, and some specific requirements which are set out in this handbook.

Mission

Our mission is to work together to inspire researchers who are talented, caring, ethical and reflective professionals with a demonstrable commitment to generating and mobilising knowledge across a range of scholarly, professional and public communities. By sharing individual and collective expertise, best practice, resources and training, we will set the standards for and raise the expectations of the postgraduate researcher experience across Scotland and beyond.

Values

Respect: We value and celebrate equality and diversity, acting fairly and consistently while showing consideration for our partners and doctoral researchers and the contributions they make in a trusting, transparent and inclusive environment.

Inclusivity: We support positive engagement in the belief that understanding, valuing and effectively harnessing differences can result in greater participation, benefits and success at the level of the individual doctoral researcher, team, organisation, national and international culture and society.

Creativity: We value and appreciate passion and initiative and are willing to take risks and learn from our mistakes. We actively seek new ways to inspire and connect doctoral researchers and to use the unique and extensive resources we have in Scotland to support the best doctoral training.

Partnership: We work collectively for the benefit of our researcher communities and partners. We respond positively to the complex interplay of internal and external stakeholders' needs and interests to help us provide the best opportunities for our doctoral researchers and to encourage intellectual engagement.

2. Who we are: the SGSAH Team

Professor Claire Squires | Director of SGSAH



Claire is the Director of the SGSAH and is responsible to the Board for the overall vision and development of a world-leading and innovative national Graduate School, targeted to the particular needs of doctoral students in the Arts and Humanities. Alongside her role as Director, Claire is Professor of Publishing Studies at the University of Stirling and Director of the Stirling Centre for International Publishing and Communication.

Dr Andrew Dilley | Deputy Director of SGSAH

Andrew joined SGSAH in July 2024. He is based at the University of Aberdeen, where he is a Senior Lecturer and was Research Dean for Academic Research Partnerships and Research Governance. Andrew is a leading historian of Britain's global imperial and colonial engagements, and has published extensively in this field, centring on the economics and politics of the Empire and the Commonwealth in the late-nineteenth and twentieth centuries.



Monica Callaghan | Head of Operations and Strategy



Monica joined SGSAH in 2019 and is responsible for implementing, overseeing and developing all of SGSAH's operational strategies and processes. Prior to moving to SGSAH, Monica was Head of Education at The Hunterian and has extensive leadership and strategic management experience within the cultural sector and a long-term commitment to learning and development

Dr Anindya Raychaudhuri | EDI Lead

Anindya joined SGSAH as EDI Lead in 2023 and is a Senior Lecturer in English at the University of St Andrews. He is the author of two monographs, *Homemaking: Radical Nostalgia and the Construction of a South Asian Diaspora* and *Narrating South Asian Partition: Oral History, Literature, Cinema*. In 2016, he was named one of the BBC/AHRC New Generation Thinkers. AS EDI lead, Anindya is responsible for organizing events, training sessions, mentoring schemes and exploring how policies and practices can be improved



Lindsay Wilson | *Operations Manager*

Lindsay leads the SGSAH administrative team. She is our key contact for students, providing advice and guidance on funding and training opportunities. Lindsay brings extensive experience of EU funded research projects and University finance to her role within SGSAH.



Helen Kendrick | *Partnerships & Placements Manager*



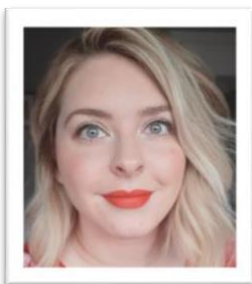
Helen joined SGSAH in 2019 from a Creative Economy role at The Glasgow School of Art. She is responsible for our partnership strategy, knowledge exchange (KE) and careers' related training for Scotland's national graduate school for arts and humanities. She also manages our extensive internship programme.

Elliott Simpson | *Media and Communications Administrator*

Elliott has a strong background in social media, marketing, communications, TV, and community work. He joins us as an accomplished videographer and promoter. Formerly the Marketing Manager for All Maverick, Workshop Leader for Include Me 2 Club, Speaker for the National Educator's Union and host of The Diversity Quota Comedy Night at The University of Glasgow, he's managed numerous national-level projects and campaigns.

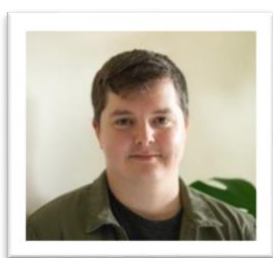


Jordan McNally | *Administrative Assistant*



Jordan joined SGSAH in 2019 and leads on the organisation and delivery of SGSAH's many events. Jordan is responsible for providing administrative support across the full range of our work, ensuring everything runs smoothly

Sam Morton | Modern Apprentice



Sam joined SGSAH in 2023 as a Modern Apprentice of business and administration. He now supports the administrative duties of his colleagues at SGSAH and provides organisational support to staff and students.

Hugh Woods | Financial Analyst

Hugh manages SGSAH's finances, providing us with clear and pragmatic advice and guidance. He has extensive experience of university finance and is an accountant within the University of Glasgow, where he also works for the College of Arts.

Doctoral Researcher Committee

We have established doctoral researcher representation as part of our governance structures to ensure that we are relevant and responsive to the needs of our stakeholders. Their remit is to ensure that doctoral researchers have an active voice and agency within SGSAH, bring their perspectives to enhance the PhD experience, represent viewpoints and ideas, and understand and appreciate the needs of our PhD students and stakeholders by working together.

If you have any ideas, suggestions, issues or challenges or would like more information on how to be part of this committee, please contact sgsahDRC@gmail.com

Contacting you

To communicate with our SGSAH funded doctoral researchers we use Microsoft Teams. As a newly funded doctoral researcher, you will be asked to provide your academic email address to SGSAH. You will then receive an invitation to join the SGSAH Teams channel via the University of Glasgow, our host institution. Teams will notify you of all opportunities, events and requirements which are specific to AHRC and ARCS funded doctoral researchers. This will include information about the Research Leadership Training Programme and opportunities direct from SFC and AHRC.

We handle all personal data in accordance with current UK data protection legislation and the EU General Data Protection Regulation (GDPR) where appropriate.

Contact Us

You can contact us by using the email below or by messaging any member of staff via the Teams messaging.

Email: admin@sgsah.ac.uk

<https://www.sgsah.ac.uk/about/whoweare/staff/>

3. SGSAH Doctoral Training Programme

SGSAH uses 'training' in the broadest sense to describe the knowledge, understanding and skills that a student requires to successfully pursue their studies, complete a high-quality thesis, and then prepare for the next step in their career. 'Training' encompasses all the opportunities, formal and informal, available to postgraduate students to develop as researchers and practitioners in their fields and as highly qualified individuals in preparation for their future careers. Beyond our core programme, we have a large degree of flexibility about the type of training and how it should be delivered.

Our focus is on the assessment of your individual needs and the training provision required to meet those needs. Training is an ongoing process, which takes place throughout your studies and should be adapted as new needs arise. This means putting in place a programme of monitoring and assessment of your needs at regular intervals. This handbook contains further information, tools and guidance.

SGSAH works to complement the training your home-HEI offers. We organise, fund and co-ordinate nationwide and international training opportunities and advertise events offered by our member organisations where these are open to any doctoral researchers with relevant interests. To ensure you receive details of these opportunities, you will be automatically subscribed to our email updates however you can also find this information on our website at www.sgsah.ac.uk. You will also find us on X (Twitter) @SGSAH and Instagram @sgsah_

3.1 SGSAH DTP Doctoral Training and Development Framework

All our funded doctoral researchers are required to participate in core training and can enhance this through engagement with a wide range of other training opportunities. The SGSAH DTP Training and Development Framework is an inclusive and flexible blend of core and bespoke opportunities cutting across and connecting disciplinary, methodological, academic and external contexts. It recognises the increased diversification of doctoral approaches in the arts and humanities and acknowledges multiple and diverse skills required to be a successful researcher.

3.2 Pillars of the DTP

There are four pillars which run throughout our Doctoral Training Programme. These are Foundation, Core, Specialist and Partnership.

- **Foundation: Professional Researcher** consists of courses foundational to the development of the professional researcher. Normally delivered via the lead-HEI, completion is mandatory. Likely content includes planning and managing research; research ethics, integrity, values, and behaviour; intellectual property and copyright; data management; and communications. Please check with your supervisors which courses you must complete.
- **Core: Leadership Programme** is a developmental course that will equip our SGSAH-funded doctoral researchers to become inclusive and ethical leaders and influencers in their chosen careers. Topics include equality & diversity, wellbeing, communication, fellowships, grant writing, career pathways, and publishing. Running through the

Leadership Programme is our annual Summer School, which offers more than 40 workshops delivered by our members over the course of a week. As the core offer of our doctoral partnership and the mechanism through which we facilitate a peer community, participation is a requirement.

- **Specialist: Discipline+ Catalysts** support pursuit of knowledge and advancement of disciplines through regular methodological and thematic training at the leading edges of arts and humanities. Our Catalysts also drive cross- and interdisciplinary collaborations with sciences and social sciences and support student-led events funded through Cohort Development Funding. Doctoral researchers must participate in at least one Catalyst event annually.
- **Partnership: Knowledge Exchange (KE) Hubs** SGSAH has three KE Hubs: Citizenship, Culture and Ethics Hub; Creative Economies Hub; and Heritage Hub. Supported by key partners including the BBC, the V&A, the British Council, and the Scottish Parliament, the Hubs deliver industry-focused events, and work-related training within a UK and international context. Doctoral researchers must participate in at least one Hub event annually.

4. Core Training

4.1 Research Leadership Training Programme

SGSAH is charged by the AHRC and SFC to provide training that will help you reach your full potential as a researcher. To do this, we have devised a Research Leadership Training Programme. This is a training commitment that SGSAH has made to both you and our funders. Studentship award holders are expected and supported to produce excellent research over the course of your PhD programme and develop as future research leaders.

Our 3½ years core training programme has been designed to complement training available to you through your home HEI(s); to help you develop skills and knowledge you will need to be an effective, ethical, creative, and excellent researcher in whatever field you choose. The broad structure is outlined below, but content and timing may change as we respond to feedback.

Some of our events are residential, however we will ensure that dates are published well in advance to allow you to make appropriate arrangements to attend. If you have any concerns or potential barriers to attendance, please contact us. We can advise or make any necessary plans or adjustments to enable you to participate.

Year 1: Gathering

Year 1 begins in October with an induction to introduce you to other SGSAH funded doctoral researchers across Scotland and to the range of opportunities available through your studentship. You will also be required to attend the SGSAH Welcome Event in November. This event introduces SGSAH's activities and is open to all new doctoral researchers across arts and humanities in Scotland. Here you will hear from existing students about how they have benefited from SGSAH opportunities.

Following induction, the year one residential will take place in Stirling in January. *Connecting & Communicating* focuses on peer networking, equality and diversity, cohort development training and doctoral destinations. It includes an opportunity to engage with research impact through a visit to a cultural organisation.

The fourth component of Year 1 is the SGSAH Summer School, which takes place in Glasgow in June each year. We provide a vast range of workshops to support your thinking, research practice and career development.

Year 2: Sharing

Year 2 begins with a residential event, *Wellbeing & Self-care*, which takes place on the Isle of Cumbrae, late August/ early September. Recognising the challenges of doctoral research, our aim is to create a supportive network and environment that will help you share successes and challenges. You will also be encouraged to share your research progress with your peers at this residential and discover more about SGSAH's internship and artist-in-residency programmes.

Year 2 also includes the SGSAH Summer School. The AHRC/ARCS Symposium is a unique feature for second year doctoral researchers, where all SGSAH funded doctoral researchers coming to the end of their second year share their research with peers.

YEAR 1: GATHERING

Nov: SGSAH Welcome & Induction

Jan: Connecting & Communicating

June: SGSAH Summer School

YEAR 2: SHARING

Aug/Sept: Wellbeing/ self-care


June: SGSAH Summer School
Second year Symposium

Year 3: Advancing

Year 3's focus is on editing your work and research impact. There will also be the SGSAH annual Summer School programme, as well as the optional Doctoral Research Impact Showcase, which provides an opportunity for you to demonstrate how your research makes a difference in the wider world and to network with people from that wider world.

YEAR 3: ADVANCING

June: Publishing
Research Impact
Career Pathways



Year 4: Finishing

Year 4's focus in the final six months is on moving towards completion and, crucially, considering what comes next. The fourth-year training event is intended to support your development towards post-doctoral status. Career-relevant training for academia and beyond includes how to turn your PhD thesis into a monograph, how to apply for post-doctoral funding and fellowships, and how to prepare for interviews.

YEAR 4: FINISHING

Dec: The Viva roundtable
Alumni



Part-time doctoral researchers

SGSAH recognises that the experiences of part-time doctoral researchers can be quite distinct from those of full-time doctoral researchers, just as the reasons for undertaking a part-time PhD are wide-ranging, from caring responsibilities through to other work/life commitments. This section provides you with further details on how SGSAH can support your part-time studies alongside your HEIs.

In the first instance we recommend you check with your home HEI regarding any specific regulations and conditions of study for part-time students, including key areas such as the timeframes for annual progress reviews, or the allocation of research support funding.

Managing Expectations

One of the common experiences of part-time doctoral researchers is managing expectations, both of themselves and those supporting them, especially supervisors. We recommend that from the start of your doctoral studies you discuss with your supervisors how you will manage your studies – this may include particular periods during the academic year when other commitments may preclude you from in-depth engagement with your research. Likewise, the temptation can often be to try and match the timeframes and outputs of full-time doctoral researchers. Whilst understandable we also recommend that you agree with your supervisors specific milestones for key times in the academic cycle, including annual progress reviews.

Practicalities and Community Building

As part of SGSAH's 'Research Leadership Training Programme' (see page 9) there will be mandatory training events intended to support your development. We will aim to publish the dates of these training events at the start of the academic year, so you are able to plan accordingly. SGSAH also recognises that for those with caring responsibilities, or similar, residential events may prove challenging, so please contact us if you foresee any potential issues.

To support the wider part-time doctoral researcher community SGSAH has established a 'Part-Time Researcher Network' that has a dedicated Teams channel. This offers all part-time doctoral researchers (including non-SGSAH funded) the opportunity to share experiences of this mode of study and exchange ideas, as well as resources aimed at supporting part-time study. In addition to this virtual community space, we also hold informal part-time researcher gatherings at our annual Summer School. If you wish to join the network on the Teams channel, please contact us via the Teams messaging.

Partnership PhDs

Separate guidance is available at the link below for doctoral researchers who are undertaking a partnership PhD.

https://drive.google.com/file/d/15hPT7xIYb0ZjK_OrHl5Do0lCqg8Fg2lS/view?usp=sharing

5. SGSAH training requirements

5.1 Overview

Your funding award is conditional upon you attending the Research Leadership Training Programme, in all of its constituent parts. Your 3½ year award (or part-time equivalent) has been calculated to support your attendance at required events across the programme, including travel time, preparation, etc. Two months of your funding award is intended to cover your time for attending the mandatory training over the course of your programme of

study. If you do not complete the required training, we will reduce your stipend by two months in the final year of your study.

The annual required training for SGSAH -funded students is:

- ✓ **Leadership Programme in all of its components**
- ✓ **Summer School (& in Year 2 a Symposium)**
- ✓ **One Discipline+ Catalyst Event**
- ✓ **One KE Hub Event**

5.2 Funding for Additional Training

In addition to the required training, SGSAH supports individual training needs. We run several funding schemes which support our doctoral researchers to address their identified training needs.

Engagement Funding

This allows doctoral researchers to apply for funding to support individual training and development needs. Funding streams include:

- Fieldwork/archival visits (costs of travel and accommodation as required)
- Costs for practice-based research including for performances and materials
- Doctoral Internship/Artist in Residence including

It's a great opportunity to explore career options outside of academia and experience something different from PhD research.

SGSAH doctoral researcher discussing their internship

international placements (up to three months' additional stipend, with travel and accommodation as required.)

- Visiting Doctoral Researcher – normally international (travel, accommodation and bench fee where required for up to six months.)
- Specialist training (course costs/fees, travel and accommodation and additional stipend where training is more than 4 weeks.)
- Essential language learning (funding to cover course costs and, where appropriate, extension of stipend to cover time). This may also be done in conjunction with an international internship or Visiting Doctoral Researcher position, utilising existing international links of our partnership
- Knowledge Exchange & Impact: available to support collaborative research approaches and dissemination of findings.

Previous and current students have used funding to:

- Learn or improve language skills including Latin, Arabic, French, Syriac and Gaelic, with funds used to cover course costs and some additional time required to undertake language learning.
- Gain new and advanced skills to support their research and its dissemination, including filmmaking, zoo archaeology, and photography.
- Attend prestigious summer schools internationally.
- Participate in fieldwork essential to the completion of the thesis.

We are strongly committed to supporting international aspirations and experiences and our students have benefited from travel across the world to carry out fieldwork. Please note that AHRC-funded PhD researchers cannot apply for conference attendance unless there is a significant training or workshop element from the Engagement Fund but should apply via RTSG. ARCS PhD researchers can apply for funding to attend conferences via the Engagement Fund.

Environmental Impact Assessment

Introduction

As part of SGSAH's GREEN/GRADUATE School Strategy & Operations Plan [\[Link\]](#) we have committed to reducing the environmental impact of doctoral research in the arts and humanities, including sustainable travel practices, conference attendance, and fieldwork activities. In submitting your initial scholarship application, you were asked to confirm that you will undertake appropriate measures to reduce the impact of your research activities, including the areas above. The information in this section is intended to assist you in developing an 'Environmental Impact Assessment' (EIA) plan as part of your PhD research. Further training will also be provided during training events, including the 1st year residential at the University of Stirling, and you will be required to complete one as part of your SGSAH Annual Progress Review in August/September.

Environmental Impact Assessment in context

EIAs are intended to identify activities that have potentially adverse impact on the environment. Generally speaking, they are detailed procedural instruments containing specific steps and considerations for assessing a wide variety of projects. In this wider context an EIA process is preventative, typically covering four distinct stages: screening; scoping; decision-making; and monitoring. The screening procedures aim to determine if a specific activity requires an EIA, whilst the scoping exercise defines the specific information that must be included in the assessment. The decision-making stage refers to whether the information provided in the scoping exercise is adequate. Finally, a monitoring process is necessary to oversee the implementation of the proposed measures.

The use of EIAs is relatively limited in academic research contexts, including doctoral research. However, their use has the potential to improve the environmental impact of research activities overall. To this end, the aim of using EIAs in the doctoral research context is reduce the level of uncertainty about environmental impact, assisting in establishing clearer pathways and methods to identify, mitigate or eliminate the impact of future research.

Research Training Support Grant (RTSG)

In addition to the funding managed by SGSAH, your home-HEI administers the Research Training Support Grant. Each HEI receives funding for all SGSAH funded students to support study visits, conference attendance, as well as other research costs, which are necessary for a student's primary research (e.g., consumables and exhibition costs). Speak to your supervisor about your home HEI's process of application. Please note that ARCS PhD researchers do not have access to RTSG but can apply to SGSAH via the Engagement Fund to cover conference attendance.

Cohort Development Funding

SGSAH encourages our doctoral researchers to work together. Our Cohort Development Funding (CDF) offers up to £2,500 for doctoral researchers to collaborate on designing and managing the delivery of inter/disciplinary, generic, careers-focused events. Previous workshops and events supported via CDF include:

- People and Land: Indigenous Research and Scotland
- Fieldwork
- Transgender: International/ Intersectional
- Blogging Bootcamp
- Spheres of Singing

Access to Cohort Development Funding is only available during your funded period of study. You can find information and application forms about these opportunities on our [website](#) and via the intranet. Please talk to us at any time about your plans in order to make the most of your studentship.

6. SGSAH training events

6.1 Extended Training Opportunities

In addition to the training opportunities available to you as SGSAH funded doctoral researchers, we organise training events throughout the year which are normally open to all doctoral researchers, regardless of their funding source. Travel bursaries and accommodation, where required, are normally available to support attendance at events. Examples of recent and forthcoming events include:

- Introduction to Chronology and Radiocarbon Dating: an introduction or refresher to the main methods used in chronological reconstruction for archaeology and allied research areas such as paleoecology.
- Difference Machines: Technology and Identity in Contemporary Art: Lecture given by Art Historian and Curator, Dr Tina Rivers Ryan.
- Working with Fragments in Classics and Archaeology: A specialist SGSAH training day on fragments.
- Public Humanities for a drowning world. A workshop exploring the role of public humanities in response to rising sea levels.

6.2 AHRC Training Competitions

The AHRC makes available prestigious training for its funded doctoral researchers. A list of options is below alongside web links; more will be advertised by the AHRC, and we will alert you to these as they occur.

International Placement Scheme and Policy Internships Scheme

<https://www.ukri.org/what-we-offer/developing-people-and-skills/ahrc/opportunities-for-doctoral-students/>

New Generation Thinkers

<https://www.ukri.org/what-we-offer/developing-people-and-skills/ahrc/early-career-researchers-career-and-skills-development/develop-your-media-skills-with-the-new-generation-thinkers-scheme/>

7. AHRC/ARCS Studentship Regulations (SUMMARY)

7.1 Conditions of funding

Acceptance of a Studentship Grant constitutes acceptance of core conditions of an AHRC or SFC studentship, and additional SGSAH conditions. Please note that when you matriculate with a particular HEI you are also agreeing to abide by its regulations for postgraduate study. Please refer to your own HEI for its regulations. If you are ever in doubt about any regulations, speak to your supervisors in the first instance.

AHRC and UKRI regulations and conditions

The core conditions are set by the AHRC and by the UK Research and Innovation (UKRI). Their conditions are set out in the documents linked below. Issues not covered by that guidance are delegated to the Doctoral Training Partnership for decision. The SFC ARCS studentship conditions follow those of the AHRC.

SGSAH conditions

Your funding is conditional upon attendance at the Research Leadership Training Programme and participation in Discipline+ Catalysts and Knowledge Exchange Hubs. Because we recognise the time it takes to prepare and attend these events, our 3½ years funding is intended to cover your full participation in 3½ years of training provision.

The Research Leadership Training Programme has been designed to support your development as a cohort and as individual researchers. The AHRC requires us to deliver this programme, and we have taken particular care to ensure it reflects the real experiences of previous cohorts. We ensure that dates are published well in advance to allow you to make appropriate arrangements to attend and we look forward to seeing you.

At the end of each academic year in August/September, you are required to submit a short progress report for SGSAH, the 'Annual Progress Report', which also records training completed for that year. This must be signed off by your supervisor. Please note that this is a separate, and additional, process to any annual review process at your HEI.

Duration of Study & Submission

Your awarded period of funding is normally 3½ years for full-time study, or seven years for part-time study. Your programme of study may also be extended by additional Engagement Funding of up to three months to support extra training or an internship. Please get in touch with us to discuss your proposals.

On accepting a studentship to pursue a programme of doctoral research, you also accept a commitment to complete your project and submit your thesis by the end of the period of funding. The AHRC now requires all funded students to submit within the funded period. In specific circumstances – see above – it will be possible to extend your stipend, to allow you to undertake particular training and skills development activity. This will entail an extension of your stipendiary period. Even where an extension has been granted, the AHRC requires all its funded students to submit their thesis within a maximum of four years from the start of the award (or eight years if part-time). The additional period after the end of a funded studentship and before the AHRC submission date provides an opportunity to meet any unforeseen circumstances that have arisen during the course of the studentship. Your institution may have different requirements. Any extension beyond the home HEI's submission period must be agreed with the home HEI. Unless part of the Engagement funding scheme, any additional period is not funded by the AHRC DTP Studentship.

Funding End Dates and Early Submission

If you receive additional funding for activities such as an internship or language learning, your submission date will move in line with this additional period. The maximum submission date allowable is four years (or part time equivalent).

Publication and Acknowledgement of Support

You should, subject to the procedures laid down by your home-HEI, publish the results of your research in accordance with normal academic practice and the UKRI's policy on open access publications and other forms of media communication, including media appearances, press releases and conferences. You must acknowledge support received from SGSAH, quoting your Training Grant reference number. Journal publications should acknowledge funding sources using the standard format agreed by funders and publishers: "This work was supported by the Arts and Humanities Research Council" or "the Scottish Funding Council". Further guidance to ensure that funders are acknowledged in a standardised way can be found online: <https://www.ukri.org/manage-your-award/publishing-your-research-findings/acknowledging-your-funding/>

Metadata describing your thesis should be lodged in your institution's repository as soon as possible after award and a full text version should be available within a maximum of 12 months following award. UKRI recognise that commercial, collaborative or publication arrangements may necessitate a slight delay; the delay can be at the RO's discretion, but we expect the thesis to be deposited as soon as possible. It is expected that metadata in institutional repositories will be compatible with the metadata core set recommended by the ETHOS e-thesis online service. If you are publishing work arising from your PhD, and require funding to support open access publication, SGSAH may in certain circumstances be able to support this via the Engagement Fund, if you are still within your funded period.

SGSAH requires you to acknowledge its support of your studentship and of any funded activities you organise. Guidance on use of the SGSAH logo is available on our website. Approved SGSAH logos are also stored within the Teams channel. When tweeting/posting from Instagram in relation to SGSAH funded activities, please use the event hashtag and @SGSAH (X/Twitter) or @sgsah_ (Instagram).

AHRC Monitoring

The AHRC monitors submission rates by individual HEIs. Where an institutional submission rate drops below 70% over a four-year average – that is, where 30% of students fail to submit within the maximum four years permitted by the AHRC – that institution will receive

no studentships for a period of two years. For this reason, it is essential that you submit your thesis within the maximum time permitted by the AHRC.

7.2 Payments

Payment of fees and stipends

SGSAH will pay your fees directly to your home-HEI. You will not need to make any arrangements for this to happen. Your home HEI will pay your stipend according to its normal practice. UKRI guidelines stipulate those stipendiary payments must be made in advance, i.e., at the beginning of a month/other funding period, rather than at the end. Any queries about the payment of stipends should be made to your home HEI in the first instance. Ensure that any changes of address, bank details etc. are made to your home HEI promptly as this will help processes to run smoothly.

Payment of Training Awards

Research Training Support Grant funds are administered by your home HEI, which will be able to advise you of application and payment arrangements. Some SGSAH awards will be paid directly to you, and some will be paid to your HEI, which will make arrangements with you to meet these costs. The arrangements for payment will be made clear to you on each occasion before you incur any costs.

Sickness payments/ Suspension of Study/Extensions to submission dates

If you become unwell and are unable to continue with your research for a period of time, you will be required to provide a medical certificate to certify your absence. Stipendiary payments can continue during absence covered by a medical certificate for up to 13 weeks within any 12-month rolling period. Sickness payment would then commence from the first day of absence up to a maximum of 13 weeks. Your award will be extended to reflect the duration, and your submission date will also be extended. You should contact your HEI in the first instance if you need to take a period of sick leave.

If your illness lasts or is expected to last for more than 13 weeks, the studentship will be suspended. An award can normally be suspended for a maximum of 12 months.

Please note extensions to AHRC/ARCS funding and/or submission dates due to ill health may be approved or recorded retrospectively so long as you are within your funding period. You can normally only suspend your studies during your funded period (i.e., not during 'thesis pending'/ 'writing up').

Extensions to submission dates will only be granted in exceptional circumstances, examples of which are set out on p20 of the AHRC's Training Grant Funding Guide 2019-20. Please refer to your home HEI's regulations regarding processes for requesting an extension. You should also consult your home HEI's regulations regarding processes for requesting a suspension for other reasons – e.g., to undertake a paid internship.

Maternity, Adoption and Shared Parental Leave

SGSAH funded students are entitled to 26 weeks of maternity leave on full stipend, the following 13 weeks should be paid at a level commensurate with statutory maternity pay and the final 13 weeks are unpaid.

SGSAH funded partners are entitled to an extended period of unpaid parental leave, up to a maximum of 50 weeks, with their duration of study extended accordingly. Unpaid parental leave must be completed within 12 months of the birth of the child. This leave may be taken in up to three blocks of leave or all at once. Adoption leave is granted on the same basis as maternity leave.

There is no qualifying period for maternity, paternity or adoption leave. i.e., you can apply for this at any time during your funded doctoral study.

Annual Leave

Your home HEI should have a clear policy on annual leave entitlement. Standard annual leave entitlement for PhD students and staff is around 6 weeks. There may be arrangements in place to book annual leave in your institutions, which could include completing a form and agreeing the dates with your supervisor. UKRI recommends a maximum of eight weeks per annum including public holidays where taken (pro rata for part-time students). Annual leave is part of working life and is vital for your own wellbeing, so please use your allowance.

7.3 Transfers and Changes

Changing between full-time and part-time study

Your home-HEI may approve a change in the mode of study from part-time to full-time or vice versa. This may normally only happen once and not once your funded period is over, i.e., you may not normally transfer to part-time during any unpaid writing-up period.

Transfers for AHRC/ ARCS doctoral researchers

Transfers between HEIs may be arranged where they are essential to your training – for example, if your lead supervisor moves and no appropriate alternative supervision is available within your home HEI. However, a transfer can only be approved for AHRC funded doctoral researchers between HEIs who are members of an AHRC DTP scheme. The receiving HEI will be required to accept all the terms and conditions relating to the studentship as it was offered to you at the outset, including start date, duration, registration requirements and submission date. ARCS funded doctoral researchers can only transfer to a SGSAH member HEI.

Changes of thesis title, research direction

The AHRC accepts that projects evolve, but SGSAH cannot agree a change to a PhD project that falls outside the AHRC's subject domain or outside the subject areas allocated for that particular award. If you have any queries about this, please contact SGSAH at admin@sgsah.ac.uk.

7.4 Paid work and Training

Demonstrating, Teaching and other Paid Work

You may undertake teaching or other demonstrating work if compatible with your training and at your supervisors' approval. Time spent (including preparation and marking) is at your home-HEI's and supervisors' discretion but should not interfere with progress of your

PhD. UKRI recommends that full-time students spend no more than six hours in any week.

You may also undertake a small amount of other paid work, with your supervisors' consent and the work does not delay or interfere with research training. We recommend the maximum for full-time students is six hours in any week. It is expected that part-time students will be realistic about working arrangements and UKRI recognizes that a minimum of 50% full-time effort is required. Students in full-time employment are not eligible for UKRI funding for either fees or stipends.

Non-SGSAH internships and placements

SGSAH does not expect you to receive a stipend as part of a studentship if you will be earning money for a non-SGSAH placement or internship that will cover the same basic costs. If the internship is salaried, you must suspend studies during the period of the internship.

If you are paid hourly as an intern, and are not working full-time, it is for you and your home-HEI/supervisors to decide whether this will disrupt your studies. If your supervisors agree to you undertaking the internship while continuing your studies for a discrete period of time, your award does not need to be suspended. If, however, the internship will last longer than five weeks full time, then your studentship should be suspended.

If you are undertaking an SGSAH internship, where your stipend is continuing to be paid throughout the internship, it is possible to extend the studentship period to take into account the placement period. For example, a studentship is awarded for 42 months. The student undertakes a three-month internship. The paid studentship period is extended to 45 months to reflect this. Please note you are still expected to submit within a **maximum of 4 years** (48 months full-time), irrespective of any such extension to your paid studentship period.

8. Funders Governance

8.1 UKRI

Overview

For AHRC funded studentships, UKRI will use information provided on the Training Grant proposal, or equivalent, for processing the proposal or in relation to the administration of the Training Grant, for the award of any subsequent grant, and for the payment, maintenance and review of the grant. This includes data submitted through the Je-S Student Details (SD).

Use of submitted data

- Registration and processing of proposals;
- Operation of grants processing and management information systems;
- Preparation of material for use by reviewers and peer review panels;
- Administration, investigation and review of grant proposals;
- Sharing proposal information on a strictly confidential basis with other funding organisations;
- To seek contributions to the funding of proposals;
- Statistical analysis in relation to the evaluation of postgraduate training trends;
- Policy and strategy studies;
- Meeting the Research Council's obligations for public accountability and the dissemination of information;
- Making it available on the Research Council's web site and other publicly available databases, and in reports, documents and mailing lists.

Data that will be made available on the Research Council's web sites and other publicly available databases, including Gateway to Research, and in reports, documents and mailing lists will include the following data:

- Student name (for students starting from 2015 onwards);
- Name(s) of project partner organisations and supervisors;
- Project titles and topics;
- Project summaries;
- Registration and expected submission dates;
- Numbers of students in particular regions, universities or departments in context of the Training Grant funding announced;
- Aggregated information regarding demographics, student numbers, stipend levels, qualifications, age at start, migration levels (from first degree university to another) etc.

SGSAH must provide, on request, to AHRC a description of their students' areas of study (updated abstracts), which the Research Council might include in any of its publications, such as Annual Reports or on its website.

UKRI links

Links to the full regulations governing your studentship are below. You should not contact AHRC or UKRI directly; queries about your studentship should normally go to the postgraduate office in your home HEI or to SGSAH.

AHRC Training Grant Funding Guide 2019-20 (most recent version) <https://ahrc.ukri.org/documents/guides/ahrc-training-grant-funding-guide/>

UKRI Conditions of Research Council Training Grants
https://www.ukri.org/wp-content/uploads/2023/04/UKRI-04042023-UKRI_Training-Grant-Terms-And-Conditions-Guidance-April-2023.pdf

UKRI Statement of Expectations for Postgraduate Training

<https://www.ukri.org/files/legacy/skills/statementofexpectation-revisedseptember2016v2-pdf/>

8.2 SGSAH Privacy Statement

Your Personal Data

SGSAH is hosted by the University of Glasgow (the lead Research Organisation for the Doctoral Training Partnership). The University of Glasgow will be what is known as the 'Data Controller' of your personal data processed in relation to all details that you provide to SGSAH. This privacy statement will explain how we will process your personal data.

Why we need it

We are collecting your basic personal data such as name, email address/telephone contact details and, where relevant, limited special categories data such as disability, ethnicity, and other health data in order to ensure you are provided with all the necessary information and support you will require to complete your doctoral programme.

Because you are obliged to attend residential events, we will ask you to provide relevant information such as any medical conditions, allergies, dietary requirements etc. All details will be confidential and will only be shared with medical or other emergency personnel in case of need.

We will ask you to provide a photograph, information about your research project, a work-based address and/or email contact, and your social media handle (where appropriate) to share with your peers. This information may be made available on the SGSAH research website and may also be shared with relevant third parties, e.g., prospective internship providers to enable them to see the range of research undertaken by the students we fund. We will seek your consent to use data for these purposes and ensure these third parties provide an adequate level of protection in accordance with UK data protection law.

We will frequently take still and moving crowd images of events we fund and may use these in social media/advertising and/or publicity material and/or printed formal reports to funders. If you do not wish your photograph to be taken or for you to be filmed, please inform the photographer/filmmaker during the event. When we take photographs of individuals or small groups, we will ask the individuals captured to complete a media consent form before using images for promotional purposes. Consent can be withdrawn at any time.

Correspondence from us will be information sharing about your doctoral programme or funded training opportunities. We will always ask for your feedback on our events, which will be a quick and easy evaluation process that will gather relevant information that will only be used to improve future provision.

If you subscribe to our [general mailing list](#) and/or [Catalyst/Hub mailing list](#), essential information to communicate with you will be kept until you withdraw your consent or unsubscribe to specific communication as explained in the Privacy Notice for Email Marketing on our website: <https://www.sgsah.ac.uk/about/privacy/email/>.

Legal basis for processing your data

We must have a legal basis for processing all personal data. In this instance, the legal

basis is contractual. Additionally, the University of Glasgow, as the lead institution for the SGSAH, will receive details of your name, institution and the funding source for your PhD on the legal basis of Contract, in order to fulfil the requirements of the SGSAH's agreement with each student.

What we do with it and who we share it with

All personal data you submit is processed by staff at SGSAH/ University of Glasgow in the United Kingdom. In addition:

- For bookings, we use Eventbrite and Tockify, third-party services which are not operated by the Universities.
- For applications, we use SMAApply, a third-party service which is not operated by the Universities.
- For further information, please see our privacy notice for events on our website: <https://www.sgsah.ac.uk/about/privacy/events/>

How long do we keep it for

Your data will be retained by the University of Glasgow (as data controller) for the duration of your doctoral programme. After this time, we will ask your permission to retain your contact information and join the SGSAH alumni network in order to process your data in accordance with our alumni strategy. If you are an alumni and exercise your right to be removed from our database, we will maintain some core data (name, qualification information, General Council number, date of birth) for archive purposes and to ensure we do not contact you inadvertently in future.

What are your rights?*

You can request access to the information we process about you at any time. If at any point you believe that the information we process relating to you is incorrect, you can request to see this information and may in some instances request to have it restricted, corrected or erased. You may also have the right to object to the processing of data and the right to data portability.

Where we have relied upon your consent to process your data, you also have the right to withdraw your consent at any time. If you wish to exercise any of these rights, please submit your request via admin@sgsah.ac.uk or dp@gla.ac.uk.

*Please note that the ability to exercise these rights will vary and depend on the legal basis on which the processing is being carried out.

8.3 Complaints

SGSAH complaints procedure is available on the website - <https://www.sgsah.ac.uk/about/ourwork/policy/complaints-procedure/> and is also available on the Teams channel.

9. Supervision

Please refer to the SGSAH website for the agreed supervisory benchmarks policy
<https://www.sgsah.ac.uk/supervisors/policies/>

Documents can also be found on the SGSAH Teams channel.

All students will be required to submit to SGSAH an Annual Progress Report, counter-signed by their Lead Supervisor. This report will include details of training completed/required and any ethical issues identified/addressed. Non-submission of the Annual Progress Report will result in studentship funding being withdrawn.

SGSAH will review the Annual Progress Reports submitted on SMAApply and raise any issues identified with relevant Executive members. This mechanism also allows SGSAH to review and identify training needs across our cohorts and meet these efficiently.

The AHRC and SFC expect doctoral candidates to submit their theses within the funded period – normally 3½ years FTE - and progress should be measured against this timeframe.

For suspensions/interruptions, doctoral researchers should follow the lead-HEI's processes. All funded students are eligible to apply for sickness payment and maternity pay.

Research Organisation Reporting

SGSAH is required to submit annual reports to its funders. For this reason, we ask all HEIs to submit the following data annually relating to their SGSAH funded students:

- approved suspensions
- concerns with progress and actions implemented
- withdrawal from PhD programme (with reasons identified)
- submission rates
- changes to supervision teams.

Please note that when a supervisory team changes, it is the responsibility of the home HEI to confirm to SGSAH that the new arrangements meet the student's needs.

10. Training: advice, guidance and tools

10.1 Overview

Each SGSAH member HEI will have its own approach to planning and recording your training. Many SGSAH HEI members use the Vitae Researcher Development Framework: <https://www.vitae.ac.uk/researchers-professional-development/about-the-vitae-researcher-development-framework> or have developed their own training framework to support you in planning your training.

When you are applying for Engagement Funding through SGSAH, you will need to provide evidence of your training plan and how it relates to your personal and professional development. An example training analysis can be found on the Teams channel.

Needs-based approach

We recognise that students enter doctoral study with a diverse range of skills and experience and their ongoing needs will vary considerably, according to the nature and demands of their research project. It is important, therefore, that there is a needs-based approach to the assessment of the development you should undertake. This development should assist both with the completion of your research project and with the realisation of your career goals beyond the PhD. Moreover, this should be a continual process of review and reflection, to ensure that any new needs arising from your research or career aspirations are met. Throughout your award, you are expected to review your needs regularly and then identify the appropriate resources available for meeting these needs. Your supervisor(s) should support you in this process. At a minimum, SGSAH expects its funded students to review and formally plan their training development annually as part of their annual progress review process.

We aim to be flexible about the development opportunities that are offered, and encourage all parties to be innovative, and responsive when considering their provision and engagement. The AHRC and SFC have identified a number of key areas where they expect students to develop skills (see below for suggestions).

There are other examples where skills developed specifically for a project have broader applications, and you should think about how these skills can be employed in a range of contexts. Conversely, skills which might be termed generic or transferable – such as project management or making presentations – are invaluable in the successful completion of the research project.

10.2 Useful Examples

Examples of research skills

These can be transferable skills within and beyond academia.

Understanding theoretical issues, the nature of evidence and argument; and the relationships between practice, theory, and criticism. This includes the ability to think critically and evaluate evidence.

- Understanding different approaches and methodologies and how they can be applied. Being open to exploring new avenues. Developing research methods and skills and practical techniques appropriate to the project.
- Developing knowledge and understanding of the research context of the project, and of trends in the discipline on an ongoing basis. This includes an appreciation of how the project might have an impact on the discipline and adapting to any new knowledge or approaches which emerge during the course of the project.
- Developing knowledge and understanding of related disciplines where appropriate, and being aware of, and open to, opportunities to work with other disciplines.
- Pursuing interactions and collaborations where there is benefit to the project.
- Developing knowledge, understanding and skills in analysis, referencing, and synthesis of research material and information, and understanding how best to use these in the research context.

- Developing or strengthening language skills in at least one modern language other than English. Whilst areas such as advanced language training might be necessary for some research projects, students should not ignore the value of language-learning as part of a researcher's wider portfolio of skills. Not only does it allow access to a greater range of sources in different languages, thereby enhancing research quality; it also potentially increases the impact of research, by providing the researcher with the ability to reach a wider, international audience.
- Knowledge and understanding of existing and new methodologies, such as numerical, data management, and statistical techniques or software, web and social media communication tools. Also, developing the necessary expertise to use these methodologies and tools appropriately and optimally.
- Understanding the requirements of a professional researcher, with regard to ethical and legal requirements, codes of practice, and social responsibility.

Examples of key wider skills

These are relevant to doctoral study and equally to careers within and outside academia.

- A full range of communication skills and awareness of communication media, so that both specialist and non-specialist audiences can be appropriately addressed. Public engagement activities provide a useful context for developing the necessary skills for communicating academic knowledge to a non-specialist audience. This includes understanding the wider political, social, and economic context.
- Project management skills, including designing and managing a project; team-working; delegation skills; time management; risk management; resource management; working proactively to ensure the effective delivery of objectives; and the ability to prioritise and recognise key issues.
- More general aspects of working with others effectively, including communicating and collaborating effectively; sharing knowledge and experience; recognising the skills and expertise of others and building on individual strengths; mentoring; and, managing work within a team in the most efficient way.
- The ability to motivate oneself and others.
- Enterprising and entrepreneurial attributes, skills and behaviours such as taking initiative; the ability to solve problems, adapt to new situations and make effective decisions; innovation and creativity; open mindedness and working to remove barriers; the ability to recognise opportunities, take them forward effectively and bring a project to fruition; social, commercial, and relevant employment sector awareness; and personal enthusiasm, self- improvement, and motivation.
- Leadership skills, including the ability to engage with and influence others; the potential to develop as a leader in the field and to represent their area of research positively within and outside academia.
- Networking and collaborative working opportunities such as participating in workshops and conferences; building partnerships with organisations and businesses; negotiating and listening skills.

- Organisational skills include managing and organising own workload effectively by prioritising tasks, anticipating future workloads, and keeping and maintaining good records.
- Taking responsibility for one's own career direction and development. Motivation and perseverance to pursue and succeed in the chosen career. This includes the ability to highlight skills and qualities to any prospective employer.

Academic careers

In addition to the above, for students wishing to pursue a career in academia there are more specific development needs that the ROs and students will wish to address including:

- Opportunities to lecture or give seminars to undergraduates and assist with postgraduate teaching, with accompanying training to ensure high standards.
- Advice and resources to help students publish their research.
- Advice on the administrative commitments that academics are responsible for.
- Advice on applying for funding from internal and external sources, which might include an overview of the funding context.

11. Glossary

AHRC	Arts & Humanities Research Council: funds world-class independent research in a wide range of arts & humanities subjects.
AHRC DTP Scotland	The Scottish Doctoral Training Partnership, consisting of 10 Scottish HEIs who can nominate students for AHRC studentships (Glasgow School of Art, The Royal Conservatoire of Scotland and the Universities of Aberdeen, Dundee, Edinburgh, Glasgow, Highlands & Islands, St Andrews, Stirling & Strathclyde)
DTP	Doctoral Training Partnership: a consortium of HEIs working together to deliver world-class doctoral training
HEI(s)	Higher Education Institution(s): we use this term instead of 'universities' as some of our members – Glasgow School of Art, the Royal Conservatoire of Scotland – are not universities.
URKI	UK Research and Innovation: the strategic partnership of the UK's seven Research Councils, including the AHRC
SFC	Scottish Funding Council: the public body responsible for funding colleges and universities in Scotland.
SGSAH	Scottish Graduate School for Arts & Humanities: a consortium of 17 Scottish HEIs working to identify, develop and share world-class doctoral training in relevant disciplines. The AHRC DTP Scotland is part of SGSAH.
Vitae	A membership organisation dedicated to realising the potential of researchers through transforming their professional and career development. Students whose HEIs are members can access membership resources.