IRISH UNIVERSITIES ASSOCIATION

IRISH RESEARCH COUNCIL
An Chomhairle um Thaighde in Éirinn

ITN
Innovative Training Networks Call 2016

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During webinar please email queries to

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Presentation, Q&A report and support documents will be available online

Webinar is for writers

Contains little background info. on ITN

Watch the general MSCA webinar at
https://www.youtube.com/watch?v=Iq4lo57hFxE

Visit www.iua.ie/mariecurie

ITN: Innovative Training Networks

Quality of Research Training

- Objective: to train a new generation of **creative**, **entrepreneurial** and **innovative** researchers
- A Research Training Programme for Early-Stage Researchers (ESRs)
  - Less than 4 years' research experience after undergrad
- **Mobility Rule** To be eligible to join a MSCA ITN a researcher cannot have resided in the country of host organisation for **> 12 months in the last 3 years** prior to recruitment
  - No nationality/citizenship requirements

Two types of Sector

Academic <-> Non-Academic

- **Academic:** consists of public or private higher education establishments awarding academic degrees, public or private non-profit research organisations whose primary mission is to pursue research, and international European interest organisations

- **Non-Academic:** includes any socio-economic actor not included in the academic sector and fulfilling the requirements of the Horizon 2020 Rules for Participation.

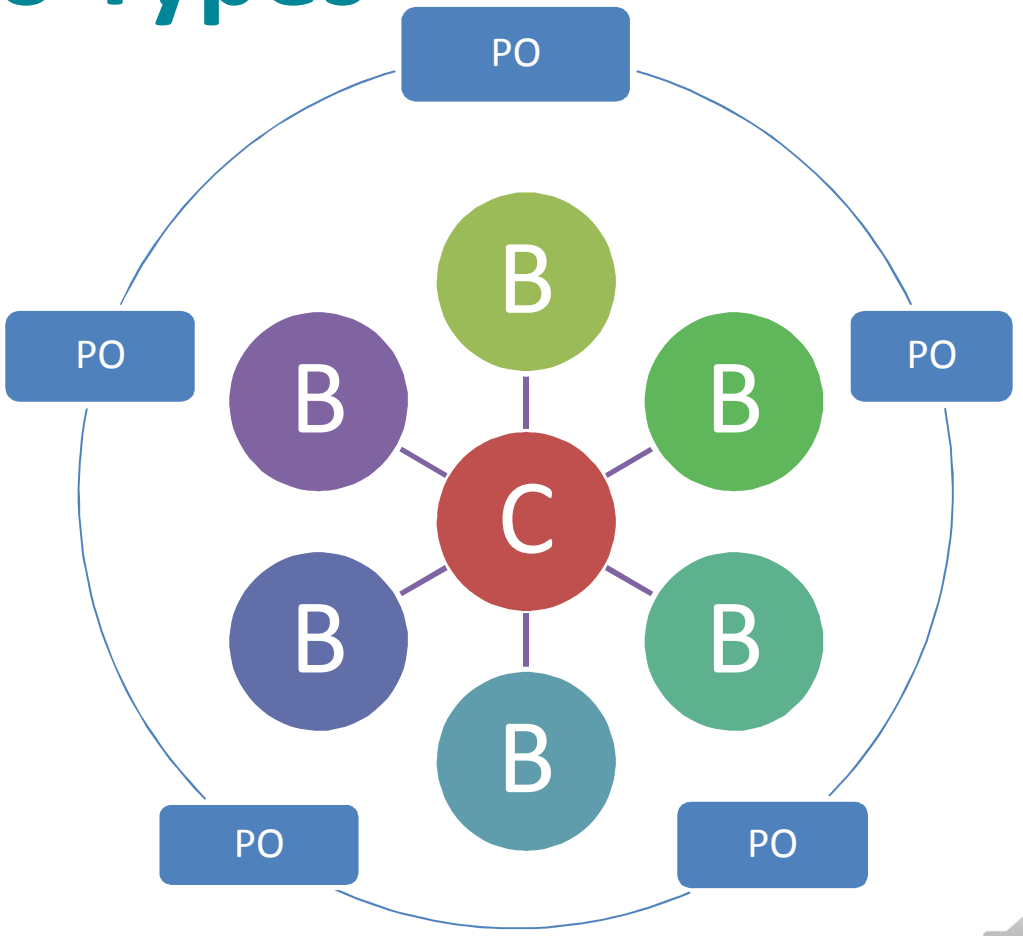
  e.g. Industry (incl. SMEs), charities, NGOs, government/public bodies, national archives, libraries……

A Typical ITN

- Consortium of organisations from different countries and sectors
- Propose a joint research training programme
- Recruit researchers across the consortium– each researcher has an Individual Research Project
- Advanced **research** skills and **transferable** skills training – local and network-wide
- Networking events
- Secondments for each researcher **to another sector** (academic to non-academic, or vice-versa)

Participants – Two Types

1. **Beneficiaries**: recruit and train researchers
2. **Partner Organisations**: host short secondments and/or contribute to training activities



Consortium Tips and Pitfalls

- No maximum consortium size – typical number of beneficiaries:
  - ETN 6 to 10 ; EJD 4 to 8; EID 2 to 10 (40% were 2-beneficiary in 2015)
- Must have non-academic sector participating as **beneficiaries**
- Ok to have more than one participant from same country **but** no more than **40%** of the budget can go to one country
- ESRs must be recruited by a named beneficiary
  - One Irish organisation cannot participate "on behalf" of other members of a Centre/Cluster and recruit the ESRs across the members of the Centre/Cluster - All members of the Centre/Cluster must be Beneficiaries
- Ok to include many non-European countries as **Beneficiaries** or **Partner Organisations** – but:
  - "high income" countries (e.g. US) are better off applying as **Partner Organisations**.

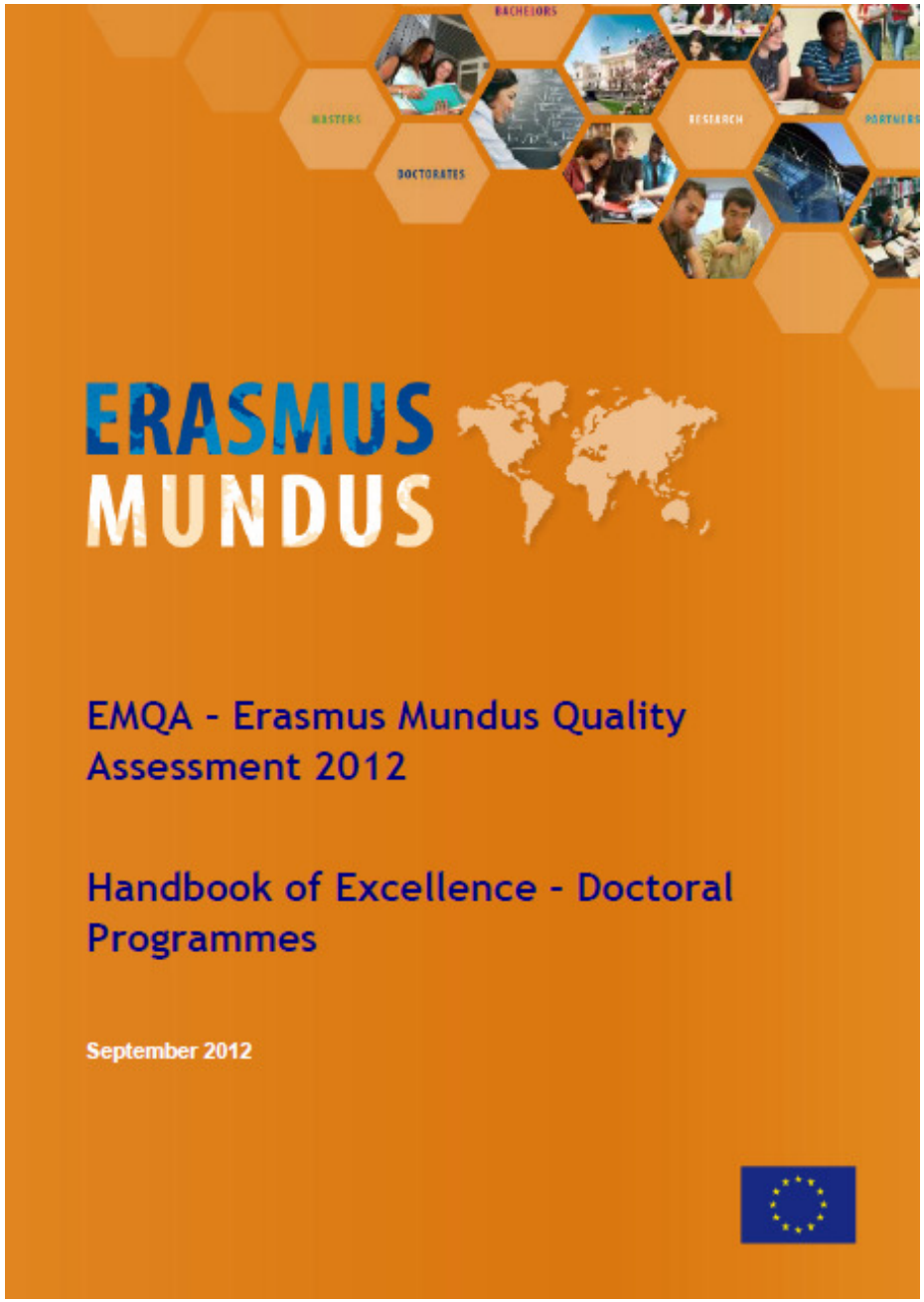
Changes compared to 2014/2015 Calls

- For EID, all ESRs must spend at least 50% of their time in the non-academic sector. **New!** The inter-sectoral mobility has to be between beneficiaries located in different countries.
  - i.e. mobility must be **intersectoral** and **international**
  - If an EID consortium includes an Irish HEI and an Irish SME, the ESRs **cannot** split their time between these organisations (intersectoral, but not international)
- Revised and better explained evaluation criteria, including:
  - Gender is explicitly referenced under research and training
  - Separate sub-criteria (and proposal sections) for Communication/Outreach and Dissemination/Exploitation
- Submission of the application in three parts (Part A, Part B1, Part B2)

Writing an Application: Getting the concept right

ITN is not a Research Project

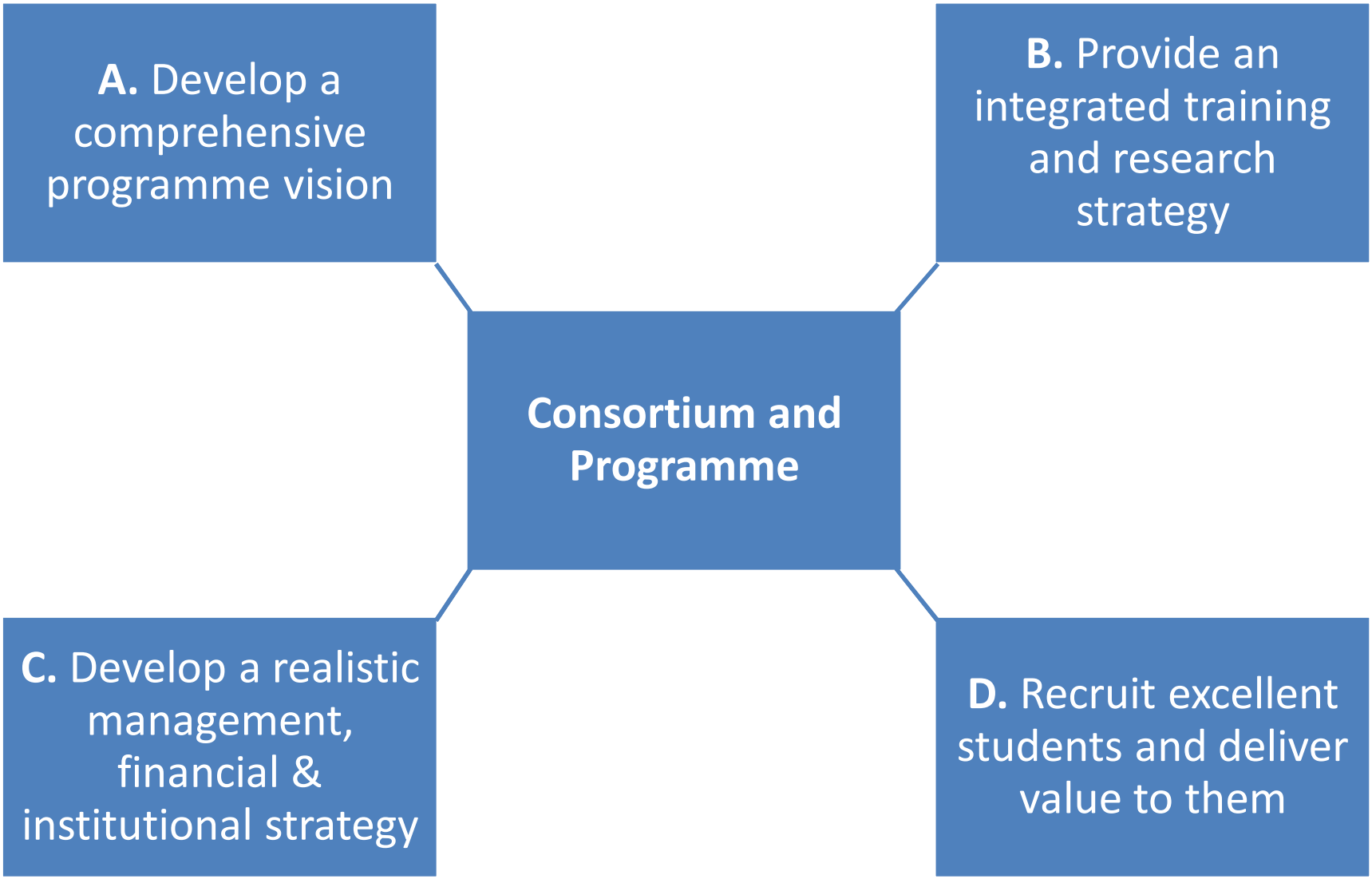
It is a Research Training Programme



- Based on experience of Erasmus Mundus Joint Doctorate (now EJD)
- Content relevant for all ITN applications
- Will be available on IMSCO website

http://eacea.ec.europa.eu/erasmus_mundus/tools/documents/repository/handbook_of_excellence_2012_doctoral_en.pdf

ITN Quality Components



A. Programme Vision

- Identify the “USP” of the programme
- Identify the key research goals and how the consortium will deliver it, including through secondments that are designed to maximise research excellence
- Identify why this consortium should deliver the programme. What is the European added value and how will it be joined up?
- Consider how the consortium and programme can be sustainable after ITN
- Understand how the graduating ESRs will be employable, by who and why
- EJD: Research the doctoral examination processes in place across the consortium and clearly identify those that will be used for each ESR.
- EJD: Can show how the graduating ESRs are provided with recognisable degrees and how these are “joined up” across the consortium.

B. Integrated Strategy:

Research, Training, Assessment, Supervision

- Develop an effective research programme with balanced supervision processes and workloads across the consortium
- Provide the ESRs with access to the best training, research tools and facilities
- Ensure the assessment mechanism for the ESRs are coherent/balanced across the consortium
- Implement formal continuous progress monitoring
- Provide a collaborative research/communication platform for all ESRs and staff
- Ensure effective inter-cultural awareness across the consortium

C. Integrated Strategy:
Management, Financial, Institutional

- Identify which administrative units are responsible for ESRs
- Plan the finances and allow for risks and contingency
- Plan for a consortium agreement including IPR and research integrity issues
- Ensure that the ESRs have employment contracts
- Implement a programme-wide quality assurance process: internal feedback and quality review, and external quality assurance
- Implement a dynamic marketing strategy, including attracting international ESRs

D. Recruit Excellent ESRs

- Recruit and select the “best equipped” ESRs
- Ensure the ESRs are well supported logistically (visas, accommodation etc.)
- Support the ESRs academically and culturally to integrate into their new environment, including into local doctoral schools
- Join up resource availability across the consortium e.g. infrastructure, equipment, IT capabilities
- Prepare the ESRs to maximise their career potential

Considering these issues will help you change your **research project** into a **research training programme**

Writing an Application: Evaluation Criteria

Excellence (50%)	Impact (30%)	Implementation (20%)
Quality, innovative aspects and credibility of the **research programme** (including inter/multidisciplinary, intersectoral and, where appropriate, **gender aspects**)	**Enhancing the career perspectives and employability of researchers and contribution to their skills development**	Coherence and effectiveness of the **work plan**, including appropriateness of the allocation of tasks and resources (including awarding of the doctoral degrees for EID and EJD projects)
Quality and innovative aspects of the **training programme** (including transferable skills, inter/multidisciplinary, intersectoral and, where appropriate, **gender aspects**)	Contribution to **structuring doctoral / early-stage research training** at the European level and to strengthening European **innovation capacity**, including the potential for: a) meaningful contribution of the non-academic sector to the doctoral/research training, as appropriate to the implementation mode and research field b) developing sustainable joint doctoral degree structures (for EJD projects only)	Appropriateness of the **management structures** and procedures, including quality management and risk management (with a mandatory joint governing structure for EID and EJD projects)
Quality of the **supervision** (including mandatory joint supervision for EID and EJD projects)	**Quality of the proposed measures to exploit and disseminate the project results**	Appropriateness of the **infrastructure** of the participating organisations
Quality of the proposed **interaction** between the participating organisations	**Quality of the proposed measures to communicate the project activities to different target audiences**	**Competences**, **experience** and **complementarity** of the participating organisations and their **commitment** to the programme

The “Charter and Code” and Human Resources Strategy for Researchers (HRS4R)

Embedded in Evaluation Criteria for all MSCA

- **Charter**: researchers’ career management
- **Code**: open and transparent recruitment and appraisal
- Most Irish RPOs have “endorsed” the C&C
- If applicable, should be included in proposal

HRS4R: mainstreaming **C&C** in institutions

- Awarded the right to use “HR Logo”
- UCD, UL, NUIG, WIT, RCSI, AIT, DCU, DkIT and UCC are awardees (to-date).
- If applicable, should be included in proposal

HR EXCELLENCE IN RESEARCH

http://ec.europa.eu/euraxess/index.cfm/rights/index
List of institutions: http://ec.europa.eu/euraxess/index.cfm/rights/strategy4ResearcherOrgs

How to write a good proposal

Part B - Proposal Content

Part B – Doc 1 (33 pages total)

- Start page (1 page)
- List of Participants (2 pages)
- 1. Excellence
- 2. Impact
- 3. Implementation

30 pages total
No section page limits

Part B - Proposal Content

Part B – Doc 2 (no overall page limit)

- 4. Gantt Chart
- 5. Capacities of the Participating Organisations (tables)
- 6. Ethical Aspects
- 7. Letters of Commitment

Uploaded to online system as two separate PDF files:
Cannot submit one without the other

General Points

- Use a self-explanatory title and a memorable acronym
- Diagrams, Charts, Tables or Figures are easier to evaluate than text and save space too – **font size can be decreased in tables**
- For resubmissions, don't just use Evaluation Summary Report from previous submission to help revise
  - Look at the proposal as a whole to find room for improvement
- Be aware of the overall weighting of each criterion
  - Need to score well in all sections in order to be funded – don't spend all your time writing the 1.1 Research section (12.5% of the marks)!

Gender

- Gender now explicitly mentioned in the evaluation sub-criteria for research/training for all MSCA
- In your proposal, describe
  - **Gender balance:** equality in decision making, recruitment, supervisory arrangements
  - **Gendered Innovations**: any gender aspects in relation to the research e.g. cardiovascular research, crash-test dummies
    http://www.yellowwindow.be/genderinresearch/index_downloads.html
    https://genderedinnovations.stanford.edu/
  - **Gender Training:** training in gender balance/gendered innovations for the ESRs
- Ireland joined up to Athena SWAN Gender Equality Charter
  - http://www.ecu.ac.uk/equality-charter-marks/athena-swan/
  - TCD and UL first Irish Athena SWAN awardees

List of Participants

Provide full name of organisation e.g. University College Dublin here

Provide short name of organisation e.g. UCD here

Consortium Member	Legal Entity Short Name	Academic (tick)	Non-academic (tick)	Awards Doctoral Degrees (tick)	Country	Dept./ Division / Laboratory	Scientist-in-Charge	Role of Partner Organisation [13]
Beneficiaries								
- NAME								
Partner Organisations								
- NAME								

Table for non-academic **beneficiaries** not Partner Organisations

Name	Location of research premises (city / country)	Type of R&D activities	No. of full-time employees	No. of employees in R&D	Web site	Annual turnover [14] (in Euro)	Enterprise status (Yes/No)	SME status [15] (Yes/No)

Inter-relationships: e.g. Prof at university is also CTO at spin-out and both are in consortium

Name (institution / individual)	Nature of inter-relationship

1.1 Research - 1

- Educate the Evaluator
  - The majority of evaluators will not be expert in the specific subject area of the proposal so….
  - Write in a style that is **accessible to the non-expert**
  - Use figures/tables/charts/diagrams to illustrate where appropriate – easier to understand than text
- Start with a short paragraph summarising the overall ITN programme, such as:

  The overarching objective of this ITN is to provide high-level training in X to a new generation of high achieving early stage researchers to provide them with the transferable skills necessary for thriving careers in a burgeoning area that underpins innovative technological development across a range of diverse disciplines. This goal will be achieved by a unique combination of "hands-on" research training, non-academic placements and courses and workshops on scientific and complementary "soft" skills facilitated by the academic-non-academic composition of the consortium"

1.1 Research - 2

- Outline the key **research objectives** of the programme
- Describe the state of the art and how the objectives relate to it
  - Include a list of bibliographic references (in footnotes)
- Break down the research programme into discrete **Work Packages**
  - 3-4 WPs is typical
  - Give a brief WP summary (one paragraph each) here – precise details go in Section 3.1
  - Explain how the ESR projects fit into the WPs (diagram)

1.1 Research - 3

- Methodology: describe in detail how the objectives in the research programme will be explored
  - Equipment, techniques, assays, types of research etc.
  - Lack of clarity around methodology often identified as a “weakness”.
- Explain why the research is original, innovative and timely compared to:
  - The state-of-the-art in the research area
  - **and** other doctoral/research trainings (previous ITNs?)
- Explain how the work is **inter- or multi-disciplinary**
- Explain how you have taken **gender** into account in the research methodology

1.2 Training - 1

- Remember that the goal is to produce ESR graduates who are **highly employable**
- Start with a list of training objectives, including developing three types of skills:
  - Core Research Skills (acquired via their ESR project)
  - Advanced/Additional Research Skills (delivered by the consortium)
  - Transferable Skills (delivered by the consortium - particularly those useful in non-academic careers)
- Two aspects:
  - Local training: offered at the main host organisation where the ESR will work e.g. via graduate schools
  - Network-wide training: offered by the consortium at specific events e.g. workshops, summer schools

1.2 Training - 2

- Describe the local training followed by the network-wide training
  - Local: what is offered for the ESRs at their main host
  - Network wide: Be very specific about the details. When and where it will take place, what areas will be covered, how long will it last, who will deliver the training. Can modify the table provided.
  - Open up some events to the wider research community. Typical to have a final conference for example.
  - Earning a certain number of ECTS Credits (European Credit Transfer System) via the local and network-wide training is becoming the norm – mandatory for EJD

1.2 Training - 3

- Complementarity between the local and network wide training is achieved by having a Personal Career Development Plan (PCDP) for each ESR.
- A PCDP will include at least:
  - A personalised analysis of the requirements and goals of the planned training for the ESR
  - A list of courses (local and network-wide) to be taken by the ESR during their programme, including any ECTS credit requirements
  - A list of communication and dissemination activities to be undertaken by the ESR
  - A tentative schedule for their programme, including secondments
- The PCDP will be prepared at the start of the ITN between the ESR and their supervisor(s)
- It should be reviewed at least every six months
- Finally, explain the contribution of the non-academic beneficiaries and POs in the training programme (Hint! They should be delivering some of the network-wide training).

1.3 Supervision - 1

Experience of supervisors

- Note the instruction in the proposal template:
  To avoid duplication, the role and scientific profile of the supervisors should only be listed in the "Participating Organisations" tables
- Demonstrate, with hard evidence, the **collective quality** of the research supervisors in training of researchers
- Do not write one paragraph per PI (not enough space)
- Instead write a **collective statement** about the expertise of the consortium. Don’t leave out the Partner Organisations.
- Include number of PhDs graduated, numbers of postdocs mentored, and where they are now (table?)

1.3 Supervision - 2

Quality of the joint supervision arrangements

- Only *mandatory* for EID and EJD but also include for ETN
- Aim is to demonstrate that each ESR is assured high-levels of contact with their supervisor(s) through a supervision policy that is consistent across the consortium (particularly for EJD)
- Each ESR should have a supervisory committee (SC) of minimum three persons – at least one should be from a non-academic beneficiary or PO
  - Include a list of the supervisory committee for each ESR (table)
- Describe a regular series of meetings between ESR and SC
- Role of SC is to ensure that a Personal Career Development Plan for their research and training is put in place for each ESR and reviewed at regular intervals
- Each supervisory committee should report into an overall training/doctoral studies or similar committee (describe this in 3.2 Management)

1.4 Interaction

- Describe what tasks each participant (beneficiaries and POs) will undertake in the research & training programmes – use a table
- Synergies:
  - Show why this consortium are best placed to deliver the programme (synergies/overlaps in expertise) – a diagram is useful
  - Describe the “added value” of working together to deliver this programme – could include information on previous collaborations between the participants
- Exposure of ESRs to different research environments:
  - i.e. Secondments
  - Provide a table summarising the secondments for each ESR
  - Explain how the secondments are linked to ensuring the excellence of the research & training programmes
  - Tip! Each ESR should get a secondment of at least 3 months to a non-academic beneficiary or PO

2.1: Careers, employability & skills

Overall aim is to show a detailed understanding of how the ESR graduates will be employable, and by who, and why

- Present an analysis of how the elements programme will make them employable, e.g.:
  - Research Training
  - Transferrable Skills Training
  - Communication and Dissemination activities
  - Secondments and/or other opportunities for exposure to other organisations (networking)
- Emphasise the **"triple i"** aspects of the programme: international, inter-sectoral and inter-disciplinary (from the EU **Principles for Innovative Doctoral Training - PIDT**)
- Make a strong link between your programme's elements and EU policies about research careers/employability – we will provide a research policy brief document to help with this

http://ec.europa.eu/euraxess/pdf/research_policies/Principles_for_Innovative_Doctoral_Training.pdf

2.2: A) Structuring research training

i. Contribution to structuring early stage/doctoral training

- Annex of EMJD document: "*For 10 years, the European Higher Education Area (EHEA) has been working towards a more "European" doctorate, taking programmes into a multi-disciplinary and collaborative activity focused not just on local/national goals, but those of Europe positioning itself in a competitive global environment*" e.g. less silos, more collaboration
- Agreed set of "rules" for programme elements: Salzburg II Principles & Principles for Innovative Doctoral Training
- Explain how your programme adheres to those rules
- Explain how your programme will help the further development of European collaborative research training programmes
- Describe how you will continue the programme after the ITN is over

2.2: A) Structuring research training 2

ii. Contribution of the non-academic sector

- Outline why is it so important that the NA sector are involved in research training programmes i.e. cite relevant European policies
- Explain how the contribution of your NA sector participants to this particular programme is essential to improving inter-sectoral collaboration in research training in this research area

2.2: A) Structuring research training 3

iii. Developing sustainable joint degree structures (EJD only)

- Key policy goal in this area is overcoming differences/fragmentation in doctoral training across Europe – bringing a degree of consistency (EMJD document)
- The harmonisation of institutional processes involved in developing joint degrees will help to bring consistency to the doctoral experience across Europe
- Explain how your EJD will help with developing the consistency of the doctoral experience – unified selection, recruitment, monitoring, awarding processes etc.
- Explain how you will continue the joint degree process in the consortium after the EJD is over

2.2: B) Strengthening EU Innovation Capacity

- Explain how the research programme will contribute to Europe's economy and/or society
- Link to EU research/policy goals e.g. Horizon 2020 Pillars, Research Roadmaps, EU policies on e.g. health, immigrants, digital economy,….,…. all available online (google it!)
- If your programme builds on an existing ITN, explain how it does so

2.3: Dissemination and Exploitation

1. Dissemination strategy

- Target audience: Other researchers, potential users and the wider research and innovation community
- Describe how you will ensure that this audience learns about the research activities
- What is the potential **impact** of disseminating to them?

2. Intellectual Property Rights & Exploitation

a. How are the research results useful to business?
   - Outline plans to exploit any IP/commercial potential arising from the programme
   - How have you decided to "allocate" IP in your consortium? Rules simplified at https://www.iprhelpdesk.eu/FS_IP_management_in_MSCA-H2020
   - What is the potential **impact** of exploiting commercial potential/IP?

b. How are the research results useful to the wider society?
   - If applicable, how will you ensure that relevant societal actors (community, voluntary sector etc. etc.) will benefit from your project?
   - What's the potential impact of societal exploitation of the results?

2.4: Communication and Public Engagement

New Guidelines document* describes difference between communications and public engagement

- **Communication** is two-way from sender to receiver e.g. an article in a newspaper or on TV or radio
  - Describe how you will ensure media coverage about the activities of the ITN
  - What is the potential impact of media coverage?
- **Public engagement** is meant to engage a large audience and to bring knowledge and expertise on a particular topic to the general public.
  - Describe what activities the consortium will undertake to engage the general public about the activities of the ITN
  - Plan a range of activities (social media, specific events) targeted at multiple audiences
  - Need to take place across the whole consortium, not just in Ireland!
  - Talk to experts at your institution. See what local/national activities you can join in e.g. Pint of Science, SFI Discover
  - What is the potential impact of engaging the public in the activities of the ITN?

* http://ec.europa.eu/research/mariecurieactions/documents/documentation/publications/outreach_activities_en.pdf

2.3 & 2.4

Tip! Include quantifiable targets for measuring the effectiveness of dissemination, exploitation, communication and public engagement activities

3.1: Workplan

- Use the Tables provided to describe the Work Packages (WPs)
  - 3 -4 Research WPs
  - Management WP
  - Training WP
  - Dissemination/Exploitation/Communication/Public Engagement WP
- Under “Description of Work and Role of Specific Beneficiaries / Partner Organisations”
  - DoW: Break down each WP into several Tasks (3-6 is typical)
  - Role: Use org short names from Participants Table to indicate which org(s) are responsible for each Task
  - Indicate timescales for the Tasks (in months elapsed from the start of the project)
  - Ensure everything matches the details given elsewhere in the application (esp. the Gantt chart)

3.1: Workplan

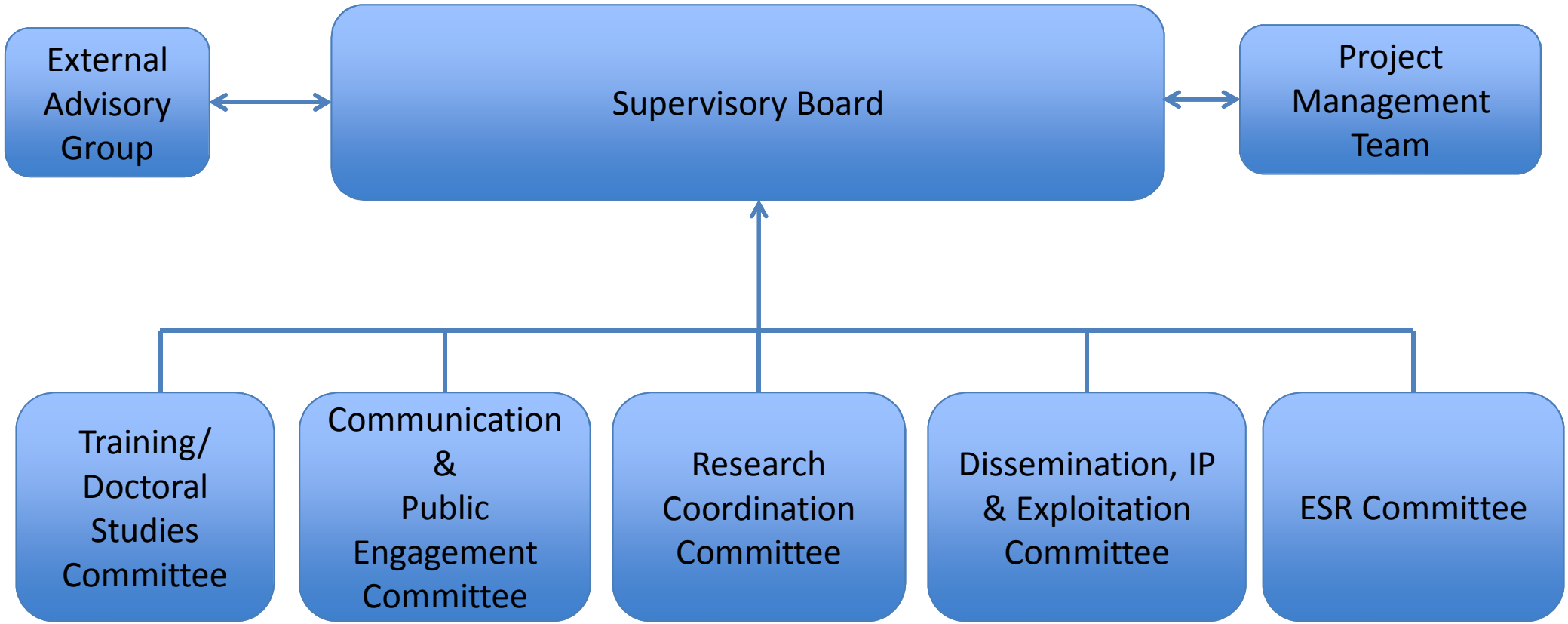
- **Deliverables** are for defining payment (reports, prototypes, results etc.). When the deliverable is there you get paid.
- **Milestones** are checkpoints for measuring progress. For example - the report will be completed on the 18th Month (M18) of the project, or WP 1 will be complete by M9.
- You should have more Deliverables than Milestones:
- Analogy:
  - Imagine you were building a bridge
  - Deliverables = foundation, pillars installed, structure in place, tarmacadam laid. This is when they get paid.
  - Milestones = Foundation will be ready on month 6, concrete of structure will be ready for testing on month 12

Thanks to Sean McCarthy for this explanation

3.2: Management

- From EMJD document: "*We ensure our participants can work together to provide coherent and comprehensive **support** for our programme in the areas of **management**, **finance** and **administrative** support. We will formalise the partnership through a **Consortium Agreement**, and understand how we will deal with **IPR issues**. ESRs will be provided with an **employment contract**. When all is in place, we will **market the programme** professionally*."
- Manage the programme via a series of **gender-balanced** committees:
  - **NB! Supervisory Board**. All beneficiaries and POs represented, plus an ESR representative. Main decision-making body.
  - Could use a **PERT chart** to illustrate who will be responsible for what - templates available at http://www.hyperion.ie/templates.htm

Suggested Management Structure



3.2: Management

- Use the sub-headings provided
- Use the EMJD document Chapter 4 to assist.
- Some things to add in:
  - Strategy for dealing with Scientific Misconduct: What would you do if an ESR accused another of Falsification, Fabrication or Plagiarism? What processes are in place in the participants to deal with misconduct?
    European Code of Conduct for Research Integrity
    http://www.esf.org/fileadmin/Public_documents/Publications/Code_Conduct_ResearchIntegrity.pdf
  - Network organisation and management structure: explain decision making processes (e.g. majority rules) and conflict resolution strategy
  - Progress monitoring and evaluation of individual projects: link back to 1.3 Supervision. Focus on timings and structures here (individual SCs feedback back into oversight committee)

3.2: Management

- Some more things to add in:
  - Risk management: include research risks and project management risks and contingency plans for both (use the table provided)
  - Recruitment: centralised recruitment is best. Describe the application process, applicant requirements, decision making process. Use EURAXESS Jobs to advertise. Explain employment conditions (employment contracts mandatory)
  - Overall quality assurance – external review/monitoring of the ITN by an independent panel/external advisory group
  - Internal communications strategy to keep the consortium and the ESRs in regular contact

3.2: For EJD/EID

- Joint Governing Structure for EID/EJD
  - Oversee the doctoral programme and ensure quality control
  - Ensure that the various adminstrative units across the participants with responsibliity for doctoral programmes are working in a coherent and coordinated manner.
  - Doctoral Studies Committee – include rep. from Graduate Studies Office
  - Mutual recognition – research training done at participant A is recognised by participant B for the purposes of earning a doctoral degree
- EJD - joint admission, selection, supervision, monitoring and assessment procedures
  - The same procedures should be applied to each ESR
  - Monitoring: University A requires a yearly report, University B requires a quarterly report. Will the ESR have to do both?
  - Assessment: University A does a closed viva voce, University B does an open thesis defence. For a joint degree, will the ESR have to do both? Assessment should be coherent across the consortium.

3.3: Infrastructure

Who is doing what, and do they have the necessary infrastructure to do it?

- Section 5 will include a Capacities Table for each participant.
- This section should complement Sec. 5 not duplicate it.
- Describe how the consortium has the necessary infrastructure (research and administrative) to implement all aspects of the programme (research, training. admin, communications, exploitation etc.).
- Describe how the consortium provides an excellent environment for hosting and supporting the ESRs:
  - Have the organisations endorsed the **Charter & Code** – if yes, say so! List at http://ec.europa.eu/euraxess/index.cfm/rights/charterAndCode
  - Have the organisations earned the ***"HR Excellence in Research"*** logo? If yes, say so and include the logo in the Capacities Table! List at http://ec.europa.eu/euraxess/index.cfm/rights/strategy4ResearcherOrgs

IRISH UNIVERSITIES ASSOCIATION

EURAXESS

- 'One-stop-shop' centralised support on issues related to mobility, incl. immigration
- Linked to central EU EURAXESS Site
- Website in each European Country (and beyond)
- Jobs Portal
- CV Database
- Most Irish HEIs are **EURAXESS Local Contact Points** (list on website) – mention this in the proposal

www.euraxess.eu www.euraxess.ie

3.4: Competences, Complementarity, Commitment

- Explain how the consortium are the best people to implement this programme including:
  - Complementarities/synergies between **all participants** and how these will be exploited to deliver an excellent programme (use a diagram or table)
  - How their previous experience makes them suitable for their tasks here
- Outline the commitment of each participant by showing that they are all highly active in the project – refer to earlier sections
  - NB to highlight strong non-academic sector involvement
- For Partner Organisations, ensure that the content of their Letter of Commitment matches their stated tasks in the programme
- If you have a Beneficiary from a country who cannot automatically get funding from Horizon 2020, need to explain why they are necessary

5: Capacities Tables

More NB than you think!

- 1 page max for beneficiaries
- 0.5 page max for partner organisations
- Taken into account in many evaluation sub-criteria
- Include HR logo for any awardees
- Include % time commitment for all PIs
- Make sure the non-academic ones are very strong in terms of research outputs/expertise

6: Ethics Issues

http://ec.europa.eu/research/participants/data/ref/h2020/grants_manual/hi/ethics/h2020_hi_ethics-self-assess_en.pdf

7. Letters of Commitment

For all ITNs: Partner Organisations LoCs

- Content is important
- Generic letters are not useful
- Must contain specifics about role and participation of Partner Organisations (tasks allocated) and their commitment to do so

For EJD only: Beneficiaries' LoCs

- From the academic beneficiaries that will award the doctoral degrees
- Signed by a person authorised to commit the beneficiary to the joint degree programme e.g. Dean of Graduate Studies

Support Documents Available

- 2016 ITN Research Policy Brief
- ESR analysis of unsuccessful ITN applications (ETN, EJD and EID)
- ESR analysis of unsuccessful EID applications
- EMJD Handbook of Excellence

Questions??

Please email queries to mariecurie@iua.ie

Presentation, Q&A report and support documents will be available on our website

IRISH UNIVERSITIES ASSOCIATION

IRISH RESEARCH COUNCIL
An Chomhairle um Thaighde in Éirinn

Thank you!

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http://www.iua.ie/irish-marie-curie-office/introduction/

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Abstract (Admin forms)

Provided to evaluators to help them choose the proposals they will evaluate

- Be concise
- Provide enough technical/research information to help an evaluator with knowledge of the field to select it
- Reflect the whole proposal including:
  - Overall research theme/objectives
  - Training objectives
  - Potential Impact, including career paths for the ESRs
  - …

Evaluation Panels

Choose from one of eight panels:

- Chemistry (CHE)
- Physics (PHY)
- Mathematics (MAT)
- Life Sciences (LIF)
- Economic Sciences (ECO)
- ICT and Engineering (ENG)
- Social Sciences & Humanities (SOC)
- Environment & Geosciences (ENV)

Proposals are read by at least 3 disciplinary experts

ETN – proposals are ranked by disciplinary Panel, e.g. CHE, and the distribution of awards across Panels is proportional to # of proposals received

EID and EJD – final ranking in separate EID and EJD panels

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Indicative Call Timetable

Activity	Date
Publication of Call	13-Oct-2015
Deadline	12-Jan-2016
Evaluation of Proposals	March 2016
Evaluation Outcome	June 2016
Signing of Grant Agreements	September 2016
Earliest Start of Programme	December 2016

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2015 Success Rates

Coordinator	ETN	EJD	EID	ALL
IE Success Rate	14.7% (5 of 34)	0% (0 of 3)	33% (2 of 6)	**16.3%**
EU Success Rate	6.3% (83 of 1319)	9.2% (8 of 87)	9.6% (15 of 157)	**6.8%**

Partner	ETN	EJD	EID	ALL
IE Success Rate	8.3% (13 of 156)	14.3% (1 of 7)	0% (0 of 9)	**8.1%**
EU Success Rate	6.8% (700 of 10,322)	6.6% (28 of 423)	10.3% (44 of 428)	**7.9%**

Cut off scores for funding typically 94 marks out of 100 (92 .5 for EJD/EID)

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Funding Model

Categories of eligible costs Marie Skłodowska-Curie action	Costs of researchers (1) PER MONTH				Institutional costs (2) PER MONTH	
	Living allowance (a)	Mobility allowance (b)	Family allowance (c)	Top-up allowance (d)	Research, training and networking costs (a)	Management and indirect costs (b)
ITN (100%)	**3 110**	**600**	**500**	**--**	**1 800**	**1 200**

Rates for LA, MA & FA are inclusive of employer's costs (PRSI, pension)
All ESRs are employees of their host and receive a salary

Stage	Gross Salary (without family)	Gross Salary (with family)
ESR	€39,000 p.a.	€44,000 p.a.

Administrative Forms

- Prepared electronically within SEP system

Form	Title	Content
Section 1	General Information about the Proposal	e.g. Acronym, Title, Selection of Evaluation Panel, Project Duration……
Section 2	Data on Participating Organisations	e.g. PIC, legal name, contact details, name of *person-in-charge at the host organisation*
Section 3	Budget	Request for funding in terms of researcher months
Section 4	Ethics Table	Yes/No answers to series of questions re. ethical issues
Section 5	Information on Partner Organisations	Name, PIC, Country, Academic/Non-Academic, Role: Training and/or secondments