

WRDTP Pathway Awards and Advanced Qualitative Methods Awards 2023/4 Information for Applicants

The White Rose DTP is a regional consortium of seven universities with social science research excellence and involves the universities of **Sheffield, Leeds and York** as well as **Bradford, Hull, Manchester Metropolitan and Sheffield Hallam**. The WRDTP has been accredited by the ESRC to offer PhD scholarships across a range of schemes, and in 2023/4 the following awards will be open for application from students:

- 45 x DTP Pathway Awards, incorporating 2 x Interdisciplinary Research Awards and 2 x WRDTP/Stuart Hall Foundation Awards for Black British applicants.
- 4 x DTP Advanced Quantitative Methods (AQM) Awards

There will also be 10 x Collaborative Awards made to supervisory teams for projects involving collaboration with an external partner. These projects will be open for applications from students in April 2023. Further information about the Collaborative Awards can be found on the WRDTP website.

Further information about each of these award schemes can be found on the WRDTP website. All of these awards are available on a **1+3 or a +3 basis, and can be held full-time or part-time**. We welcome applications from candidates with innovative ideas and a clear sense of how their proposed research will address some of the greatest challenges facing global society.

Please ensure that you read all of the guidance below before commencing an application.

Funding Available

Each student will receive an **annual stipend** based on the ESRC's current studentship rates. In 2022/3, the annual stipend was £16,062. Updated rates will be published in early 2023. This will be paid for the duration of the funding period, i.e., four years for 1+3 candidates and three years for plus three candidates. **Full tuition fees** will be paid for the duration of the funded period.

Students can also apply for a **RTSG - Research Training Support Grant**. Students can request RTSG funds to support their research activities and should apply directly to their HEI for funds. Typically, no more than £2,000 will be available per student over the lifetime of their PhD (funds are not available during the Masters year of a 1+3 award). These monies are not to be considered a personal allowance but are pooled to allow for greater flexibility in meeting the needs of the student cohort as a whole.

Eligible schools/Departments

The WRDTP is comprised of seven partner universities, and within each of these universities there are a number of departments or schools eligible to submit applications. These are listed in Annex I.

Applications are NOT submitted to the WRDTP directly. All applications are submitted to the relevant partner university who then makes a submission to the WRDTP.

Applicants therefore should ensure that they allow sufficient time to liaise with potential supervisors in the relevant department or school. Applicants must observe any processes or

deadlines that the individual department, school or university has in place for assessing applications. Applicants should therefore check what processes are in place.

Thematic Interdisciplinary Training Pathways

Reflecting our emphasis on tackling the greatest challenges facing global society, the WRDTP is organised around seven Thematic Interdisciplinary Training Pathways. These are detailed in full in Annex II, and applications must be able to articulate their fit with at least one of these pathways:

1. Cities, Environment, and Liveability (CEL)
2. Security, Conflict, and Justice (SCJ)
3. Education, Childhood, and Youth (ECY)
4. Data, Communication, and New Technologies (DCT)
5. Wellbeing, Health, and Communities (WHC)
6. Sustainable Growth, Management, and Economic Productivity (SMP)
7. Civil Society, Development, and Democracy (CDD)

Collaboration and Impact

The WRDTP is committed to funding research that has an impact beyond academia, for example through collaboration with a non-academic partner or through knowledge exchange. It is therefore expected that all applications will have a clear sense of the potential impact of their research, along with a strategy for realising this impact. This could include working with a non-academic partner to produce the research, who may be able to support the research through financial or ‘in-kind’ support (e.g., an internship, placement opportunity, etc.).

Research Training

All of our awards are available on a 1+3 or +3 basis, depending on whether the applicant has sufficient masters-level experience of research training methods. To be eligible for a +3 award, applicants **MUST** have a minimum of 60 credits research methods social science training (not including the dissertation) at masters level.

Stuart Hall Foundation Awards for Black British Applicants

The WRDTP is delighted to be able to work with the Stuart Hall Foundation (SHF) to support two studentships for Black British applicants. The WRDTP is keen to start addressing historic structural inequalities in education through its partnership with SHF, and welcome applications from Black British applicants. Further information can be found here:

<https://wrntp.ac.uk/studentships/wrntp-stuart-hall-foundation-awards/>

International Candidates

International candidates are welcome to apply to both the Pathway and AQM award schemes (but please note that the Stuart Hall Foundation Awards are open to **Black British applicants only**).

The ESRC limits the proportion of awards available to international applicants to 30%, which means that the WRDTP cannot offer any more than 30% of its awards to international candidates. To manage this, each of the seven universities has a limit on the number of international applications that it puts forward to the WRDTP. **If you are an international candidate, you should speak to your school or department to find out more about any selection processes that may be in place.**

Assessment Criteria

The WRDTP's assessment criteria can be found on the website. There are separate criteria for the Pathway Awards (which includes the Stuart Hall Foundation awards) and the AQM Awards.

Students Currently Undertaking Postgraduate Research

Students who have already commenced their PhD studies are permitted to apply via the WRDTP for ESRC funding. However, the ESRC does not expect its funding to be used for students who have already completed a substantial proportion of a PhD.

Current students applying to the WRDTP for funding must adhere to the same process and timelines as new candidates, so only students in their first year can be nominated for funding.

Furthermore, current student nominees MUST be nominated solely on a +3 basis, i.e., they have already achieved a minimum of 60 credits research methods social science training (not including the dissertation) at masters level.

Process and Timelines

The application process requires several pieces of documentation to be submitted. Some of this documentation will be completed or provided by the applicant, and some will be completed by the supervisors and department/school. Applicants therefore should ensure that they allow sufficient time to liaise with potential supervisors in the relevant department or school:

1. WRDTP Nomination Form (Google)
2. Scholarships Application Form
3. 2 x academic references
4. Full transcripts including grading system
5. University Application Form for a PhD place
6. Formal university offer letter
7. IELTS/TOEFL (or equivalent) certificate if applicable
8. WRDTP/Stuart Hall Foundation Award Eligibility Declaration Form if applicable

The following table summarises the WRDTP's key dates and deadlines. Please note that applications are NOT submitted to the WRDTP directly. All applications are submitted to the relevant partner university who then makes a submission to the WRDTP.

Applicants must observe any processes or deadlines that the individual department, school or university has in place for assessing applications, so applicants are advised to make contact with

their school or department at an early stage to discuss their application. Late applications are not accepted.

Date	Process
July 2022	WRDTP announces 2023/24 Studentship Competitions
October 2022	Information sessions providing application guidance for students.
17:00hrs, 25 January 2023	Final deadline for applications, which MUST be submitted to the University and NOT the WRDTP.
February 2023	Individual universities undertake internal moderation of all applications, and determine which international applications should be put forward to the WRDTP.
March 2023	All applications put forward to the WRDTP by individual universities are assessed by the members of the Academic Quality Committee Moderation Assessment Panel.
4 and 5 April 2023	Academic Quality Committee Moderation Assessment Panel meets to determine allocation of awards.
w/c 10 April 2023	Scholarship/Administrative Officers in individual universities notified of decisions.
21 April 2023	Deadline for Scholarship/Administrative Officers in individual universities to notify individual applicants of outcome.

Applicant Information Sessions

Applicants who are interested in the WRDTP Pathway and AQM Awards are invited to attend an information session for guidance on the application process. There will also be an information session for Black British applicants who are interested in applying for a Stuart Hall Foundation Award.

These will be held online on the following dates:

- **Pathway Awards and AQM Awards (open to home and international applicants):**
 - **Thursday 20 October 2022: 5:30pm – 6:30pm**
- **Stuart Hall Foundation Awards (open to Black British applicants only):**
 - **Wednesday 26 October 2022: 5:30pm – 6:30pm**

These sessions will include opportunities for Q&A and a recording of the session will be made available afterwards.

To book your place on a session, please follow [this link](#).

Further Information

Your local university Postgraduate Scholarships Office (or link administrator) is responsible for liaising with you on WRDTP studentship matters. The local **nominated contacts** at each university are as follows:

- **Manchester Metropolitan University** – AnneMarie Walsh (wrntp@mmu.ac.uk), Research Degrees Manager, Graduate School.
- **Sheffield Hallam University** - Dr Sarah Smith (s.a.smith@shu.ac.uk), Doctoral School Manager, Research and Innovation Office.
- **University of Bradford** – Neil Turner (N.Turner2@bradford.ac.uk), Postgraduate Research, MBA & DBA Admissions Officer, Admissions Office.
- **University of Hull** – Kirstie Skelton Clarke (K.SkeltonClarke@hull.ac.uk), Postgraduate Research Student Recruitment Specialist, Doctoral College.
- **University of Leeds** - Shirley Yeadon (s.yeadon@adm.leeds.ac.uk), Postgraduate Scholarships Officer in the Postgraduate Scholarships Office.
- **University of Sheffield** – PGR Scholarships Office, (pgr-scholarships@sheffield.ac.uk), Research Services.
- **University of York** – Helen Poyer (research-student-admin@york.ac.uk) Research Student Administration, Registry Services.

Further information regarding ESRC studentship eligibility criteria and detailed FAQs are available on the DTP Studentships page of the White Rose Doctoral Training Partnership web site <https://wrntp.ac.uk/studentships/>.

For general enquiries contact enquiries@wrntp.ac.uk.

Academic Quality Committee
White Rose Doctoral Training Partnership
25/07/22

Annex I – List of eligible departments for studentship awards

Manchester Metropolitan University

Department of Social Care and Social Work – *Education, Childhood, and Youth Pathway; Wellbeing, Health, and Communities Pathway*

Faculty of Education – *Education, Childhood, and Youth Pathway*

Sheffield Hallam University

Centre for Regional Economic and Social Research – *Cities, Environment, and Liveability Pathway; Wellbeing, Health, and Communities Pathway; Civil Society, Development, and Democracy Pathway*

Sheffield Institute of Education – *Education, Childhood, and Youth Pathway*

University of Bradford

Centre for Applied Dementia Studies, Faculty of Health Studies – *Wellbeing, Health and Communities Pathway*

Faculty of Health Studies – *Wellbeing, Health and Communities Pathway*

School of Pharmacy and Medical Sciences, Faculty of Life Sciences – *Wellbeing, Health and Communities Pathway*

School of Archaeological and Forensic Sciences, Faculty of Life Sciences – *Wellbeing, Health and Communities Pathway*

School of Management - *Wellbeing, Health and Communities Pathway; Sustainable Growth, Management, and Economic Productivity Pathway*

University of Hull

Department of History – *Cities, Environment, and Liveability Pathway*

Department of Psychology – *Education, Childhood, and Youth Pathway; Wellbeing, Health and Communities Pathway*

Geography/Geology – *Cities, Environment, and Liveability Pathway; Sustainable Growth, Management, and Economic Productivity Pathway; Civil Society, Development, and Democracy Pathway*

University of Leeds (ALL 7 Thematic Interdisciplinary Pathways)

Leeds University Business School

Institute for Transport Studies

School of Computing

School of Earth and Environment

School of Education

School of Geography

Institute of Health Sciences

School of Healthcare

School of History

School of Languages, Cultures and Societies

School of Law

School of Media and Communications

School of Politics and International Studies

School of Psychology

School of Sociology and Social Policy

University of Sheffield (ALL 7 Thematic Interdisciplinary Pathways)

Department of Computer Science
Department of Economics
Department of Geography
Department of History
Department of Human Communication Sciences
Department of Journalism Studies
Department of Landscape
Department of Politics
Department of Psychology
Department of Sociological Studies
Department of Urban Studies and Planning
Information School
Management School
School of Architecture
School of East Asian Studies
School of Education
School of Health and Related Research
School of Law

University of York (ALL 7 Thematic Interdisciplinary Pathways)

Department of Economics
Department of Education
Department of Health Sciences
Department of History
Department of Language and Linguistic Science
Department of Politics
Department of Psychology
Department of Social Policy and Social Work
Department of Sociology
Environment Department
Law School
Management School

Annex II - DTP Interdisciplinary Themed Pathways

DTP Pathway	Discipline and Topic Coverage
<p>Cities, Environment, and Liveability (CEL)</p>	<p>It is increasingly clear that we need to better understand interactions between humans and the environment to tackle environmental crises, including climate change, pollution, biodiversity loss, deforestation and soil erosion. These interactions are shaped by institutional and geographical contexts, including urban and rural settings. Liveability provides a nexus by placing emphasis on infrastructures and their resilience (breadth of services, utilities, such as energy and water) and shifts within the built environment (spaces and places, mobilities, interaction, property, housing policy and practice). Liveability also highlights other important social dimensions such as inequalities and injustices relating to the impacts of environmental crises and/or of the policies and approaches that seek to tackle these challenges.</p> <p>The CEL pathway brings together colleagues and PGRs from a range of disciplines, including geography, urban planning, architecture, sociology, politics, environment, education and health to offer cutting edge training to equip the next generation of inter-disciplinary social scientists with the tools to respond to the grand social challenges of poverty, social exclusion, climate change and environmental degradation in urban and rural areas at local, national and international scales.</p>
<p>Security, Conflict, and Justice (SCJ)</p>	<p>Climate change, social deprivation, public health, gender and racial inequalities, global development challenges, distributive justice, violent extremism and terrorism, egregious human rights abuse, changing patterns of conflict, evolving markets in crime and techniques of crime control, (forced) migration, and the evolving security agenda –amongst many others– are challenges which arguably defy narrow disciplinary approaches. They are also defined by the shifting social, technological and normative contexts in which they are found, as well as the blurring distinctions between traditionally distinct academic categories.</p> <p>The Security, Conflict and Justice pathway engages with this broad range of societal challenges, addressed within and across criminology, international studies, law, political science, public policy and socio-legal studies. Debates about the nature and driving forces of conflict –and in particular the growing emphasis upon social and economic factors, identity, and environmental stresses– are relevant to the subject areas of development, governance and security. In turn, security and conflict are both inherently linked to debates about justice. Injustice is a source of conflict, and the question of ‘just security’ –including the politics and governance of crime and security within contemporary society– is highly topical and contested. Furthermore, injustice and insecurity are experienced by people in different ways on an everyday basis, including the challenges of social deprivation, unequal access to legal justice, the denial of minority rights, and deficiencies in the rule of law.</p>

	<p>The Security, Conflict and Justice pathway facilitates excellent research training that tracks and harnesses the latest theoretical advances, as well as the innovative methodologies that have emerged at this interdisciplinary nexus. Its remit supports research that directly addresses pressing policy challenges that must be approached with novel and wider perspectives to develop better strategies for conflict resolution and securing justice – whether locally, nationally or globally.</p>
<p>Education, Childhood, and Youth (ECY)</p>	<p>The focus of attention in the Education, Childhood and Youth (ECY) pathway is a range of societal challenges within and across the fields that include: Critical ‘Race’ and whiteness scholarship, Cultural Studies, Disability, Education, Language and Linguistics, Psychology and Sociology. These challenges include the realities and demands of learning (and teaching) for an unknown future, both nationally and globally; the ethics and changing nature of social justice in education; shifting notions of activism in civic society; inequalities in educational provision, access and attainment; wellbeing, and the cognitive and social-emotional development of learners. Pathway members have an interest in formal and informal learning and development across the lifespan: from perinatal, to babies and early childhood through to adulthood.</p> <p>As the world is rapidly changing and becoming increasingly precarious for many people, research in education, childhood and youth that draws on a range of disciplines is ever-more vital in the study of complex physical, social, political, economic and environmental issues. In this interdisciplinary pathway, we encourage and support a wide range of research topics, for example:</p> <ul style="list-style-type: none"> ● global and national critical education policy studies; ● laboratory studies of cognitive and social-emotional development of learners; ● the development and evaluation of educational interventions; ● arts-based methods for engaging with communities; ● the role of play in learning; ● educational knowledge production; ● practitioner research, including action research, exploratory practice, and reflective practice; ● critical investigations into curriculum, pedagogy and assessment; and ● professional development for practitioners negotiating competing priorities and uncertain futures. <p>We also support and promote the use of innovative methodologies, both qualitative and quantitative, to respond to key challenges in the field of education, childhood and youth, such as critical policy discourse analysis, visual and multimodal methodologies, digital teaching and learning, narrative inquiry, co-production (including learners and teachers as co-researchers) and experimental, quasi experimental and, feasibility studies, such as the neuroscience of learning and development.</p>

<p>Data, Communication, and New Technologies (DCT)</p>	<p>The Data, Communications and New Technologies (DCT) Pathway focuses on key contemporary challenges emerging at the intersection of technology and society. Our research investigates how social dynamics shape and are shaped by digital data and infrastructures, involving new models of engagement with societal issues.</p> <p>We are particularly interested in:</p> <ul style="list-style-type: none"> • The changing nature of the social, economic and political context of data and information production, dissemination and use, looking at core themes like metrics and algorithm bias and their shaping social practices and understandings of society; • The evolving relationship between digital platforms and corporate and state regulations, in the context of projects investigating, for instance, platform governance, surveillance or censorship. • Everyday experiences and tinkering with digital platforms through the Internet of things (IoT) like in social interactions, self-tracking activities or identity practices; • The relationship between technology and social change in both the “Global North” and the “Global South”. <p>The above challenges require interdisciplinary approaches across information science, sociology, media and communication studies, journalism, linguistics, geography and science and technology studies. The pathway is particularly keen on supporting methodological innovation, offering advanced training in digital methods for social research, such as social media data mining, practice oriented digital hacking, visual methods and critical approaches to big data. It also provides expert training in social media research ethics.</p>
<p>Wellbeing, Health, and Communities (WHC)</p>	<p>This pathway addresses the grand challenges for health and wellbeing in communities including (but not limited to) inequalities in health for example, linked to race, income and social background, access to health care, healthy ageing and dementia, obesity, emergency care, mental health, patient safety and now living in a pandemic.</p> <p>The pathway uses multi-disciplinary perspectives to help understand how to tackle these grand challenges drawing on insights from sociologists, psychologists, health economists, the health professions, public health practitioners, social workers, health technologists and partnerships including local authorities, social care, the voluntary sector and the NHS.</p> <p>In addition, inclusion and resilience connections are made in this pathway between health, employment, employability, unemployment and work psychology.</p> <p>The partnership includes expertise in communities including (but not limited to) Black, Minority Ethnic and migrant groups, other marginalised groups, children, older people and those living with life-limiting conditions.</p>

	<p>Our methodological expertise includes qualitative and quantitative approaches, intervention development and evaluation, modelling and economic evaluation, and cost-effectiveness of health policy interventions.</p>
<p>Sustainable Growth, Management, and Economic Productivity (SMP)</p>	<p>The Sustainable Growth, Management, and Economic Productivity Pathway engages with several major areas of research that cut across many levels of society. These areas of interest include productivity and sustainable economic growth at multi-level scales, from firm, to sectoral, to regional, national and global levels; wages, finance, financialisation, skills and welfare; macro-level economics and other levels of micro-analysis to capture complex systems of management, regulation, and governance, including ethics, marketing, work and employment relations, accounting and finance, and public services; economic development, business support, and the sustainability of economic policies and interventions; sustainability of production and consumption practices and alternative models of business. Debates about the future of work and the role of consumption in society are central to the Pathway’s interrogation of how we live now and sustainability acts as a fundamental link across the broad Pathway themes.</p> <p>Members of the Pathway team come from a range of academic disciplines including business, management, economics, geography, environment, marketing, and finance.</p> <p>The Pathway draws on this range of disciplines to offer interdisciplinary training in topics such as work, employment, productivity and the impact of new technology; sustainable urban, rural and regional development; research in finance; and historical methods in social research.</p> <p>In addition, the Pathway offers skills and development training through events such as regular writing days, how to publish, making research relevant to policy, applying for grants, and career development sessions, all related to SMP research. The Pathway also provides opportunities for members to present their own research at the White Rose Annual Conference.</p>
<p>Civil Society, Development, and Democracy (CDD)</p>	<p>The Civil Society, Development and Democracy (CDD) pathway seeks to comprehend the ways in which our systems and institutions of governance – in both the richer and poorer parts of the world – are evolving in a period marked by pronounced forms of contestation and crisis. We live in an era of fundamental structural change: from the global financial crisis of 2008 to the Covid-19 pandemic and beyond, and amid both a looming environmental emergency and the so-called fourth industrial revolution typified by automation and the rise of giant digital monopolies, existing ways of ordering the world, and thinking about it, are in pronounced flux, posing epochal challenges for development, democracy and citizenship. Within this kaleidoscopic picture, then, we seek to locate and better understand the nature of contemporary civil society: i.e. how</p>

	<p>individuals, families, communities and societies as a whole shape and are shaped by broad processes of power and global political change.</p> <p>This compels us to ask questions about the resilience of democracy, the extent to which particular forms of governance are legitimate, and how citizenship is exercised in different places in the modern world. In turn, these issues are fundamentally mediated by pronounced forms of inequality, both within and between societies; patterns of uneven development, as countries and regions experience contrasting patterns of growth and decay; and the kinds of policies and agendas that shape development policy at the national and global levels. In sum, this pathway offers excellent training for PhD students across the social science disciplines whose work relates, in some way or another, to how groups and communities navigate different structures of power through their systems of governance, and processes of development, in any part of the world.</p> <p>In sum, this pathway offers excellent training for PhD students across the social science disciplines whose work relates, in some way or another, to how groups and communities navigate different structures of power through their systems of governance, and processes of development, in any part of the world.</p>
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