**White Rose Social Sciences Doctoral Training Partnership Studentships 2021/22**

*This is a call for nominations for Cohort 5 of WRDTP ESRC PhD studentships.*

The White Rose DTP has been accredited by the ESRC for six years funding from September 2017. The WRDTP has been allocated 39 studentships per annum. The WRDTP builds on the success of the White Rose DTC universities of **Sheffield, York** and **Leeds** by bringing in the social sciences research excellence of the Universities of **Bradford**, **Hull**, **Manchester** **Metropolitan** and **Sheffield Hallam**.

**Thematic Interdisciplinary Training Pathways**

The WRDTP is offering ESRC studentship awards in 7 Thematic Interdisciplinary Training Pathways (see Annex I):

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)

**Eligible Schools/Departments**

Full details of the units of delivery across the 7 HEI partners, eligible to submit candidates for WRDTP studentship nominations to the 2021/22 competitions, are listed in Annex II.

**Collaboration**

Of the ESRC DTP studentships awarded each year, the ESRC provides a steer on 6

studentships and also requires that 30% involve meaningful collaboration with non-academic partners. The collaborative element from the non-academic partner does not necessarily have to be financial however, wherever possible, co/match funding is encouraged. An in-kind contribution may include an internship/placement opportunity etc. These collaborative elements are defined as follows:

* Collaborations must be with a non-academic organisation in the public, private or civil society/third sector
* Collaborations must include substantive knowledge exchange and not just one way engagement (e.g. not only data collection)
* Collaborating organisations should be involved in the development of the project

**Studentship Match Funding**

To ensure that the WRDTP makes the most of the prestigious ESRC studentship awards, they are offered as either fully funded (100%) or match funded (50%).

The Funding Table below shows the approximate breakdown of costs per studentship for 2020/21 based on recent inflation rate annual increases:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | **100%** | **100%** | **50%** | **50%** |
|  | **2020/21 ESRC rates p.a.** | **+3 award** | **1+3 award** | **+3 award** | **1+3 award** |
|  | £ | £ | £ | £ | £ |
| **Fees** | 4,407 | 13,221 | 17,628 | 6,611 | 8,814 |
| **Stipend** | 15,285 | 45,855 | 61,140 | 22,928 | 30,570 |
| **RTSG\*** | 667 | 2,000 | 2,000 | 1,000 | 1,000 |
| **Cohort Activities and Development Fund\*\*** | 4,000 | 4,000 | 4,000 | 2,000 | 2,000 |
|  |  | 65,076 | 84,768 | 32,538 | 42,384 |

\*RTSG - Research Training Support Grant

\*\*Cohort Activities & Development Fund - a single payment per studentship

**ALL** awards are available as either +3 or 1+3 studentships.

**ALL** awards are available as either full-time or part-time study.

**NB:** Candidates MUST have a minimum of 60 credits research methods social science training (not including the dissertation) at masters level to be considered for a +3 studentship.

**WRDTP ESRC Studentship Award Schemes**

The following table summarises the range of WRDTP ESRC studentships on offer for 2021/22.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Type of studentship** | **Minimum number of awards** | **Funding offered by DTP** | **Process Notes**  (all available across the 7 interdisciplinary themed pathways) |
| 1. | DTP **Pathway Awards** | To be confirmed | 50% | Via an open competition. This incorporates the 2 x steered Interdisciplinary Research Awards, and the 2 x Ring-fenced Awards for Black British students. |
| 2. | DTP **Advanced Quantitative Methods Awards** (AQM) | 4 | 100% | Via an open competition (ESRC steer). |
| 3. | DTP **Collaborative Awards** | 8 | 100% | Via open competition. Requires collaboration with a non-academic partner. |

**WRDTP ESRC awards commencing 2021/22**

1. **WRDTP ESRC Pathway Awards (Number of awards TBC, 50% funded)**

Outside of ESRC’s steered studentships and target requirements for collaboration with non-academic partners, the DTP is required by the ESRC to offer awards through open competition and not based on internal quotas.  2 awards within the Pathway competition are allocated as Interdisciplinary Research Awards, and 2 are Ring-fenced awards for Black British applicants. Awards must fall under a themed pathway (see Annex I).

1. **WRDTP ESRC Advanced Quantitative Methods (AQM) Awards (4 awards, 100% funded)**

Four fully funded AQM awards are available via open competition across all departments/schools and will be of specific interest to those schools/departments that have a strong track record of AQM or are looking to expand into this area. The DTP will give priority to those who will be working with large data sets (an ESRC priority). Both 1+3 students and +3 students are eligible for nomination.

*Note: The DTP can recruit up to 35% of students internationally for full awards in AQM, i.e. one of the four AQM studentships on offer. However, the DTP is only allowed to offer the standard RCUK fee rate of £4,407, thus the department/school would need to supplement the fee for any successful overseas/EU applicant.*

1. **WRDTP ESRC Collaborative awards (8 awards, 100% funded)**

The DTP Collaborative Awards Scheme aims to ensure that at least 30% of studentships are linked to partners in the private, public or third sectors. These links do not have to involve funding and could be internships, placements or other forms of meaningful collaboration.

This means that the **8** Collaborative Awards which we have made available for competitive bids from departments *do not need to have secured financial support from an external body*, but must at least *show strong evidence of a real partnership with that body*. Nevertheless, we expect that the project partner will meet any travel, subsistence and accommodation costs incurred by the student associated with visits made to the non-academic organisation.

**Please note: All partner universities will run an internal process of peer review for the Collaborative Awards scheme, given the highly competitive nature of this competition. Details of the internal review process will be announced locally by each university. When submitting a collaborative award application, you will be required to confirm that your application has been subjected to internal peer review at your own university. Failure to engage with the internal peer review process may result in the disqualification of your application.**

**Process and Timelines**

The following table summarises the process timelines for the following 2021/22 competitions:

**Pathway Awards, Advanced Quantitative Methods Awards**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Date** | **Who** | **Process** |
| 1. | July 2020 | DTP Office | DTP announces 2021/22 Studentship Competitions |
| 2. | Late Autumn 2020 | HEIs | HEI systems go live for applications |
| 3. | Autumn Semester 2020 - dates to be confirmed | Applicants and potential supervisors | Information sessions providing application guidance for the ring-fenced Pathway Awards for Black British students\* |
| 4. | 17:00hrs, 27 January 2021 | Candidates | Closing deadline for student applications |
| 5. | 28 January – 24 February 2021 | Units of Delivery (Depts/Schools) | Shortlist, interview and complete DTP Nomination Form |
| 6. | 17:00hrs, 24 February 2021 | Units of Delivery (Depts/Schools) | Deadline for DTP Nomination Form and Application Packs to be submitted to Scholarship/Administrative Officers |
| 7. | 26 February – 12 March 2021 | DTP Office | Prepare Assessment scoring sheets for Assessors |
| 8. | 15 March – 26 March 2021 | Assessors | Assessors to score nominations |
| 9. | 29 March – 6 April 2021 | DTP Office | Processing scores and preparing for Panel meetings |
| 10. | 7 April 2021 | Academic Quality Committee | Academic Quality Committee Moderation Assessment Panel meets |
| 11. | 8 April 2021 | Advanced Quantitative Methods Group | Advanced Quantitative Methods Moderation Assessment Panel meets |
| 12. | w/c 12 April 2021 | DTP Office | Scholarship/Administrative Officers notified of decisions |
| 13. | 21 April 2020 | HEI Admin Officers | Deadline for Scholarship/Administrative Officers to notify applicants of outcome |

**\* Information sessions providing application guidance for the ring-fenced Pathway Awards for Black British students**

Applicants who are interested in submitting an application for the ring-fenced Pathway Awards for Black British students are invited to attend an information session for guidance on the application process. These will be held on a virtual basis, during the Autumn semester 2020 (dates and times to be confirmed).

Register your interest in attending a session [here](https://docs.google.com/forms/d/e/1FAIpQLSfTHA_0fCdW5YTukcLETjcvKbdNF9_tHriTiUrrR17LoQJV7A/viewform?usp=sf_link) and you will be contacted by the WRDTP once the sessions have been scheduled in order to book your place.

The following table summarises the process timelines for the following 2021/22 competitions:

**Collaborative Awards**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Date** | **Who** | **Process** |
| 1. | July 2020 | DTP Office | DTP announces 2021/22 Studentship Competition |
| 2. | Late Autumn 2020 | HEIs | HEI systems go live for applications |
| 3. | w/c 5 October 2020 | Academic colleagues | Development Workshop\* for new Collaborative Award proposals (see workshop timing below) |
| 4. | November 2020 | HEIs and academic colleagues | Internal peer review of Collaborative Award applications, details to be announced locally |
| 5. | 12:00hrs, 4 December 2020 | Units of Delivery (Depts/Schools) | Deadline for Proposal Forms to be completed (see wrdtp.ac.uk for details) |
| 6. | 14 December – 6 January 2021 | Academic Quality Committee | Assessors to score nominations |
| 7. | 6 January – 13 January 2021 | DTP Office | Processing scores and preparing for Panel meetings |
| 8. | 13 January 2021 | Academic Quality Committee | Academic Quality Committee Moderation Panel meets |
| 9. | w/c 18 January 2021 | DTP Office | Collaborative Awards announced |
| 10. | Date tbc | Academic colleagues | Successful Collaborative Award holders set own local deadline and advertise studentships, shortlist and interview |
| 11. | 12:00hrs, 14 April 2021 | Scholarship/Administrative Officers | DTP student Nomination Forms and Application Packs completed/submitted to DTP Office for quality assurance checking and assessment |
| 12. | End of April 2021 or asap after that date | Scholarship/Administrative Officers | Applicants notified of result |

**\*Development Workshop for new Collaborative Award proposals**

Academic colleagues who are interested in developing a proposal for the **Collaborative Awards** competition are invited to attend a development workshop session. These will be held on a virtual basis on the following dates

* Friday 9 October 2020, 1-3pm, online via Blackboard Collaborate
* Tuesday 13 October 2020, 10am-12pm, online via Blackboard Collaborate
* Wednesday 14 October 2020, 1-3pm, online via Blackboard Collaborate

Please register your attendance via [this link](https://docs.google.com/forms/d/e/1FAIpQLSfE_ufyTvHHYenyAp7_RJ0hdmgTCl-JP_V9vBD303sW41zM0g/viewform?usp=sf_link) and further joining instructions will be sent to you.

**Administration Contacts**

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

* **Manchester Metropolitan University –** Kate Townsend (wrdtp@mmu.ac.uk), Research Degrees Manager, Graduate School.
* **Sheffield Hallam University** - Dr Sarah Smith ([s.a.smith@shu.ac.uk](mailto: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 –** Dr. Nigel Shaw ([N.A.Shaw@hull.ac.uk](mailto:N.A.Shaw@hull.ac.uk)), Administrative Manager, The Graduate School.
* **University of Leeds** - Shirley Yeadon ([s.yeadon@adm.leeds.ac.uk](mailto:s.yeadon@adm.leeds.ac.uk)), Postgraduate Scholarships Officer in the Postgraduate Scholarships Office.
* **University of Sheffield –** Catherine Wynn,([pgr-scholarships@sheffield.ac.uk](mailto:pgr-scholarships@sheffield.ac.uk)),PGR Scholarships Officer, Research & Innovation Services.
* **University of York** – Helen Poyer ([research-student-admin@york.ac.uk](mailto:research-student-admin@york.ac.uk)) Research Student Administration, Registry Services.

All of the following information **MUST** be submitted to [your](mailto:pgr-scholarships@sheffield.ac.uk) Scholarships/Administrative Officers for each nominated candidate. They must be presented in **ONE** combined PDF in this order:

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

The PDF file name must follow a specific nomenclature:

*Surname\_Initial\_HEI\_Pathway\_competition*

e.g. Jones\_M\_Sheffield\_CEL\_AQM

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

For general enquiries contact enquiries@wrdtp.ac.uk

Academic Quality Committee

White Rose Doctoral Training Partnership

28 July 2020

**Annex I - DTP Interdisciplinary Themed Pathways**

|  |  |
| --- | --- |
| **DTP Pathway** | **Discipline and Topic Coverage** |
| **Cities, Environment, and Liveability (CEL)** | Understanding and managing socio-economic change in cities and urban-based responses through policy, governance, and the connecting of communities. An emphasis on environment recognises the growing importance of interactions between populations and climate/environmental/ecological changes, the politics of sustainability, and the importance of urban and rural dynamics and interconnections. 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). |
| **Security, Conflict, and Justice (SCJ)** | The Security, Conflict and Justice pathway engages with a range of broad societal challenges addressed within and across political science, international studies, criminology, law, socio-legal studies, and public policy. Climate change, social deprivation, public health, global development challenges, distributive justice, violent extremism and terrorism, egregious human rights abuse, changing patterns of conflict, the impact of new technologies on criminal justice, (forced) migration, and the evolving security agenda – amongst many others – are challenges which arguably defy narrow disciplinary approaches. They are also defined by the evolving social, technological and normative contexts in which they are found, and the blurring distinction between traditional academic categories. 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 development, governance and security subject areas. 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 security in contemporary society – is highly topical and contested. 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. These challenges illustrate interlinkages across the security, conflict and justice theme, as well as links to broader societal debates. Many of the themes related to this pathway are also directly linked to pressing policy challenges which need to be approached with new and wider perspectives in order to develop better strategies for conflict resolution and securing justice locally/globally. |
| **Education, Childhood, and Youth (ECY)** | 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.  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:  • 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.  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. |
| **Data,**  **Communication, and New Technologies (DCT)** | Communications and interactions between social groups, society, and data, information and digital technologies. Cutting-edge frameworks and methods for understanding these interactions and novel applications to support them. How social actors can better make sense of and manage increasing volumes of data and information encountered (‘datafication’) in a variety of domains, and investigates how we experience and make sense of the changing data landscape and information environment. |
| **Wellbeing, Health, and Communities (WHC)** | This pathway concerns multi-disciplinary perspectives on health and wellbeing often in partnership with policy and practice networks, including local authorities, voluntary organisation and NHS trusts, and increasingly decentralisation and devolution to communities. The partnership has expertise on the following topics: inequalities, ageing, e-health, emergency care, obesity, modelling and economic evaluation, and cost-effectiveness of health policy interventions. In addition, inclusion and resilience connections are made between health, employment, employability and work psychology in this pathway. |
| **Sustainable Growth, Management, and Economic Productivity (SMP)** | Productivity and sustainable economic growth at multi-level scale, from firm, to sectoral, regional and national levels. Wages, finance, financialisation, skills and welfare. Macro-level economics and other levels of micro-analysis to capture complex systems of management, regulation, governance (covering marketing, work and employment relations, accounting and finance, public services). Economic development, business support, and the sustainability of economic policies and interventions. |
| **Civil Society, Development, and Democracy (CDD)** | 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. Within that, we seek to locate and better understand the nature of contemporary civil society: i.e. how individuals, families, communities and societies as a whole shape and are shaped by broad processes of power and global political change.  This compels us to ask questions about the nature and 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. |

**Annex II – 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

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