**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** | 27 | 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 (27 awards, 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 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 |
|  | Afternoon of 7 April  2021 | WRDTP | WRDTP will share a short list of candidates (no more than 5) with the academic committee of the SHF, with a recommendation from the AQC as to who should get the awards |
| 11. | 8 April 2021 | Advanced Quantitative Methods Group | Advanced Quantitative Methods Moderation Assessment Panel meets |
|  | 12pm – Monday 21 April 2021 | SHF Academic Committee | The committee will need to share their  approval/recommendations with the WRDTP by  12pm on Monday 12 April 2021 |
| 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 are invited to attend an information session for guidance on the application process. These will be held on a virtual basis, using Blackboard Collaborate, on the following dates:

* **Wednesday 4 November 2020 at 10.30am**
* **Tuesday 17 November 2020 at 6.30pm**
* **Tuesday 24 November 2020 at 3.30pm**

We anticipate the sessions will last around 1hr, with a slideshow presentation and time for questions, which can be submitted via the Blackboard Collaborate text-based chat function. You will receive a link to the session when you submit your booking, and a reminder email including instructions on how to use Blackboard Collaborate will be sent nearer the time of your workshop.

**To book your place, please follow**[**this link**](https://docs.google.com/forms/d/e/1FAIpQLSebVbQZyikKTO6oXM-aXZVg_qJsU86Eq48I1BVSNZVmlz6IQA/viewform?usp=sf_link)**.**

Potential supervisors of applicants, and other colleagues involved in the studentships process at our partner institutions are also welcome to attend these sessions for further information.

If you can’t attend any of the sessions but would like to know more, please select this option on the form, and we will email the slides/recordings from the event to you when they are available.

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

The slides and presentation from the Development Workshops for new Collaborative Award proposals for 2021/22 can be viewed at <https://wrdtp.ac.uk/wrdtp-collaborative-awards-2021-22/>

**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 –** PGR Scholarships Office,([pgr-scholarships@sheffield.ac.uk](mailto:pgr-scholarships@sheffield.ac.uk)),Research 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 are available on the DTP Studentships page of the White Rose Doctoral Training Partnership web site <https://wrdtp.ac.uk/studentships/>.

For general enquiries contact enquiries@wrdtp.ac.uk

Academic Quality Committee

White Rose Doctoral Training Partnership

16 October 2020

**Annex I - DTP Interdisciplinary Themed Pathways**

|  |  |
| --- | --- |
| **DTP Pathway** | **Discipline and Topic Coverage** |
| **Cities, Environment, and Liveability (CEL)** | 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)** | 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.  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.  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. |
| **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)** | 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. We are particularly interested in:   * **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”.   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.** |
| **Wellbeing, Health, and Communities (WHC)** | 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.  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.  In addition, inclusion and resilience connections are made in this pathway between health, employment, employability, unemployment and work psychology.  The partnership includes expertise in communities including (but not limited to) B​lack, Minority Ethnic and migrant groups, other marginalised groups, children, older people and those living with life-limiting conditions.  Our methodological expertise includes qualitative and quantitative approaches, intervention development and evaluation, modelling and economic evaluation, and cost-effectiveness of health policy interventions. |
| **Sustainable Growth, Management, and Economic Productivity (SMP)** | 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.  Members of the Pathway team come from a range of academic disciplines including business, management, economics, geography, environment, marketing, and finance. The Pathway draws on this range of disciplines to offer interdisciplinary training, for example in the following research areas/methodological approaches:  Work, employment, productivity and the impact of new technology  Sustainable urban, rural and regional development  Gender and diversity research in management and economics  Social research in finance: methods and new perspectives  The impact of Brexit on SMP research  The impact of Covid-19 on SMP research  Historical methods in social research  Big data and social science  Economic productivity  In addition, the Pathway offers skills and development training through events such as regular writing days, how to publish, 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 SMP Pathway stream. |
| **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. 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 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 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.  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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