**WRDTP Pathway Awards Assessment: Guidance Notes 2022/23**

**Introduction**

Studentship nominations to the WRDTP Pathway Awards competition will be assessed by WRDTP Pathway Directors, Deputies, and members of the WRDTP Academic Quality Committee.

This guide contains:

1. Key background information to help familiarise you with the range of WRDTP studentships on offer.
2. Key process and timelines information to ensure you are aware of the tasks required to successfully complete the Pathway Studentship Awards Assessment Panel assessment process.
3. **Key background information**

* **Thematic Interdisciplinary Training Pathways**

The WRDTP is offering ESRC studentship awards in 7 Thematic Interdisciplinary Training Pathways. See Annex I for a Short Description of each Pathway.

* **Eligible Schools/Departments**

The Schools/Departments across the 7 university partners which are eligible to submit candidates to the WRDTP studentship competitions for 2022/23 are listed in Annex II.

* **WRDTP ESRC Studentship Award Schemes**

There are two studentship competitions running in 2022/23. The following table gives brief details of each type of award on offer:

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| --- | --- | --- | --- |
| **Type of studentship** | **Min number of awards** | **Funding offered by DTP** | **Process Notes**  (all available across the 7 interdisciplinary themed pathways) |
| **Pathway Awards** | 35 | 50% | Via an open competition. This incorporates the 2 x steered Interdisciplinary Research Awards and 2 x WRDTP/Stuart Hall Foundation Awards for Black British students. |
| **Advanced Quantitative Methods Awards** (AQM) | 4 | 100% | Via an open competition. (4x ESRC steer) |

1. **Process and Timelines**

**Pathway Awards**

The following table summarises the process timelines for the Pathway Awards 2022/23 competition:

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| --- | --- | --- | --- |
|  | **Date** | **Who** | **Process** |
| 1. | July 2021 | DTP Office | DTP announces 2022/23 Studentship Competitions |
| 2. | Late Autumn 2021 | HEIs | HEI systems go live for applications |
| 3. | Autumn Semester 2021 | Applicants and potential supervisors | Information sessions providing application guidance for students and supervisors  WRDTP/Stuart Hall Foundation Awards  *Wednesday 13th October 2021 - 2pm - 3pm*  *Tuesday 16th November 2021 - 5.30pm - 6.30pm*  WRDTP Pathway & AQM Awards sessions  *Thursday 14th October 2021 - 10am - 11am*  *Thursday 18th November 2021 - 5.30pm - 6.30pm* |
| 4. | 17:00hrs, 26 January 2022 | Candidates | Closing deadline for student applications |
| 5. | 27 January – 23 February 2022 | Units of Delivery (Depts/Schools) | Shortlist, interview and complete DTP Nomination Form |
| 6. | 17:00hrs, 23 February 2022 | Units of Delivery (Depts/Schools) | Deadline for DTP Nomination Form and Application Packs to be submitted to Scholarship/Administrative Officers |
| 7. | 28 February – 11 March 2022 | DTP Office | Prepare Assessment scoring sheets for Assessors |
| 8. | 14 March – 25 March 2022 | Assessors | Assessors to score nominations |
| 9. | 28 March – 4 April 2022 | DTP Office | Processing scores and preparing for Panel meetings |
| 10. | 5 April 2022 | Academic Quality Committee | Academic Quality Committee Moderation Assessment Panel meets |
|  | Afternoon of 5 April  2022 | 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. | 6 April 2022 | Advanced Quantitative Methods Group | Advanced Quantitative Methods Moderation Assessment Panel meets |
| 12. | 12pm – Monday 11 April 2022 | SHF Academic Committee | The committee will need to share their approval/recommendations with the WRDTP by  12pm on Monday 11 April 2022 |
| 13. | w/c 11 April 2022 | DTP Office | Scholarship/Administrative Officers notified of decisions |
| 14. | 22 April 2022 | HEI Admin Officers | Deadline for Scholarship/Administrative Officers to notify applicants of outcome |

**Pathway Awards Assessment Scoring process**

The scoring process will take place between **14 March and 25 March 2022**. The DTP Office will give you access to a Google Folder where you can assess each Application Pack submitted to your Pathway that has been allocated to you to score. You will also be given access to a Google Scoring Sheet and asked to enter scores in the tab (at the bottom of the screen) showing your initials. Scoring must be completed independently in the first instance.

**WRDTP/Stuart Hall Foundation Awards Assessment Scoring process**

* Applicants will be eligible for an WRDTP/SHF Award in addition to the standard pathway awards. Applicants will tick the relevant box on the nomination form to be considered.
* WRDTP/SHF Award nominations will be subject to the same evaluation criteria as standard Pathway Awards. However, applicants will complete a further form explaining how their project fits with the Stuart Hall Foundation (SHF) mission. This text will be the main driver of selection for these awards.
* WRDTP staff and those involved in scoring will undertake or be able to evidence that they have already undertaken appropriate equality training.
* **A separate selection committee will consider the SHF nominations and make recommendations to the AQC and the SHF.**

**Allocation of candidates for scoring**

Pathway Directors/Deputies and AQC members will be allocated to a group of candidates applying to their Pathway and asked to score the nominations. The WRDTP Director will score all candidates for moderation purposes.

In the event of a significant gap between scores the WRDTP Director will review the application, consult with the scorers and make a recommendation on the final score for the AQC’s approval.

**Application Packs -** the following information will be available for each nominated candidate in the Google Folder. It will be presented as **ONE** combined PDF in this order:

* WRDTP Nomination Form
* Scholarships Application Form
* 2 x academic references
* Full transcripts including grading system
* University Application Form for a PhD place
* Formal university offer letter
* IELTS/TOEFL (or equivalent) certificate if applicable

**Scoring Criteria** – the following scoring criteria are to be used. Criteria 1,2,3 and 5 are to be scored on a 0 to 5 scale. See Annex III for further details.

1. **Student excellence:** qualifications, relevant work experience, prizes and awards.
2. **Project excellence:** significance, originality, how will this contribute to knowledge.
3. **Pathway excellence:** fit with, and development of, pathway research strategy.
4. **Supervisor excellence:** the suitability and experience of the supervisory team – only a Yes/No answer is required.
5. **Collaborative excellence:** demonstrates a collaborative element with the ability to make impact beyond academia.
6. **Training excellence:** for 1+3, suitable MA Social Research framework as proposed masters training; for +3, demonstrates at least 60 credits of M-level research methods in the social sciences and how training needs will be met, delivered, and monitored – only a Yes/No answer is required.
7. **Covid-19 resilience:** the extent to which the project has appropriate and robust Covid adaptations built in – only a Yes/No answer is required.
8. **Fundability**: On balance do you feel this thesis is fundable? - only a Yes/No answer is required.

**Weightings** – note that weightings (x 2) are applied for *Student Excellence* and *Project Excellence*. **Do not apply the weightings yourself**, only score on the 0 to 5 scale.

**Prior Training: +3 v 1+3 awards** - to offer a +3 award the panel must be satisfied that the majority of the core training requirements set down by the ESRC in the Postgraduate Training and Development Guidelines 2015 have already been met by the candidate, and that the training focus during the PhD will largely be on more advanced training.

Please familiarise yourself with the core training expectations in advance of the scoring process, see Section B, pp.7-15 of the ESRC PG Training & Development Guidelines: <http://www.esrc.ac.uk/files/skills-and-careers/studentships/postgraduate-training-and-development-guidelines-2015/>

**WRDTP Pathway Awards Assessment processing**

The results of the scoring exercises will be processed by the DTP Office who will compile a range of information prior to the WRDTP AQC Moderation Panel (5 April 2022). The WRDTP Director will be provided with a summary sheet of the scores, and the average score for each application. Where there is a marked difference in scores the WRDTP Director may ask you to undertake an additional review of the application, prior to the moderation panel meeting.

The WRDTP/SHF Award recommendations will be run past colleagues at the Stuart Hall Foundation and at the AQC Moderation Panel.

**Confidentiality, Data Protection and Embargo**

It is imperative that Panel members do not at any time share Application Packs or Scoring information with other colleagues within your Department or University, or across the DTP. The only discussions permitted are with the DTP Director, or for any operational matters, with the DTP Office team. Neither are you to discuss the outcome of the scoring exercise. The results of the competition will be embargoed until a date/time to be announced by the DTP Office, and there should be no communications whatsoever about outcomes until after that date.

**Offers, reserves and unsuccessful candidates**

* **Successful candidates**

Candidates who are successful will be notified by the local HEI Scholarships Officers w/c 11 April 2022 and asked to confirm acceptance of the award within 10 working days.

* **Reserve candidates**

Students on the reserve list will be informed by email of their reserve status by the local HEI Scholarships Officers by 22 April 2022.

* **Unsuccessful candidates**

Unsuccessful students will also be informed by email by the local HEI Scholarships Officers by 22 April 2022.

**Administration Contacts**

If you have any queries during the Assessment Process, please contact:

Charlotte Massarella, [c.l.massarella@sheffield.ac.uk](mailto:c.l.massarella@sheffield.ac.uk),

**Annex I - DTP Interdisciplinary Themed Pathways**

|  |  |
| --- | --- |
| **DTP Pathway** | **Discipline and Topic Coverage** |
| **Cities, Environment, and Liveability (CEL)** | 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.  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. |
| **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 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.  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. |
| **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

**Annex III**

**Pathway Awards Assessment – Scoring criteria**

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| **PATHWAY AWARDS SCORING CRITERIA**  **NB: Scorers may consider wider contextual information when scoring, e.g. if a candidate is applying for a 1+3 they may have less relevant experience or detailed expectations about the thesis compared to a +3 candidate.**  **If a candidate has outstanding and relevant work experience this may be balanced against a weaker academic profile. A note should be made in the notes column in these cases.** | | **Max Mark** |
| 1 | Student excellence: academic success and qualifications, relevant work experience, prizes and awards.  **5: Outstanding**  Candidates will be predicted to attain or have achieved *all* of the following:   * Master’s Degree with Distinction (for +3 candidates) * Bachelor’s Degree with First Class Honours (for 1+3 candidates) * Distinction level mark in Masters dissertation (+3) or first class Undergraduate dissertation (1+3) * First class /Distinction marks for methods modules   In addition scorers may take into account:   * Other significant indicators of distinction: these may include relevant work experience, prizes/awards for dissertations or for overall Masters or UG degree performance, publications, research assistant experience, etc   **4: Excellent**  Candidates will be predicted to attain or have achieved *most* of the following:   * Master’s Degree with Distinction (for +3 candidates) * Bachelor’s Degree with First Class Honours (for 1+3 candidates) * Distinction level mark in Masters dissertation (+3) or first class Undergraduate dissertation (1+3) * First class /Distinction marks for methods modules   In addition scorers may take into account:   * Other significant indicators of distinction: these may include relevant work experience, prizes/awards for dissertations or for overall Masters or UG degree performance, publications, research assistant experience, etc   **3: Very Good**  Candidates will be predicted to attain or have achieved all of the following:   * Master’s Degree with Merit or Distinction (for +3 candidates) * Bachelor’s Degree with First Class or Upper Second Class Honours (for 1+3 candidates) * Distinction level mark in Masters dissertation (+3) or Upper Second Class mark in Undergraduate dissertation (1+3) * First class/Upper Second Class /Distinction/Merit marks for methods modules   **2: Good**  Candidates will be predicted to attain or have achieved all of the following:   * Master’s Degree with Merit (for +3 candidates) * Bachelor’s Degree with Upper Second Class Honours (for 1+3 candidates) * Merit level mark in Masters dissertation (+3) or Upper Second Class mark in Undergraduate dissertation (1+3) * Upper Second Class/Merit marks for methods modules   **1: Weak**  Candidates will be predicted to attain or have achieved all of the following:   * Master’s Degree with Pass (for +3 candidates) * Bachelor’s Degree with Upper Second Class Honours (for 1+3 candidates) * Pass mark in Masters dissertation (+3) or Lower Second Class mark in Undergraduate dissertation (1+3) * Pass/Lower Second class marks for methods modules   **0: No Evidence**  Candidates will fail to meet entry criteria and will demonstrate little evidence of capacity for postgraduate research. | **5 (weighted x2)** |
| 2 | Project excellence: significance, originality the contribute to knowledge, well-articulated research question/s  **5: Outstanding**  Applications will demonstrate all of the following:   * Very clear explanation of the originality of the project, the contribution it will make to advance knowledge, and the project’s significance * Very clear articulation of the research design, methods and data sources * Very clear consideration of any research ethics issues   In addition scorers may take in to account   * Innovative and creative approaches to research design or methods.   **4: Excellent**  Applications will demonstrate all of the following, but could be better developed in some of these areas:   * Very clear explanation of the originality of the project, the contribution it will make to advance knowledge, and the project’s significance * Very clear articulation of the research design, methods and data sources * Very clear consideration of any research ethics issues   **3: Very Good**  Applications will demonstrate most of the following, but could be better developed in some of these areas:   * Clear explanation of the originality of the project, the contribution it will make to advance knowledge, and the project’s significance * Clear articulation of the research design, methods and data sources * Clear consideration of any research ethics issues   **2: Good**  Applications will demonstrate all or most of the following:   * Reasonable explanation of the originality of the project, the contribution it will make to advance knowledge, and the project’s significance * Reasonable articulation of the research design, methods and data sources * Reasonable consideration of any research ethics issues   **1: Weak**  Applications will fail to demonstrate all of the following, or may be weak in some areas:   * Explanation of the originality of the project, the contribution it will make to advance knowledge, and the project’s significance * Articulation of the research design, methods and data sources * Consideration of any research ethics issues   **0: No Evidence**  Applications will fail to demonstrate all of the following:   * Explanation of the originality of the project, the contribution it will make to advance knowledge, and the project’s significance * Articulation of the research design, methods and data sources * Consideration of any research ethics issues | **5 (weighted x2)** |
| 3 | Pathway excellence: project fit with, and development of, pathway research strategy  **5: Outstanding**  Applications will demonstrate all of the following:   * Very clear explanation of the fit of the project with the Pathway theme and ‘grand challenges’ identified by the Pathway * Very clear articulation of how the research has relevance and will engage beyond a single discipline   **4: Excellent**  Applications will demonstrate all of the following, but could be better developed in some of these areas:   * Very clear explanation of the fit of the project with the Pathway theme and ‘grand challenges’ identified by the Pathway * Very clear articulation of how the research has relevance and will engage beyond a single discipline   **3: Very Good**  Applications will demonstrate the following, but will be slightly less developed in some of these areas than higher ranked applications:   * Very clear explanation of the fit of the project with the Pathway theme and ‘grand challenges’ identified by the Pathway * Very clear articulation of how the research has relevance beyond a single discipline   **2: Good**  Applications will demonstrate the following:   * Reasonable explanation of the fit of the project with the Pathway theme and ‘grand challenges’ identified by the Pathway * Reasonable articulation of how the research has relevance beyond a single discipline   **1: Weak**  Applications will fail to demonstrate one or both of the following, or may be weak in some areas:   * Explanation of the fit of the project with the Pathway theme and ‘grand challenges’ identified by the Pathway * Articulation of how the research has relevance beyond a single discipline   **0: No Evidence**  Applications will fail to demonstrate all of the following:   * Explanation of the fit of the project with the Pathway theme and ‘grand challenges’ identified by the Pathway * Articulation of how the research has relevance beyond a single discipline | **5** |
| 4 | Supervisor excellence: the suitability and experience of the supervisory team | **Yes/No** |
| 5 | Collaborative excellence: demonstrates a collaborative element through one or more of the following   * Partnerships with a non-academic partner; * Potential for impact beyond academia; or * Well-developed plans for knowledge exchange with audiences beyond academia   NB: Scorers should be aware that 1+3 applicants may have less well-developed plans than +3 and take that into account when reaching a judgement.    **5: Outstanding**  In relation to **partnership** applications would include all of the following:   * Very clear explanation of the strategic benefits of the partnership to both student and partner * Very clear programme of work and engagement between student and partner * Very clear explanation of in-kind contributions * Very clear account of role partner will play in supervision * Very clear account of the likely societal impacts of the project   In relation to **impact**, applications would include all of the following:   * Very clear explanation of the likely impacts of the research; * Very clear explanation of the groups or organisations in the policy, private, or third sectors that would be impacted by the research; * Very clear articulation of the pathways to achieving the impact.   In relation to **knowledge exchange** applications would include all of the following:   * Very clear explanation of the plans for disseminating research findings to audiences beyond academia; * Very clear explanation of the key audiences to be targeted; * Very clear account of the tools and methods that would be used to disseminate research findings beyond academia.   **4: Excellent**  In relation to **partnership**, applications would include most of the following:   * Very clear explanation of the strategic benefits of the partnership to both student and partner; * Very clear programme of work and engagement between student and partner * Very clear explanation of in-kind contributions * Very clear account of role partner will play in supervision * Very clear account of the likely societal impacts of the project   In relation to **impact**, applications would include most of the following:   * Very clear explanation of the likely impacts of the research; * Very clear explanation of the groups or organisations in the policy, private, or third sectors that would be impacted by the research; * Very clear articulation of the pathways to achieving the impact.   In relation to **knowledge exchange** applications would include most of the following:   * Very clear explanation of the plans for disseminating research findings to audiences beyond academia; * Very clear explanation of the key audiences to be targeted; * Very clear account of the tools and methods that would be used to disseminate research findings beyond academia.   **3: Very Good**  In relation to **partnership**, applications would include most of the following: but could be better developed in some of these areas:   * Very clear explanation of the strategic benefits of the partnership to both student and partner * Very clear programme of work and engagement between student and partner * Very clear explanation of in-kind contributions * Very clear account of role partner will play in supervision * Very clear account of the likely societal impacts of the project   In relation to **impact**, applications would include most of the following but could be better developed in some of these areas:   * Very clear explanation of the likely impacts of the research; * Very clear explanation of the groups or organisations in the policy, private, or third sectors that would be impacted by the research; * Very clear articulation of the pathways to achieving the impact.   In relation to **knowledge exchange** applications would include most of the following but could be better developed in some of these areas:   * Very clear explanation of the plans for disseminating research findings to audiences beyond academia; * Very clear explanation of the key audiences to be targeted; * Very clear account of the tools and methods that would be used to disseminate research findings beyond academia.   **2: Good**  In relation to **partnership**, applications would include all or most of the following, but could be better developed in some areas:   * Good explanation of the strategic benefits of the partnership to both student and partner * Good programme of work and engagement between student and partner * Some explanation of in-kind contributions * Good account of role partner will play in supervision * Good account of the likely societal impacts of the project   In relation to **impact**, applications would include most of the following but could be better developed in some of these areas:   * Good explanation of the likely impacts of the research; * Good explanation of the groups or organisations in the policy, private, or third sectors that would be impacted by the research; * Good articulation of the pathways to achieving the impact.   In relation to **knowledge exchange** applications would include most of the following but could be better developed in some of these areas:   * Good explanation of the plans for disseminating research findings to audiences beyond academia; * Good explanation of the key audiences to be targeted; * Good account of the tools and methods that would be used to disseminate research findings beyond academia.   **1: Weak**  In relation to **partnership**, applications would lack clarity in some or all of the following areas:   * Explanation of the strategic benefits of the partnership to both student and partner * Programme of work and engagement between student and partner * Explanation of in-kind contributions * Account of role partner will play in supervision * Account of the likely societal impacts of the project   In relation to **impact**, applications would lack clarity in some or all of the following areas:   * Explanation of the likely impacts of the research; * Explanation of the groups or organisations in the policy, private, or third sectors that would be impacted by the research; * Articulation of the pathways to achieving the impact.   In relation to **knowledge exchange** applications would lack clarity in some or all of the following areas:   * Explanation of the plans for disseminating research findings to audiences beyond academia; * Explanation of the key audiences to be targeted; * Account of the tools and methods that would be used to disseminate research findings beyond academia.   **0: No Evidence**  Applications would fail to provide evidence of some or all of the following:   * partnership with a non-academic partner; * potential for impact beyond academia; or * well-developed plans for knowledge exchange with audiences beyond academia. | **5** |
| 6 | Training excellence: for 1+3, suitable MA Social Research framework as proposed masters training; for +3, demonstrates candidate has previously accumulated at least 60 credits (not including dissertation) of M-level research methods in the social sciences and how training needs will be met, delivered, and monitored | **Yes/No** |
| 7 | Covid-19 resilience: does the project have appropriate and robust Covid-19 adaptations built in | **Yes/No** |
| 8 | Fundability: On balance do you feel this thesis is fundable? Please feel free to add explanations in the comments column. | **Yes/No** |

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