

WRDTP AQM Assessment Panel: Guidance Notes

Introduction

Studentship nominations to the WRDTP AQM Awards competition will be assessed by representatives from the University of Sheffield, University of Leeds, University of York, Sheffield Hallam University and Manchester Metropolitan University.

This guide contains the key process and timelines information to ensure you are aware of the tasks required to successfully complete the WRDTP AQM Panel assessment process.

a. Key background information

WRDTP ESRC Studentship Award Schemes

There are three studentship competitions running in 2023/24. The following table gives brief details of each type of award on offer:

Type of studentship	Min number of awards	Funding offered by DTP	Process Notes (all available across the 7 interdisciplinary themed pathways)
Pathway Awards	45	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 (ESRC steer).
Collaborative Awards	10	100%	Supervisor-designed project proposal submitted via an open competition. Funded projects are then advertised to recruit a PGR. Requires collaboration with a non-academic partner.

b. Process and Timelines

AQM Awards

The following table summarises the process timelines for the AQM Awards 2023/24 competition:

	Date	Who	Process
1.	July 2022	DTP Office	DTP announces 2023/24 Studentship Competitions
2.	Autumn Semester 2022	Applicants and supervisors	Information sessions providing application guidance for students and supervisors (see below)
3.	Late Autumn 2022	HEIs	HEI systems go live for applications
4.	17:00hrs, 25 January 2023	Candidates	Closing deadline for student applications
5.	26 January – 22 February 2023	Units of Delivery (Depts/Schools)	Shortlist, interview and complete DTP Nomination Form
6.	17:00hrs, 22 February 2023	Units of Delivery (Depts/Schools)	Deadline for DTP Nomination Form and Application Packs to be submitted to Scholarship/Administrative Officers
7.	27 February – 10 March 2023	DTP Office	Prepare Assessment scoring sheets for Assessors
8.	13 March – 24 March 2023	Assessors	Assessors to score nominations
9.	27 March – 3 April 2023	DTP Office	Processing scores and preparing for Panel meetings
10.	4 April 2023	Academic Quality Committee	Academic Quality Committee Moderation Assessment Panel meets
	Afternoon of 4 April 2023	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.	5 April 2023	Advanced Quantitative Methods Group	Advanced Quantitative Methods Moderation Assessment Panel meets
12.	12pm – Tuesday 11 April 2023	SHF Academic Committee	The committee will need to share their approval/recommendations with the WRDTP by 12pm on Tuesday 11 April 2023
13.	w/c 10 April 2023	DTP Office	Scholarship/Administrative Officers notified of decisions
14.	21 April 2023	HEI Admin Officers	Deadline for Scholarship/Administrative Officers to notify applicants of outcome

AQM Assessment Panel

The WRDTP AQM Assessment Panel will be comprised of the WRDTP Director (Chair) AQM Director and AQM specialists from the University of Sheffield, University of Leeds,

University of York, Sheffield Hallam University and Manchester Metropolitan University. Administrative support will also be provided. The members are responsible for the following:

- Scoring each nomination against a set criteria (see Annex III) prior to the panel meeting, and by the deadline of 24 March 2023 (12pm).
- Discussing, moderating and agreeing an overall ranked list of candidates at the Panel meeting (5 April 2023).

Scoring process

The scoring process takes place between 13 March and 24 March 2023. The DTP Office will give you access to a Google Folder where you can access each Application Pack submitted to the competition. You will also be given access to a Google Scoring Sheet and asked to enter scores in the tab showing your initials. Scoring must be completed independently in the first instance.

Allocation of candidates for scoring

Where possible, Panel members will be paired up as 1st and 2nd Reviewer (but you will not be asked to score applications from your own institution).

The WRDTP Director (Fliss Matthews) is asked to score all nominations.

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. **AQM Project excellence:** the quality as an AQM research proposal, beyond standard quantitative methods in the discipline, evidence of cutting edge statistical/mathematical analyses, 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-19 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 *AQM Project Excellence*. Do not apply the weightings yourself, only score on the 0 to 5 scale. The sheet will automatically calculate the total with the weightings added.

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/>

NB: +3 Candidates who cannot demonstrate at least 60 credits of M-level research methods in the social sciences will not automatically be considered for a 1+3 Award.

Panel processing

The DTP Office will compile a range of information based on the scoring exercise prior to the AQM Assessment Panel taking place.

WRDTP Academic Quality Committee Moderation Panel

This WRDTP AQC Moderation Panel will receive one combined ranked list based on the recommendations of the AQM Panel. The AQC Panel are responsible for approving the recommendations made by the AQM 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 meeting. 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 by week commencing 10 April 2023 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 21 April 2023.
- **Unsuccessful candidates**
Unsuccessful students will also be informed by email by the local HEI Scholarships Officers by 21 April 2023.

Administration Contacts

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

Charlotte Smith, training@wrctp.ac.uk

Annex I - DTP Interdisciplinary Themed Pathways

Short Description

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

	<p>wider perspectives to develop better strategies for conflict resolution and securing justice – whether locally, nationally or globally.</p>
<p>Education, Childhood, and Youth (ECY)</p>	<p>The focus of attention in the Education, Childhood and Youth (ECY) pathway is a range of societal challenges within and across the fields that include: Critical ‘Race’ and whiteness scholarship, Cultural Studies, Disability, Education, Language and Linguistics, Psychology and Sociology. These challenges include the realities and demands of learning (and teaching) for an unknown future, both nationally and globally; the ethics and changing nature of social justice in education; shifting notions of activism in civic society; inequalities in educational provision, access and attainment; wellbeing, and the cognitive and social-emotional development of learners. Pathway members have an interest in formal and informal learning and development across the lifespan: from perinatal, to babies and early childhood through to adulthood.</p> <p>As the world is rapidly changing and becoming increasingly precarious for many people, research in education, childhood and youth that draws on a range of disciplines is ever-more vital in the study of complex physical, social, political, economic and environmental issues. In this interdisciplinary pathway, we encourage and support a wide range of research topics, for example:</p> <ul style="list-style-type: none"> • global and national critical education policy studies; • laboratory studies of cognitive and social-emotional development of learners; • the development and evaluation of educational interventions; • arts-based methods for engaging with communities; • the role of play in learning; • educational knowledge production; • practitioner research, including action research, exploratory practice, and reflective practice; • critical investigations into curriculum, pedagogy and assessment; and • professional development for practitioners negotiating competing priorities and uncertain futures. <p>We also support and promote the use of innovative methodologies, both qualitative and quantitative, to respond to key challenges in the field of education, childhood and youth, such as critical policy discourse analysis, visual and multimodal methodologies, digital teaching and learning, narrative inquiry, co-production (including learners and teachers as co-researchers) and experimental, quasi experimental and, feasibility studies, such as the neuroscience of learning and development.</p>
<p>Data, Communication, and New Technologies (DCT)</p>	<p>The Data, Communications and New Technologies (DCT) Pathway focuses on key contemporary challenges emerging at the intersection of technology and society. Our research investigates how social dynamics shape and are shaped by digital data and infrastructures, involving new models of engagement with societal issues. We are particularly interested in:</p> <ul style="list-style-type: none"> • The changing nature of the social, economic and political context of data and information production, dissemination and use, looking at core themes like metrics and algorithm bias and their shaping social practices and understandings of society;

	<ul style="list-style-type: none"> • The evolving relationship between digital platforms and corporate and state regulations, in the context of projects investigating, for instance, platform governance, surveillance or censorship. • Everyday experiences and tinkering with digital platforms through the Internet of things (IoT) like in social interactions, self-tracking activities or identity practices; • The relationship between technology and social change in both the “Global North” and the “Global South”. <p>The above challenges require interdisciplinary approaches across information science, sociology, media and communication studies, journalism, linguistics, geography and science and technology studies. The pathway is particularly keen on supporting methodological innovation, offering advanced training in digital methods for social research, such as social media data mining, practice oriented digital hacking, visual methods and critical approaches to big data. It also provides expert training in social media research ethics.</p>
<p>Wellbeing, Health, and Communities (WHC)</p>	<p>This pathway addresses the grand challenges for health and wellbeing in communities including (but not limited to) inequalities in health for example, linked to race, income and social background, access to health care, healthy ageing and dementia, obesity, emergency care, mental health, patient safety and now living in a pandemic.</p> <p>The pathway uses multi-disciplinary perspectives to help understand how to tackle these grand challenges drawing on insights from sociologists, psychologists, health economists, the health professions, public health practitioners, social workers, health technologists and partnerships including local authorities, social care, the voluntary sector and the NHS.</p> <p>In addition, inclusion and resilience connections are made in this pathway between health, employment, employability, unemployment and work psychology.</p> <p>The partnership includes expertise in communities including (but not limited to) Black, Minority Ethnic and migrant groups, other marginalised groups, children, older people and those living with life-limiting conditions.</p> <p>Our methodological expertise includes qualitative and quantitative approaches, intervention development and evaluation, modelling and economic evaluation, and cost-effectiveness of health policy interventions.</p>
<p>Sustainable Growth, Management, and Economic Productivity (SMP)</p>	<p>The Sustainable Growth, Management, and Economic Productivity Pathway engages with several major areas of research that cut across many levels of society. These areas of interest include productivity and sustainable economic growth at multi-level scales, from firm, to sectoral, to regional, national and global levels; wages, finance, financialisation, skills and welfare; macro-level economics and other levels of micro-analysis to capture complex systems of management, regulation, and governance, including ethics, marketing, work and employment relations, accounting and finance, and public services; economic development, business support, and the sustainability of economic policies and interventions; sustainability of production and consumption practices and alternative models of business. Debates about the future of work and the role of consumption in society are central to the Pathway’s interrogation of how we live now and sustainability acts as a fundamental link across the broad Pathway themes. Members of the Pathway team come from a range of academic disciplines including</p>

	<p>business, management, economics, geography, environment, marketing, and finance.</p> <p>The Pathway draws on this range of disciplines to offer interdisciplinary training in topics such as work, employment, productivity and the impact of new technology; sustainable urban, rural and regional development; research in finance; and historical methods in social research.</p> <p>In addition, the Pathway offers skills and development training through events such as regular writing days, how to publish, making research relevant to policy, applying for grants, and career development sessions, all related to SMP research. The Pathway also provides opportunities for members to present their own research at the White Rose Annual Conference.</p>
<p>Civil Society, Development, and Democracy (CDD)</p>	<p>The Civil Society, Development and Democracy (CDD) pathway seeks to comprehend the ways in which our systems and institutions of governance – in both the richer and poorer parts of the world – are evolving in a period marked by pronounced forms of contestation and crisis. We live in an era of fundamental structural change: from the global financial crisis of 2008 to the Covid-19 pandemic and beyond, and amid both a looming environmental emergency and the so-called fourth industrial revolution typified by automation and the rise of giant digital monopolies, existing ways of ordering the world, and thinking about it, are in pronounced flux, posing epochal challenges for development, democracy and citizenship. Within this kaleidoscopic picture, then, we seek to locate and better understand the nature of contemporary civil society: i.e. how individuals, families, communities and societies as a whole shape and are shaped by broad processes of power and global political change.</p> <p>This compels us to ask questions about the resilience of democracy, the extent to which particular forms of governance are legitimate, and how citizenship is exercised in different places in the modern world. In turn, these issues are fundamentally mediated by pronounced forms of inequality, both within and between societies; patterns of uneven development, as countries and regions experience contrasting patterns of growth and decay; and the kinds of policies and agendas that shape development policy at the national and global levels. In sum, this pathway offers excellent training for PhD students across the social science disciplines whose work relates, in some way or another, to how groups and communities navigate different structures of power through their systems of governance, and processes of development, in any part of the world.</p> <p>In sum, this pathway offers excellent training for PhD students across the social science disciplines whose work relates, in some way or another, to how groups and communities navigate different structures of power through their systems of governance, and processes of development, in any part of the world.</p>

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

School of Healthcare

Institute of Health Sciences

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

AQM Assessment Panels – Scoring criteria

<p>AQM AWARDS SCORING CRITERIA</p> <p>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.</p> <p>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.</p>	<p>Max Mark</p>
<p>1 Student excellence: academic success and qualifications, relevant work experience, prizes and awards.</p> <p>5: Outstanding Candidates will be predicted to attain or have achieved <i>all</i> of the following:</p> <ul style="list-style-type: none"> • 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 <p>In addition scorers may take into account:</p> <ul style="list-style-type: none"> • 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 <p>4: Excellent Candidates will be predicted to attain or have achieved <i>most</i> of the following:</p> <ul style="list-style-type: none"> • 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 <p>In addition scorers may take into account:</p> <ul style="list-style-type: none"> • 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 <p>3: Very Good Candidates will be predicted to attain or have achieved all of the following:</p> <ul style="list-style-type: none"> • Master’s Degree with Merit or Distinction (for +3 candidates) 	<p>5 (weighted x2)</p>

	<ul style="list-style-type: none"> • 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 <p>2: Good Candidates will be predicted to attain or have achieved all of the following:</p> <ul style="list-style-type: none"> • 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 <p>1: Weak Candidates will be predicted to attain or have achieved all of the following:</p> <ul style="list-style-type: none"> • 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 <p>0: No Evidence Candidates will fail to meet entry criteria and will demonstrate little evidence of capacity for postgraduate research.</p>	
2	<p>AQM Project excellence: the quality as an AQM research proposal, beyond standard quantitative methods in the discipline, evidence of cutting edge statistical/mathematical analyses, significance, originality, how will this contribute to knowledge</p> <p>5: Outstanding Applications will demonstrate all of the following:</p> <ul style="list-style-type: none"> • 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 AQM methodology, methods and data sources • Very clear consideration of any research ethics issues <p>In addition scorers may take into account:</p> <ul style="list-style-type: none"> • Innovative and creative approaches to research design or methods. <p>4: Excellent Applications will demonstrate all of the following, but might be slightly less developed in some of these areas than higher ranked applications:</p>	5 (weighted x2)

	<ul style="list-style-type: none"> • 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 AQM methodology, methods and data sources • Very clear consideration of any research ethics issues <p>3: Very Good Applications will demonstrate most of the following, but might be slightly less developed in some of these areas than higher ranked applications:</p> <ul style="list-style-type: none"> • 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 AQM methodology, methods and data sources • Clear consideration of any research ethics issues <p>2: Good Applications will demonstrate all or most of the following:</p> <ul style="list-style-type: none"> • 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 AQM methodology, methods and data sources • Reasonable consideration of any research ethics issues <p>1: Weak Applications will fail to demonstrate all of the following, or may be weak in some areas:</p> <ul style="list-style-type: none"> • Explanation of the originality of the project, the contribution it will make to advance knowledge, and the project's significance • Articulation of the AQM methodology, methods and data sources • Consideration of any research ethics issues <p>0: No Evidence Applications will fail to demonstrate all of the following:</p> <ul style="list-style-type: none"> • Explanation of the originality of the project, the contribution it will make to advance knowledge, and the project's significance • Articulation of the AQM methodology, methods and data sources • Consideration of any research ethics issues 	
3	<p>Pathway excellence: fit with, and development of, pathway research strategy</p> <p>5: Outstanding Applications will demonstrate all of the following:</p> <ul style="list-style-type: none"> • Very clear explanation of the fit of the project with the Pathway theme and 'grand challenges' identified by the Pathway 	5

	<ul style="list-style-type: none"> • Very clear articulation of how the research has relevance and will engage beyond a single discipline <p>4: Excellent Applications will demonstrate all of the following, but might be slightly less developed in some of these areas than higher ranked applications:</p> <ul style="list-style-type: none"> • 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 <p>3: Very Good Applications will demonstrate the following, but will be slightly less developed in some of these areas than higher ranked applications:</p> <ul style="list-style-type: none"> • 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 <p>2: Good Applications will demonstrate the following:</p> <ul style="list-style-type: none"> • 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 <p>1: Weak Applications will fail to demonstrate one or both of the following, or may be weak in some areas:</p> <ul style="list-style-type: none"> • 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 <p>0: No Evidence Applications will fail to demonstrate all of the following:</p> <ul style="list-style-type: none"> • 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 	
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 <ul style="list-style-type: none"> • Partnerships with a non-academic partner; • Potential for impact beyond academia; or 	5

	<ul style="list-style-type: none"> Well-developed plans for knowledge exchange with audiences beyond academia <p>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.</p> <p>5: Outstanding In relation to partnership applications would include all of the following:</p> <ul style="list-style-type: none"> 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 <p>In relation to impact, applications would include all of the following:</p> <ul style="list-style-type: none"> 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. <p>In relation to knowledge exchange applications would include all of the following:</p> <ul style="list-style-type: none"> 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. <p>4: Excellent In relation to partnership, applications would include most of the following:</p> <ul style="list-style-type: none"> 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 <p>In relation to impact, applications would include most of the following:</p> <ul style="list-style-type: none"> 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. 	
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<p>In relation to knowledge exchange applications would include most of the following:</p> <ul style="list-style-type: none"> • 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. <p>3: Very Good</p> <p>In relation to partnership, applications would include most of the following: but could be better developed in some of these areas:</p> <ul style="list-style-type: none"> • 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 <p>In relation to impact, applications would include most of the following but could be better developed in some of these areas:</p> <ul style="list-style-type: none"> • 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. <p>In relation to knowledge exchange applications would include most of the following but could be better developed in some of these areas:</p> <ul style="list-style-type: none"> • 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. <p>2: Good</p> <p>In relation to partnership, applications would include all or most of the following, but could be better developed in some areas:</p> <ul style="list-style-type: none"> • 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 <p>In relation to impact, applications would include most of the following but could be better developed in some of these areas:</p> <ul style="list-style-type: none"> • Good explanation of the likely impacts of the research; 	
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	<ul style="list-style-type: none"> • 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. <p>In relation to knowledge exchange applications would include most of the following but could be better developed in some of these areas:</p> <ul style="list-style-type: none"> • 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. <p>1: Weak In relation to partnership, applications would lack clarity in some or all of the following areas:</p> <ul style="list-style-type: none"> • 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 <p>In relation to impact, applications would lack clarity in some or all of the following areas:</p> <ul style="list-style-type: none"> • 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. <p>In relation to knowledge exchange applications would lack clarity in some or all of the following areas:</p> <ul style="list-style-type: none"> • 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. <p>0: No Evidence Applications would fail to provide evidence of some or all of the following:</p> <ul style="list-style-type: none"> • partnership with a non-academic partner; • potential for impact beyond academia; or • well-developed plans for knowledge exchange with audiences 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-	Yes/No

	level research methods in the social sciences (not including dissertation) and how training needs will be met, delivered, and monitored	
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

DTP Office, updated 27 July 2022.