

## WRDTP Pathway Awards, Advance Qualitative Methods Awards and Collaborative Awards 2023/4 Information for Supervisors

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

<b>Scheme</b>	<b>Number of awards</b>	<b>Funding offered by WRDTP</b>	<b>Application process</b>
Pathway Awards	45	50%	Student-designed research projects, submitted via an open competition. This incorporates the 2 x steered Interdisciplinary Research Awards, and the 2 x WRDTP/Stuart Hall Foundation Awards for Black British students.
Advanced Quantitative Methods (AQM) Awards	4	100%	Student-designed research project submitted 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.

**All of these awards are available on a 1+3 or a +3 basis, and can be held full-time or part-time.**

### **1. WRDTP ESRC Pathway Awards (45 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. Two awards within the Pathway competition are allocated as Interdisciplinary Research Awards, and two are WRDTP/Stuart Hall Foundation Awards for Black British applicants. Awards must fall under a themed pathway (see Annex I).

### **2. 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). AQM Awards must fall under a themed pathway (see Annex I).

### 3. WRDTP ESRC Collaborative awards (10 awards, 100% funded)

The Collaborative Awards scheme aims to ensure that at least 30% of studentships are linked to partners in the private, public or third sectors. Collaboration is 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.

The contribution from the collaborative partner does not necessarily have to be financial, but wherever possible, co/match funding is encouraged. In-kind contributions include internships, placements or other forms of meaningful collaboration. 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.

Proposals are submitted by academic colleagues who are then responsible for recruiting a student to carry out the project, nominating the student to the WRDTP for final approval, and once the student is appointed, acting as their main supervisor. Awards must also fall under a themed pathway (see Annex I).

**Given the highly competitive nature of this competition, all partner universities will run an internal process of peer review for the Collaborative Awards scheme. Failure to engage with the internal peer review process may result in the disqualification of your application.**

#### **Eligible schools/Departments**

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

## Studentship Match Funding

To ensure that the WRDTP makes the most of the prestigious ESRC studentship awards, WRDTP awards are offered on either a fully funded (100%, 4 AQM awards and 10 Collaborative Awards) or match-funded (50%, 45 Pathway Awards) basis. The table below shows the approximate contribution that the WRDTP will make per studentship (updated rates will be available in early 2023). **Please note that individual universities are required to 'top up' the difference between Home and International fees.**

		100%	100%	50%	50%
	2022/23 ESRC rates p.a.	+3 award	1+3 award	+3 award	1+3 award
Fees	£4,596	£13,788	£18,384	£6,894	£9,192
Stipend	£16,062	£48,186	£64,248	£24,093	£32,124
		£61,974	£82,632	£30,987	£41,316

### Additional training support funds:

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

**Universities will be required to make a single payment of £4,000 per student (100%) or £2,000 per student (50%) towards the Cohort Activities & Development Fund.**

### Thematic Interdisciplinary Training Pathways

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

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

## Collaboration and Impact

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

## Research Training

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

## International Candidates

The ESRC limits the proportion of awards available to international applicants to 30%, which means that the WRDTP cannot offer any more than 30% of its awards to international candidates. Schools/departments should speak to their institution's WRDTP AQC member(s) to confirm the process for nominating international candidates for a WRDTP studentship.

Universities are expected to have robust assessment processes in place to assess international candidates, which use the WRDTP's own assessment criteria for decision making.

## Assessment Criteria

The WRDTP's assessment criteria for each of the schemes can be found on the website.

## Students Currently Undertaking Postgraduate Research

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

Current students applying to the WRDTP for funding must adhere to the same process and timelines as new candidates, so only students in their first year (and with a September/October start date) can be nominated for funding.

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

## Process and Timelines - Pathway and AQM Awards

All of the following information **MUST** be submitted to your 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
8. WRDTP/Stuart Hall Foundation Award Eligibility Declaration Form if applicable

The PDF file name must follow a specific nomenclature:

Surname\_Initial\_HEI\_Pathway\_competition e.g., Jones\_M\_Sheffield\_CEL\_AQM

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

Applicants must observe any processes or deadlines that the individual department, school or university has in place for assessing applications, so applicants are advised to make contact with their school or department at an early stage to discuss their application. Late applications are not accepted.

**Please ensure that any internal processes or deadlines are clearly communicated to applicants and are published on relevant webpages, e.g., PGR scholarship webpages.**

Date	Who	Process
July 2022	DTP Office	DTP announces 2023/24 Studentship Competitions
Autumn Semester 2022	Applicants and supervisors	Information sessions providing application guidance for students and supervisors (see below)
Late Autumn 2022	HEIs	HEI systems go live for applications
17:00hrs, 25 January 2023	Candidates	Closing deadline for student applications
26 January – 22 February 2023	Units of Delivery (Depts/Schools)	Shortlist, interview and complete DTP Nomination Form
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
27 February – 10 March 2023	DTP Office	Prepare Assessment scoring sheets for Assessors
13 March – 24 March 2023	Assessors	Assessors to score nominations

27 March – 3 April 2023	DTP Office	Processing scores and preparing for Panel meetings
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
5 April 2023	Advanced Quantitative Methods Group	Advanced Quantitative Methods Moderation Assessment Panel meets
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
w/c 10 April 2023	DTP Office	Scholarship/Administrative Officers notified of decisions
21 April 2023	HEI Admin Officers	Deadline for Scholarship/Administrative Officers to notify applicants of outcome

### Process and Timelines - Collaborative Awards

Project supervisors are required to submit the following documentation in their application:

1. WRDTP Collaborative Award Proposal Form - online, via a [Google Form](#)

The online Proposal Form also requires the following two file uploads:

1. A letter from the partner indicating their support for the collaboration
2. The Project Details template (which can be found on the [WRDTP Collaborative Awards webpage](#))

**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.**

Date	Who	Process
July 2022	DTP Office	DTP announces 2023/24 Studentship Competition
Autumn semester 2022	Academic colleagues	Information session for supervisors (see below)
Late Autumn 2022	HEIs	HEI systems go live for applications

November 2022	HEIs and academic colleagues	Internal peer review of Collaborative Award applications, details to be announced locally
12:00hrs, 2 December 2022	Units of Delivery (Depts/Schools)	Deadline for Proposal Forms to be completed (see wrdtp.ac.uk for details)
12 December 2022 – 4 January 2023	Academic Quality Committee	Assessors to score nominations
4 January – 12 January 2023	DTP Office	Processing scores and preparing for Panel meetings
11 January 2023	Academic Quality Committee	Academic Quality Committee Moderation Panel meets
w/c 16 January 2023	DTP Office	Collaborative Awards announced
Early Spring 2023	Academic colleagues	Successful Collaborative Award holders set own local deadline and advertise studentships, shortlist and interview
12:00hrs, 12 April 2023	Scholarship/Administrative Officers	DTP student Nomination Forms and Application Packs completed/submitted to DTP Office for quality assurance checking and assessment
End of April 2023 or ASAP after that date	Scholarship/Administrative Officers	Applicants notified of result

### Supervisor Information Sessions

Academic colleagues who are interested in submitting a proposal to the Collaborative Awards competition will be invited to attend an online information session. The session will be repeated on the following dates:

- Tuesday 4 October 2022: 3:30pm – 4:30pm
- Wednesday 5 October 2022: 10:00am – 11:00am

**To book your place on a session, please follow [this link](#).** A recording of the session and the slides will be made available afterwards.

### Applicant Information Sessions

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

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

**Please could you encourage potential applicants to attend these sessions. Prospective supervisors are also welcome to attend and should indicate their status as such on the [booking form](#).**

## Further Information

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

- **Manchester Metropolitan University** – AnneMarie Walsh ([wrntp@mmu.ac.uk](mailto:wrntp@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](mailto:N.Turner2@bradford.ac.uk)), Postgraduate Research, MBA & DBA Admissions Officer, Admissions Office.
- **University of Hull** – Kirstie Skelton Clarke ([K.SkeltonClarke@hull.ac.uk](mailto:K.SkeltonClarke@hull.ac.uk)), Postgraduate Research Student Recruitment Specialist, Doctoral College.
- **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.

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

For general enquiries contact [enquiries@wrntp.ac.uk](mailto:enquiries@wrntp.ac.uk)

Academic Quality Committee  
White Rose Doctoral Training Partnership  
20/7/22



## Annex I - DTP Interdisciplinary Themed Pathways

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

	<p>The Security, Conflict and Justice pathway facilitates excellent research training that tracks and harnesses the latest theoretical advances, as well as the innovative methodologies that have emerged at this interdisciplinary nexus. Its remit supports research that directly addresses pressing policy challenges that must be approached with novel and wider perspectives to develop better strategies for conflict resolution and securing justice – whether locally, nationally or globally.</p>
<p><b>Education, Childhood, and Youth (ECY)</b></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"> <li>● global and national critical education policy studies;</li> <li>● laboratory studies of cognitive and social-emotional development of learners;</li> <li>● the development and evaluation of educational interventions;</li> <li>● arts-based methods for engaging with communities;</li> <li>● the role of play in learning;</li> <li>● educational knowledge production;</li> <li>● practitioner research, including action research, exploratory practice, and reflective practice;</li> <li>● critical investigations into curriculum, pedagogy and assessment; and</li> <li>● professional development for practitioners negotiating competing priorities and uncertain futures.</li> </ul> <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><b>Data, Communication, and New Technologies (DCT)</b></p>	<p>The Data, Communications and New Technologies (DCT) Pathway focuses on key contemporary challenges emerging at the intersection of technology and society. Our research investigates how social dynamics shape and are shaped by digital data and infrastructures, involving new models of engagement with societal issues.</p> <p>We are particularly interested in:</p> <ul style="list-style-type: none"> <li>• <b>The changing nature of the social, economic and political context of data and information production, dissemination and use</b>, looking at core themes like metrics and algorithm bias and their shaping social practices and understandings of society;</li> <li>• <b>The evolving relationship between digital platforms and corporate and state regulations</b>, in the context of projects investigating, for instance, platform governance, surveillance or censorship.</li> <li>• <b>Everyday experiences and tinkering with digital platforms</b> through the Internet of things (IoT) like in social interactions, self-tracking activities or identity practices;</li> <li>• <b>The relationship between technology and social change</b> in both the “Global North” and the “Global South”.</li> </ul> <p>The above challenges require <b>interdisciplinary</b> approaches across information science, sociology, media and communication studies, journalism, linguistics, geography and science and technology studies. The pathway is particularly keen on supporting <b>methodological innovation</b>, offering advanced training in <b>digital methods</b> 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 <b>social media research ethics</b>.</p>
<p><b>Wellbeing, Health, and Communities (WHC)</b></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><b>Sustainable Growth, Management, and Economic Productivity (SMP)</b></p>	<p>The Sustainable Growth, Management, and Economic Productivity Pathway engages with several major areas of research that cut across many levels of society. These areas of interest include productivity and sustainable economic growth at multi-level scales, from firm, to sectoral, to regional, national and global levels; wages, finance, financialisation, skills and welfare; macro-level economics and other levels of micro-analysis to capture complex systems of management, regulation, and governance, including ethics, marketing, work and employment relations, accounting and finance, and public services; economic development, business support, and the sustainability of economic policies and interventions; sustainability of production and consumption practices and alternative models of business. Debates about the future of work and the role of consumption in society are central to the Pathway’s interrogation of how we live now and sustainability acts as a fundamental link across the broad Pathway themes.</p> <p>Members of the Pathway team come from a range of academic disciplines including business, management, economics, geography, environment, marketing, and finance.</p> <p>The Pathway draws on this range of disciplines to offer interdisciplinary training in topics such as work, employment, productivity and the impact of new technology; sustainable urban, rural and regional development; research in finance; and historical methods in social research.</p> <p>In addition, the Pathway offers skills and development training through events such as regular writing days, how to publish, making research relevant to policy, applying for grants, and career development sessions, all related to SMP research. The Pathway also provides opportunities for members to present their own research at the White Rose Annual Conference.</p>
<p><b>Civil Society, Development, and Democracy (CDD)</b></p>	<p>The Civil Society, Development and Democracy (CDD) pathway seeks to comprehend the ways in which our systems and institutions of governance – in both the richer and poorer parts of the world – are evolving in a period marked by pronounced forms of contestation and crisis. We live in an era of fundamental structural change: from the global financial crisis of 2008 to the Covid-19 pandemic and beyond, and amid both a looming environmental emergency and the so-called fourth industrial revolution typified by automation and the rise of giant digital monopolies, existing ways of ordering the world, and thinking about it, are in pronounced flux, posing epochal challenges for development, democracy and citizenship. Within this kaleidoscopic picture, then, we seek to locate and better understand the nature of contemporary civil society: i.e. how</p>

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