

## White Rose Doctoral Training Partnership Studentship FAQs 2023/24

**(key information for PGR Directors, PGR Administrators, PhD Scholarships Officers and the Supervisors of PhD students starting September/October 2023/24)**

In July 2016 the Economic and Social Research Council (ESRC) announced the accreditation of 14 new Doctoral Training Partnerships (DTP) to succeed the 21 Doctoral Training Centres (DTC). The DTPs have been accredited by the ESRC for seven cohorts with funding for awards starting in September 2017. In total over 496 studentships will be available per year through the UK DTP Network and the White Rose Social Sciences DTP has been allocated 39 studentships per annum.

The new WRDTP builds on the success of the White Rose DTC universities of **Sheffield, York and Leeds** by bringing in the social sciences research excellence of the Universities of **Bradford, Hull, Manchester Metropolitan** and **Sheffield Hallam**.

In line with ESRC expectations on the need for fair and transparent open studentship competitions, and our existing practices of recognising student and project excellence, the WRDTP now offers ESRC social sciences studentship awards in the following 7 **Thematic Interdisciplinary Training 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)

### Q1. What is a pathway?

The WRDTP defines a ‘pathway’ as the training a student will receive in a particular disciplinary/interdisciplinary or thematic area of social science during the course of their PhD. Refer to Annex II for more detailed information. The nominating department/school will decide, following discussion with the student and their supervisor, which pathway is the best fit with their proposed research project prior to submitting the Scholarship Nomination.

**NB:** Candidates cannot be nominated to more than one Pathway.

### Q2. How many WRDTP social sciences studentships are there on offer in 2023/24?

To ensure the DTP make the most of these prestigious awards we require match-funding for the Pathway Awards, Interdisciplinary Research Awards and WRDTP/Stuart Hall Foundation Awards for Black British students.

To build on our interdisciplinary and collaborative successes, the DTP is offering **Collaborative Awards**, and ESRC steers for **Advanced Quantitative Methods (AQM)**, will be continuing, with an additional ESRC steer for **Interdisciplinary Research Awards** straddling other research council remits.

A summary of the range of studentships competitions for 2023/24 across the White Rose DTP is as follows:

	Type of studentship	Minimum number of awards	Funding offered by DTP	Process Notes (all available across the 7 interdisciplinary themed pathways)
1.	DTP <b>Pathway Awards</b>	45	50%	Via an open competition. This incorporates the 2 x steered Interdisciplinary Research Awards and the 2 x WRDTP/SHF Pathway Awards for Black British students.
2.	DTP <b>Advanced Quantitative Methods Awards (AQM)</b>	4	100%	Via an open competition (ESRC steer).
3.	DTP <b>Collaborative Awards</b>	10	100%	Via an open competition. Requires collaboration with a non-academic partner.

The notification of the call for nominations to the studentship competitions was circulated to schools/departments in July 2022.

The awards on offer are either/or:

**+3 programme:** funding for a three-year PhD (assumes that a student has already met the core training requirements or that the PhD focus is largely on more advanced training)

**1+3 programme:** an integrated Masters programme precedes the three-year PhD which will deliver the core training requirements (e.g. MA Social Research)

ALL awards are available for study part-time.

There is one main type of studentship:

**Full awards:** these cover the cost of approved tuition fees and provide a stipend

DTP funding can only be allocated to students undertaking a PhD in the **social sciences** or where the field of study is predominantly social science, ie. at least 50% of the proposed programme of research is within the ESRC's remit.

### **Q3. How do students apply for an ESRC studentship?**

Students do not apply to the DTP directly. All applicants **MUST** first contact the relevant school/department at the University in which they wish to study to be advised on how to then submit an application for a research degree programme (and Masters programme if applying via the 1+3 route) and how to apply for an ESRC DTP studentship.

### **Q4. Will there be any application workshops for students interested in applying for a WRDTP studentship?**

Applicants who are interested in the WRDTP/Stuart Hall Foundation Pathway Awards are invited to attend an information session for guidance on the application process. This will be held on a virtual basis, using Zoom, on the following date:

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

Applicants who are interested in the WRDTP Pathway and AQM Awards are invited to attend an information session for guidance on the application process. This will be held on a virtual basis, using Zoom, on the following date:

- Pathway Awards and AQM Awards (open to home and international applicants):
  - Thursday 20 October 2022: 5:30pm – 6:30pm

These sessions will include opportunities for Q&A and a recording of the session will be made available afterwards.

**To book your place on a session, please follow [this link](#).**

Potential supervisors of applicants are also welcome to attend these sessions for further information.

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

**Q5. Can students apply for more than one type of award?**

Applicants may apply to more than one DTP institution for a place on a PhD study programme within the White Rose DTP. However, if selected to be nominated for a DTP studentship by more than one institution, they must make a final choice as only ONE nomination per student can be sent forward for consideration for any one type of award. **Candidates can only be nominated to one pathway per studentship competition.**

**NB:** Candidates MUST have a minimum of 60 credits research methods social science training (not including the dissertation) at masters level to be considered for a +3 studentship. **This includes current PhD students who are applying for ESRC funding.**

**Q6. Can a student defer their start date?**

An ESRC studentship will normally start on 1 October. A later starting date may be possible in exceptional circumstances, for example in the case of illness, or if a student needs to give notice to a current employer. As each DTP has been allocated a minimum number of studentships to be funded annually, no studentship can be held open to allow a student to defer for 12 months. Studentships allocated on a 1+3 basis are expected to be held on a consecutive basis. Any breaks between the Masters and the PhD will be treated as a suspension of the award, not a deferral.

**Q7. What will it cost the school/department to match/co-fund a studentship?**

The WRDTP offers the *Pathway Awards, Interdisciplinary Research Awards and WRDTP/Stuart Hall Foundation Awards for Black British students* as 50% funded studentships and nominations to these awards require match funding. This model is intended to maximise the number of studentships that can be supported by the ESRC funding. AQM Awards are fully funded by the WRDTP.

To count as an ESRC award at least 50% of the studentship will be funded via the DTP ESRC grant. If a candidate is nominated it is assumed that the 50% match is in place.

The Funding Table below shows the approximate breakdown of costs per studentship for 2022/23 – note that rates for the 2023/24 academic year will be published by ESRC in early 2023:

		100%	100%	50%	50%
	2022/23 ESRC rates p.a.	+3 award	1+3 award	+3 award	1+3 award
	£	£	£	£	£
<b>Fees</b>	4,596	13,788	18,384	6,894	9,192
<b>Stipend</b>	16,062	48,186	64,248	24,093	32,124
<b>Cohort Activities and Development Fund*</b>	4,000	4,000	4,000	2,000	2,000
		65,974	86,632	32,987	43,316

\* Cohort Activities & Development Fund – an additional single payment per studentship paid to the DTP, i.e. not the student

\*\* Also available to students is 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. AQM Award-holders are eligible to receive an enhanced RTSG. See Q18 for further details.

Home students must not be charged additional fees above the fee level paid by UKRI. For international students, international fees may now be charged, *however only the home fee level can be claimed from the UKRI training grant or other UKRI funding*. UKRI funding may **not** be used to cover the difference between the home and international fee rate.

Institutions will have the flexibility to find international tuition fees from other sources. These sources can include contributions from the institution or co-funding partners. The institution can also choose to waive the additional fees. ROs must ensure that students are made aware of what their funding includes and what, if any, additional costs would need to be covered from other sources.

#### **Q8. What are the academic qualifications needed to apply for a DTP studentship?**

The WRDTP seeks to attract students who can demonstrate consistently high academic performance. For all studentships, students must have qualifications of the standard of a good honours degree at first-class or upper second-class level, from a UK academic higher education institution.

Equivalence – degree qualifications gained from outside the UK, or a combination of qualifications and/or experience that is equivalent to the relevant UK degree, may be accepted. In both cases, it will be necessary to ascertain whether these qualifications can be equated to an honours degree, and at what level.

### **Q9. Which schools/departments can submit applicants to the studentship competitions?**

Refer to Annex III for a list of schools/departments at each of the DTP HEIs that are eligible to submit studentship nominations, i.e. the school/department where the student will be registered.

The students' main supervisor MUST be based in one of the accredited DTP departments/schools.

It is expected that within supervision teams, there will be at least one academic member of staff who has prior experience of supervision of PhD students to successful completion. Therefore, where an academic staff member has not yet successfully supervised a PhD student to completion, they should be paired with a more experienced member of the supervision team who has successfully supervised PhD students to completion. Colleagues are advised to also consult their University for any additional local requirements in terms of supervision arrangements.

### **Q10. Are the studentships open to non-home students?**

Yes, international students are eligible for all UKRI-funded postgraduate studentships. UKRI will normally limit the proportion of international students appointed each year through individual doctoral training programmes to 30 percent of the total (for the WRDTP this equates to 17 awards in total, across the Pathway, AQM and Collaborative Award competitions).

Schools/departments should speak to their institution's WRDTP AQC member(s) to confirm the process for nominating international candidates for a WRDTP studentship.

All UKRI-funded PhD students will be eligible for the full award - both the stipend to support living costs, and fees at research organisations UK rate. **UKRI funding will not cover international fees set by universities**, but they will be given the flexibility to find international tuition fees from other sources.

This policy only relates to new UKRI-funded students commencing studies from the academic year 2021/22 onwards. It does not affect students who commenced prior to that. Eligibility is established at the start of the UKRI studentship and does not change throughout the duration of the award.

If you are unsure whether your candidate is eligible contact your DTP Link Administrator for advice. See Annex V for details.

### **Q11. What is the required residency criteria for a candidate?**

A full ESRC award includes a stipend payable to the student and tuition fees at the standard Home/UK rate. To be classed as a home student, candidates must meet the following criteria:

- Be a UK National (meeting residency requirements), or
- Have settled status, or
- Have pre-settled status (meeting residency requirements), or
- Have indefinite leave to remain or enter

If a candidate does not meet the criteria above, they would be classed as an International student. The full eligibility criteria can be found in Annex 1.

**NB: The DTP only provides fees at the UK standard Research Council rate. Please see Q7 above for more guidance on what actions can be taken regarding the fee shortfall for international applicants.**

All study undertaken as part of the ESRC award must be carried out whilst residing within the UK, except as part of overseas fieldwork which is an integral part of the study, conferences, or training such as an Overseas Institutional Visit. Students may not, for example, write up their thesis whilst resident outside the UK during the period of their ESRC award. In such a case fees and/or stipend will not be payable in respect of the student award.

Students **must** be resident close to the university at which they are registered and we would expect there to be regular direct contact between the student and supervisor. This applies to both full-time and part-time students.

#### **Q12. Are the studentships open to both full-time and part-time students?**

Yes, the ESRC are keen to attract applications from part-time as well as full-time students. Studentships can be held on a part-time basis subject to a minimum time commitment of 50%.

- Full-time 1+3 students must submit within 5 years of starting their Masters
- Part-time 1+3 students must submit within 9 years of starting their Masters
- Full-time +3 students must submit within 4 years of starting their doctoral studies
- Part-time +3 students must submit within 7 years of starting their doctoral studies

#### **Q13. Employment – can a student be ‘required’ to teach?**

ESRC studentship award holders are encouraged to undertake a certain amount of paid teaching or other research work during their studentship, provided that they spend a minimum of 1800 hours (based on a 37.5 hr week for 48 weeks) each academic year on their doctoral research and research training. Their programme of postgraduate training must be compatible with such work and their supervisor must approve. Demonstrating, teaching, or other types of employment, should not be a compulsory element of research training.

#### **Q14. Can current students apply for one of the studentships?**

The ESRC does not expect the funding to be used for students who have already completed a substantial proportion of a PhD, e.g. funds should not be used to support a student entering year 3 of a 3-year programme. It is at the DTP’s discretion to decide whether further support for a current student would represent a good investment of public funds.

If current PhD students are nominated to the WRDTP for ESRC funding, please note that **nominations can be made solely on a +3 basis – i.e. students must have already acquired the advanced research methods training required of the +3 scheme in order to be considered for funding.** This is to avoid requesting current students to suspend their studies to complete the MA Social Research, and ensure compliance with the [ESRC's Postgraduate Training and Development Guidelines](#).

**Q15. Does a student always have to have completed a research-based Masters to apply for a PhD studentship?**

The ESRC Postgraduate Framework allows DTPs to determine which of their accredited funding structures (1+3 or +3) is most appropriate for individual students, based on their skills and prior research training. The ESRC expects that applicants embarking on a +3 programme would have already achieved a level of research training in the social sciences that would allow them to proceed directly to PhD, this is usually through the attainment of a suitable previous Masters (such as an MA Social Research) that must meet the [ESRC Postgraduate Training and Development Guidelines, 2<sup>nd</sup> edition 2015](#).

To be eligible for a +3 award, the student must demonstrate that they have already completed substantial social sciences training in research methods which would enable them to undertake an independent research project in a particular discipline or interdisciplinary field. A candidate must have at least 60 credits (not including dissertation) at M level of core social sciences research methods training acquired in the last five years. This must include a broad range of methods, including quantitative, qualitative and mixed methods and the use of appropriate software/tools for their application, and comprehension of principles of research design and strategy, and an appreciation of alternative approaches to research.

In instances where a Masters degree was taken five years or more prior to the application for the award, full details must be given to explain the relevance of the social sciences training for a +3 award and whether further relevant research training, qualifications and/or experience has been gained subsequently.

Confirmation of the relevant previous research experience for a +3 student award, or the training plan expectations for a 1+3 student award, must be outlined on the WRDTP Nomination Form. The Training Statement section **MUST** give full details of previous research methods training in line with the [ESRC Postgraduate Training and Development Guidelines, 2<sup>nd</sup> edition 2015](#).

Basic training then in the first year of a 1+3 framework would also normally be within the context of a Masters in Social Research. Students allocated +3 awards are expected to have met the majority of these minimum requirements through prior postgraduate research training.

The ESRC will be carrying out Assurance Checking Exercises annually to monitor students against these requirements and there is a risk of our studentships being reduced and reallocated elsewhere in the DTP network if we are not compliant with the ESRC's Guidelines.

In the first instance, applicants should contact their relevant School/Department (see Annex III) to determine whether they would be better suited to a +3 or a 1+3 studentship.



**NB:** Candidates **MUST** have a minimum of 60 credits research methods social science training (not including the dissertation) at masters level to be considered for a +3 studentship. This is also a requirement for all current PhD students being nominated to the WRDTP for ESRC funding.

#### **Q16. What is the expected start date?**

To be eligible for an ESRC studentship in 2023/24 students must commence their programme of postgraduate study in the 2023/24 academic session. Awards cannot be deferred to the following year. Successful candidates are expected to start in October 2023. The funding will not be available until 1 October of that year.

It is only in *exceptional circumstances* that a later than October start date may be possible, for example in the case of illness, or if a student needs to give notice to a current employer. Special permission is required from the ESRC, via the WRDTP office, for a late start.

#### **Q17. What is the financial package available?**

The ESRC provides award-holders with the following annual package of financial support over the duration of their studentships:

- A tax-free standard stipend set at the UKRI national postgraduate rate, which for 2022/23 is £16,062 (this will be updated for 2023/24)
- Full payment of their tuition fees, £4,596 being the standard Research Council UK rate; and
- A research training support grant (RTSG) where eligible (RTSG is not available to students on Masters programmes)

Students who are granted an Advanced Quantitative Methods Award will also receive a further £3,000 per annum enhancement to their stipend grants during their doctoral studies and can access an enhanced RTSG during their doctoral studies. This is to support their access to specialised training courses.

Students may also apply for additional support for Overseas Fieldwork and Difficult Language Training depending on their research needs. See Q21. and Q22. below.

#### **Q18. Is the DTP offering any enhanced stipends in 2023/24?**

The DTP is offering enhanced stipends in Advanced Quantitative Methods (AQM) only.

There are four Advanced Quantitative Methods (AQM) studentships available in 2023/24 via a competitive bid process from those school/departments that have a strong track record of AQM. The DTP aims to give these awards to very strong students and also to prioritise those who will be working with large datasets.

The AQM enhanced stipend of £3,000 per annum is intended to be used by students to undertake training in AQM and to apply this in their PhD research and beyond. **This is expected to be at a level over and above the basic generic and subject specific methods requirements.** This

stipend is only available during the +3 stage of the programme, however candidates are asked to indicate at the application stage whether they would be applying for the stipend on completion of the masters training, at which time they will be required to make a separate shorter application (see progress report details below). In addition, successful AQM applicants can also access an enhanced RTSG during their doctoral studies.

When considering whether a candidate should be nominated for an AQM Award the department/school must be able to demonstrate the appropriateness of the AQM in relation to the proposed research question and must ask themselves the following questions:

- Does it go beyond simply applying standard quantitative methods to a particular substantive research problem?
- Will it contribute to quantitative methodology in that area?

In August each year those students in receipt of AQM enhanced stipends are required to submit a progress report to the DTP detailing the training they have undertaken and how it has impacted upon their research design/analysis. Supervisors are also expected to comment on student training and the use of quantitative methods, a DTP panel will then assess whether the enhanced stipend should continue to be paid to the student for the following year.

A student awarded a non-AQM Award cannot apply to upgrade to an AQM Award part way through their programme.

### **Q19. What is the Research Training Support Grant (RTSG) allowance (incorporating UK fieldwork)?**

The ESRC provides the DTP with a notional allowance of £667 per annum per student (£888 for AQM Award-holders) for each year of their doctoral studies. 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.

The allowance is intended to be used to pay for expenses which the student/supervisor/department deem to be in direct support of a student's research at doctoral level and is not available to masters students.

This may include:

- UK Fieldwork Expenses
- UK, EU and overseas conferences and summer schools
- Language training courses
- Reimbursement of interpreters, guides, assistants
- Survey costs, e.g. printing, stationery, telephone calls
- Purchase of small items of equipment e.g. cameras, tape recorders etc
- Gifts for local informants
- Books and other reading material not available through libraries

Students undertaking their doctoral level study are eligible to apply to the WRDTP RTSG Top Up Scheme if their allocation has been exhausted (there are 3 funding calls p.a.).

**Q20. What Overseas Fieldwork Expenses (OFE) will be covered?**

To be eligible to apply for OFE students will have mentioned any anticipated requirement for overseas fieldwork expenses on their WRDTP Nomination Form. The allocation of funds for fieldwork expenses is at the discretion of the DTP which will announce the process for applying for Overseas Fieldwork Expenses each December. There will normally be three calls per year for applications to the scheme.

It is very unlikely that the DTP will be able to fully fund a student's overseas fieldwork trip; students may apply to use Research Training Support Grant (RTSG) funds to supplement the costs associated with overseas fieldwork, however this is entirely at the student's discretion. A student's overseas fieldwork visit will normally last no more than 12 months, be an integral part of the PhD, and take place during the life of the award. The DTP is not obliged to fund more than one OFE claim per student and expects the OFE to take place in one country.

**Q21. What about Difficult Language Training (DLT)?**

Students should have mentioned any anticipated requirement for difficult language training on their application form. Once registered, students will need to apply for an extension (for additional time and stipend/fees funding) to their award via one of the three annual DLT additional funding scheme calls.

Up to one year's extra support (this is over and above the standard funded length of the studentship) **may be** considered if a student needs to acquire or develop a working ability with a difficult language. Each application will be considered on a case by case basis.

The DTP does not offer funding to cover any expenses incurred during the DLT period.

**Q22. What if the actual tuition fees (e.g. premium fees in some subject areas) are higher than an ESRC award?**

If a particular programme of study attracts more than the standard research council rate of fees, then the school/department is responsible for making up the difference. UK Research & Innovation (UKRI) has stipulated that home students should not be required to pay any shortfall in fees.

**Q23. What is the policy on maternity/paternity/shared parental leave/ adoption leave?**

Please refer to the [ESRC Postgraduate Funding Guide](#) for details.

#### **Q24. What about Overseas Institutional Visits (OIV)?**

All ESRC funded research award holders are eligible to apply via the Overseas Institutional Visit Scheme, during their doctoral studies, for a paid extension of up to three months (this can be across a maximum of 3 separate visits but must be requested in a single application) to their PhD studentship in order to visit overseas institutions.

This scheme provides financial support and time for the student to establish research networks; disseminate early research findings; participate in seminars and other academic activities that are directly relevant to their research and to undertake specialist research training not available within the UK. Applications must demonstrate the potential benefits of the proposed visit to their current or future academic career and, in particular, to demonstrate how the visit/s will offer 'added value' to their PhD experience.

#### **Q25. Is there a PhD Internship Scheme?**

The WRDTP Company Internships Scheme offers students the opportunity to spend up to three months in a non-academic organisation within the public, civil society (voluntary) or private sector to work as part of a team involved with policy and practice development.

There will also be the opportunity for students to apply for UKRI internships, which will be supported by the WRDTP, if they are of the appropriate quality.

#### **Q26. Is there any funding for Interdisciplinary Student-led Networks?**

The WRDTP is also offering to fund students to run activities/events to develop their own themed Networks. The funding can be used to cover the running of events (room bookings, presenters' fees, promotion/advertising and catering), travel and subsistence to support the development of the Networks. Student-led Networks should focus on substantive themes and encourage participation from students across a variety of WRDTP pathways.

#### **Q27. How is the Disabled Student's Allowance (DSA) process managed?**

Any disabled student who, because of disability, is obliged to incur additional expenditure in connection with their studies, may be eligible for an allowance. Any requests for DSA must be made and agreed in advance of committing expenditure.

In the first instance, you should contact your Scholarships Office in your home institution for information on how to make a claim for Disabled Student's Allowance.

#### **Q28. What are the key dates for the studentship competitions?**

The ESRC require that the studentship process is completed by the end of April 2023. See Annex IV for the timelines and Annex V for your institution's DTP Link Administrator, who can advise on local processes.

**Q29. If I am unsuccessful, can I get feedback on my application?**

Regrettably the WRDTP is unable to provide individualised feedback for unsuccessful studentship nominations. We do however provide generic comments and feedback to our partner universities at the end of each studentships competition cycle, and the department/school submitting your nomination can request this through their institution's WRDTP AQC representatives.

**Q30. How can I get more information on the WRDTP/Stuart Hall Foundation awards for Black British students?**

Further details can be found on our dedicated webpage – <https://wrntp.ac.uk/studentships/wrntp-stuart-hall-foundation-awards/>.

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**Updated 27 July 2022**

Further information:

- [ESRC Postgraduate Funding Guide](#)
- [ESRC Postgraduate Training and Development Guidelines](#)
- [UKRI T & Cs](#)

## Annex I – Full Eligibility Criteria

To be classed as a Home student, candidates must meet the following criteria:

- Be a UK National (meeting residency requirements), or
- Have settled status, or
- Have pre-settled status (meeting residency requirement) or,
- Have indefinite leave to remain or enter

### UK National

The UK includes the United Kingdom and Islands (i.e. the Channel Islands and the Isle of Man).

In terms of residency requirements for UK nationals, for courses starting from 1 August 2021, candidates will continue to be eligible for home fee status as long as:

- they were living in the EEA or Switzerland on 31 December 2020, and have lived in the EEA, Switzerland, the UK or Gibraltar for at least the last 3 years before starting a course in the UK
- have lived continuously in the EEA, Switzerland, the UK or Gibraltar between 31 December 2020 and the start of the course
- the course starts before 1 January 2028

Eligibility on these grounds will only be available for courses starting up to seven years from the last day of the transition period (i.e. on 31 December 2027 at the latest).

Children of UK nationals will also be eligible for support on the same terms, even if they are not themselves UK nationals, as long as both the UK national and the child meet the conditions listed above.

This is following the [announcement made by the Department for Education](#).

The above residency requirements will not apply to Irish nationals living in the UK and Ireland whose right to study and to access benefits and services will be preserved on a reciprocal basis for UK and Irish nationals under the Common Travel Area arrangement.

It will also not apply to those EU, other EEA and Swiss nationals benefitting from Citizens' Rights under the EU Withdrawal Agreement, EEA EFTA Separation Agreement or Swiss Citizens' Rights Agreement respectively.

### Temporary absence

A UK national may have spent an extended period living outside the UK, either for study or employment and still be eligible for home fee status. Candidates in these circumstances are required to show that they have maintained a relevant connection with their home country and

therefore claim that the absence was temporary. 'Temporary' does not depend solely on the length of absence.

## **EU Settlement Scheme**

EU, EEA or Swiss citizens can apply to the EU Settlement Scheme to continue living in the UK after 30 June 2021. If successful, applicants will get either settled or pre-settled status.

### Settled status

Applicants will usually get settled status if they:

- started living in the UK by 31 December 2020
- lived in the UK for a continuous 5-year period (known as 'continuous residence')

Five years' continuous residence means that for 5 years in a row they have been in the UK, the Channel Islands or the Isle of Man for at least 6 months in any 12-month period. The exceptions are:

- one period of up to 12 months for an important reason (for example, childbirth, serious illness, study, vocational training or an overseas work posting)
- compulsory military service of any length
- time spent abroad as a Crown servant, or as the family member of a Crown servant
- time spent abroad in the armed forces, or as the family member of someone in the armed forces

If they have settled status, they can spend up to 5 years in a row outside the UK without losing that status. If they are a Swiss citizen, they and their family members can spend up to 4 years in a row outside the UK without losing their settled status.

### Pre-settled status

If applicants do not have 5 years' continuous residence when they apply to the EU settlement scheme, they will usually get pre-settled status. They must have started living in the UK by 31 December 2020.

Those with pre-settled status will qualify as a home student if they have 3 years residency in the UK/EEA/Gibraltar/Switzerland immediately before the start of their course.

It is then possible to apply to change this to settled status once they have got 5 years' continuous residence. They must do this before the pre-settled status expires. They can stay in the UK for a further 5 years from the date they get pre-settled status.

If they have pre-settled status, they can spend up to 2 years in a row outside the UK without losing their status. They will need to maintain their continuous residence if they want to qualify for settled status.

### Indefinite leave to remain (ILR) or Indefinite leave to enter (ILE)

Indefinite leave to enter or remain (ILR) are types of immigration status.

It is possible to continue to live in the UK without applying to the EU Settlement Scheme if they have indefinite leave to enter or remain in the UK. However, if they choose to apply (and meet all the other conditions), they will get 'indefinite leave to remain under the EU Settlement Scheme' - also known as settled status.

They can spend up to 2 years in a row outside the UK without losing their indefinite leave to enter or remain status.

### **International Student**

**If a candidate does not meet the criteria above, they would be classed as an International student.**

Important note: It is essential that students receive the type of award they are entitled to. It is the responsibility of the nominating university to check the eligibility of the candidate. If you have any doubts, contact your local DTP Link Administrator or Scholarships Officer.



## Annex II - 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 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><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</p>

	<p>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. 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> </ul>

	<ul style="list-style-type: none"> <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 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 III – List of eligible departments for studentship awards on each Pathway**

### **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 IV – Process Timelines

### WRDTP Pathway Awards, Advanced Quantitative Methods Awards

	<b>Date</b>	<b>Who</b>	<b>Process</b>
1.	July 2022	DTP Office	DTP announces 2023/24 Studentship Competitions
2.	Late Autumn 2022	HEIs	HEI systems go live for applications
3.	Autumn Semester 2022	Applicants and potential supervisors	Information sessions providing application guidance for students and supervisors*
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

**\* Information sessions providing application guidance**

Applicants who are interested in the WRDTP/Stuart Hall Foundation Pathway Awards are invited to attend an information session for guidance on the application process. This will be held on a virtual basis, using Zoom, on the following date:

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

Applicants who are interested in the WRDTP Pathway and AQM Awards are invited to attend an information session for guidance on the application process. This will be held on a virtual basis, using Zoom, on the following date:

- Pathway Awards and AQM Awards (open to home and international applicants):
  - Thursday 20 October 2022: 5:30pm – 6:30pm

These sessions will include opportunities for Q&A and a recording of the session will be made available afterwards.

**To book your place on a session, please follow [this link](#).**

Potential supervisors of applicants are also welcome to attend these sessions for further information.

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



## Collaborative Awards

	<b>Date</b>	<b>Who</b>	<b>Process</b>
1.	July 2022	DTP Office	DTP announces 2023/24 Studentship Competition
2.	Late Autumn 2022	HEIs	HEI systems go live for applications
3.	w/c 3 October 2022	Academic colleagues	Development Workshop* for new Collaborative Award proposals (see workshop timing below)
4.	November 2022	HEIs and academic colleagues	Internal peer review of Collaborative Award applications, details to be announced locally
5.	12:00hrs, 2 December 2022	Units of Delivery (Depts/Schools)	Deadline for Proposal Forms to be completed (see wrdtp.ac.uk for details)
6.	12 December 2022 – 4 January 2023	Academic Quality Committee	Assessors to score nominations
7.	4 January – 12 January 2023	DTP Office	Processing scores and preparing for Panel meetings
8.	11 January 2023	Academic Quality Committee	Academic Quality Committee Moderation Panel meets
9.	w/c 16 January 2023	DTP Office	Collaborative Awards announced
10.	Early Spring 2023	Academic colleagues	Successful Collaborative Award holders set own local deadline and advertise studentships, shortlist and interview
11.	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
12.	End of April 2023 or ASAP after that date	Scholarship/Administrative Officers	Applicants notified of result

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

Academic colleagues who are interested in 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.

### **Contents of DTP Application Pack**

All of the following information **MUST** be submitted to your DTP Link Administrator 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. WRDP/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\_Pathway

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

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

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

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

## Annex V – DTP Link Administrators

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

- **Manchester Metropolitan University** – AnneMarie Walsh ([wrdtp@mmu.ac.uk](mailto:wrdtp@mmu.ac.uk)), Research Degrees Manager, Graduate School.
- **Sheffield Hallam University** - Dr Sarah Smith ([s.a.smith@shu.ac.uk](mailto:s.a.smith@shu.ac.uk)), Doctoral School Manager, Research and Innovation Office.
- **University of Bradford** – Neil Turner ([N.Turner2@bradford.ac.uk](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.

## General enquiries

For any other queries please email [enquiries@wrntp.ac.uk](mailto:enquiries@wrntp.ac.uk)