



Studentship Handbook 2016



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@WROCAH



Public Pages

www.facebook.com/wrocah

Closed group for students

www.facebook.com/groups/wrocah



www.wrocah.ac.uk

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Two Welcomes!

Firstly, from the WRoCAH Team

We are absolutely delighted to welcome you!

You are a member of the 2016 cohort of over 80 students with the White Rose College of the Arts & Humanities (WRoCAH), a doctoral training partnership (DTP) between the Universities of Leeds, Sheffield and York, with the Arts & Humanities Research Council (AHRC) as our major funder.

This manual is intended to give you an introduction and reference guide to what membership of the College means and the additional opportunities it opens up for you.

You are one of a new generation of doctoral researchers embarking on your study at an exciting time. The UK Research Councils and organisations such as *Vitae* want to ensure when you complete your PhD, you have gained the widest range of possible employment opportunities open to you. Our job is to help you grow and develop as a researcher during your PhD and to ensure you are equipped with the kinds of skills employers in academia and beyond are looking for, in order to realise your post-PhD aspirations.

You will have been assigned a buddy from one of the first two cohorts of WRoCAH students who started in 2014 and 2015. They will always be happy to help answer any questions you have about settling into your PhD and accessing WRoCAH funding.

We also love it when students call or drop into the WRoCAH office! And for students who aren't in York regularly, we will run café drop-ins at Leeds and Sheffield. We're always happy to see you, even if it is just to say hello!

Julian, Caryn and Clare



And from the current WRoCAH students

To be a WRoCAH PhD researcher means being part of a wider community of thinkers, scholars and practitioners who have an extraordinary range of talents, interests, connections, experiences and ambitions. You are the newest members of that community and we hope that you enjoy every minute of your PhD.

It is, however, more than likely that over the next three years there will be bleak moments of self-doubt, exhaustion or just plain and simple “What the hell am I doing?”. As we have been told many times by the lovely folk at WRoCAH, we’ve earned our funding by being brilliant, smart and forward-looking scholars. Keep that thought in your head, because it helps to get through the “slough of despond”. Being part of a cohort gives you access to others who can help, listen or share ideas; take advantage of your fellow researchers! Meet up, talk, set up academic events, take risks together. Everyone else is as excited (and nervous!) as you are.

Our Facebook page keeps everyone connected and is great for advertising things you are doing and for finding like-minded people. There is always a chance to socialise at WRoCAH events and to perfect the dreaded networking skills (also known as talking to people!). Clare, Caryn and Julian are always ready to answer queries and love to see people either in York, or in Sheffield and Leeds when they are there. There are loads of opportunities – take them if they intrigue you, and if nothing takes your fancy, put in a funding application and set something up yourself!

The 2014 and 2015 WRoCAH cohorts are a friendly and pretty normal bunch of people, and we are happy to support you in any way we can. We look forward to getting to know you, to working together and to forging some great friendships. Wishing you the best of luck at the beginning of your PhD adventure!

Alison Horgan, Jenni Cohen & Kate Moore — student representatives on WRoCAH Executive Board



Alison Horgan



Jenni Cohen



Kate Moore



Student Profile

Jo Henderson-Merrygold

Sheffield Interdisciplinary Institute of Biblical Studies (SIIBS), University of Sheffield — 2015 cohort



My research is progressing really well. It is becoming clear quite how little work has been done in the field I am working in, and how much of my thesis will be original contributions to scholarship. While this is really exciting, it is also quite challenging as it requires me to go back several stages from where I thought I would be starting and pitching my work. It also means that I am getting far deeper into interdisciplinary theories in order to ground my research effectively.

By presenting my research in two different conferences as well as through poster presentations for the department and for the Festival of Arts and Humanities, I have been able to discuss and refine the ideas through discussion with the public and fellow academics.. I have not written as much as I would have hoped directly on my thesis, but the project has been refined significantly since starting in October and I am confident it is now a far stronger and more groundbreaking piece of research.

Beyond the primary focus of my thesis, I have been involved in a range of other activities including co-hosting an 'Orange is the New Bible' symposium funded by a WRoCAH SLF Award, a piece for The Conversation, presenting at conferences, writing a book review for the Journal of the Study of the Old Testament and preparing a journal article for publication later this year. I have also particularly enjoyed teaching undergraduates – especially queer theory and its applications to religion and the Bible, and ways to understand the Old Testament/Hebrew Bible.

WRoCAH have been immensely supportive during the first year of my PhD. It was really good to have a cohort event almost immediately after starting, as it really helped me get to know other cohort members, especially at Sheffield. As I am based in an interdisciplinary centre, getting to know the other English students at Sheffield, as well as the others researching religion in the cohort, was invaluable. The events have been helpful in allowing us to check in with one another, and to just have someone to ask 'where are you at with...?' at different stages. Knowing that Clare and Caryn are just at the end of an email, and frequently can be found visiting campus, has been appreciated as it means I feel I can ask the questions which spring to mind, even if they seem a little silly at times. The reassurance they offer is definitely much needed. WRoCAH has also enabled me to make the most of several opportunities, such as covering travel and accommodation when I am speaking at conferences, and funding a summer school.

Jo's research: **Sarah and the Hermeneutics of Cis-picion: Genderqueering a biblical matriarch**

Being a WRoCAH student





Being a WRoCAH student

Your membership of WRoCAH means:

- ▶ You take part in all WRoCAH whole cohort events
- ▶ You have priority access to WRoCAH funded training and development activities
- ▶ Access to additional funding to support training, primary research study visits, employability placements with Partner organisations and knowledge exchange projects, for eligible students
- ▶ Funding to be able to run events yourself
- ▶ Engaging with, learning from and being supported by other Arts and Humanities researchers across the White Rose Consortium

A culture of high expectations

students with the White Rose College of Arts & Humanities are expected to set high standards for themselves:

- ▶ As an academic researcher
- ▶ In developing positive working relationships
- ▶ As an ambassador for the White Rose College of Arts & Humanities
- ▶ In future career aspirations

You will take the lead in identifying generic, research and subject specific knowledge, skills and behaviours that you need to develop. The focus will be on developing as a researcher and developing the skills you need to pursue your career aspirations beyond doctoral study.



Elspeth Mitchell
Leeds

I feel that WRoCAH expects a lot of its PhDs this is in a good way and as such we expect a lot of WRoCAH.



A three-university cohort

Being part of a collaborative doctoral training partnership opens up opportunities beyond your home institution. You will work with each other, identifying collective training needs and learning from others in the cohort.

Active membership of the cohort and White Rose family is encouraged, where you can learn from and engage with other researchers to promote interdisciplinary thinking and identifying shared opportunities.

You are expected to participate in all compulsory training events and take the opportunity to participate in as many other WRoCAH organised events as possible.



One size does not fit all

While some aspects of the WRoCAH training programme and doctoral research journey are common to all, WRoCAH can support you as you create and maintain your own Training Plan that meets your own needs and aspirations so every journey will be unique.

Learning is a professional exercise which requires planning, execution, review and reflection. You will be able to draw on the expertise of your Supervisors, departments and schools and the local Researcher Development Teams at Leeds, Sheffield and York, as well as the WRoCAH Team.





Become a lifelong learner

Explore the annual WRoCAH training themes fully and relate them to your personal career aspirations. Approach your training and development as professionally as you approach your research. Become a reflective learner, review your experiences and feed them back into your Training Plan.

By the end of your doctoral studies you will ...

- ▶ Have used a professional approach to make best use of the network of academics, Partner organisations and other students to learn from and develop your research and employability skills.
- ▶ Have used the three annual WRoCAH themes to inform your development through the learning opportunities available at your home institutions and elsewhere, including with Partner organisations and overseas.
- ▶ Be able to articulate your learning journey through the development of a range of Arts and Humanities skills, knowledge and attitudes relevant to your study area and career aspirations, and through being part of a large doctoral training partnership.
- ▶ Have a career plan to take you into the first five years following doctoral study.



Sarah Cawthorne
York

I've really enjoyed being a part of the WRoCAH community this year. I've found the cohort - and the staff - to be a fascinating, friendly and welcoming group of people. WRoCAH really does seem to have forged a communal bond for us and I've met people I almost certainly wouldn't have otherwise, which is exciting going forward.

Training and Development





Your Training and Development

Each year of your PhD has a different focus. You will work with your Supervisors and at WRoCAH events to identify suitable ways of addressing your training and development needs under these themes.

WRoCAH Year by Year

Year 1	What Now? Making the transition from taught study to doctoral research	Me and my research	Skills Knowledge Attitude
Year 2	Who With? Experience beyond academia, working with Partners	Expanding my horizons	Contacts Partnership Projects
Year 3	What Next? Life after PhD, realising my ambitions	Taking the next step	Aspiration Plans Realisation

Compulsory whole cohort elements

There are a number of compulsory elements to your membership of WRoCAH. The WRoCAH Office will give you as much notice as possible for these events and you must make yourself available for these dates. If you take on teaching responsibilities, you should make your school or department aware at the start of the academic year that these events are a required part of your Studentship.

- **WRoCAH Welcome Afternoon** (19 October 2016)



- ▶ **'Putting Your Training Plan to Work'** (17 November 2016)
- ▶ An annual one or two-day colloquium under each theme (3 in total during the Studentship)
- ▶ to undertake a **Researcher Employability Project (REP)**, which is funded by WRoCAH, between month 15-24 of their Studentship*

**Holders of Wolfson Scholarships are fully supported and strongly encouraged, but not required, to undertake a REP. Holders of AHRC CDP Studentships are encouraged to apply for an extended period of training with their project partner through the scheme offered by the CDP consortium.*

Optional Elements

You are strongly encouraged to use the other opportunities available through WRoCAH, but these do not form a compulsory part of the programme.

- ▶ **Student-Led Forums (SLF)**
- ▶ **Knowledge Exchange Projects (KEP)**

Similarly application to the **Small and Large Awards** funds is not compulsory, but strongly encouraged to allow you to take advantage of the widest range of development opportunities.

Learning with a cohort

The whole cohort elements of the WRoCAH training programme will be undertaken with all the other students with WRoCAH-eligible scholarships that started their research degrees at the same time.

Sharing of Training Plans will identify collective training needs so that more subject-specific training can be offered to the cohort.

Personal Training Plans

In addition to the compulsory elements of WRoCAH training you will, with the support of your Supervisors, identify opportunities for learning you wish to pursue at other White Rose institutions or beyond, even overseas. The terminology and paperwork for this varies with institution, but all students



should complete their initial training needs analysis by the end of October. Eligible students may apply to WRoCAH for funding to support these activities through the Large and Small Awards schemes or via alternative funding routes depending on Studentship type.

Opportunities to learn directly from more experienced researchers through coaching and attendance at seminars and conferences are also encouraged. WRoCAH will provide the support through structured training and funding opportunities.

You are encouraged to consider the widest possible range of methods for learning including training courses at your own institutions and beyond.

WRoCAH funding for training and development

Examples of opportunities for which eligible students may apply for funds include travel costs to another university to attend short courses, course registration fees, overnight accommodation, summer schools, or visits to other institutions to learn from other academics.



Julia Tanner, Leeds

I have enjoyed meeting a variety of other PhD students, in the conferences and workshops I have attended, and, crucially within the WRoCAH training sessions. In fact, some of the best friends I have made this year are those from within the WRoCAH cohort, people from other departments whom I wouldn't otherwise have met. I am very glad to have the wider WRoCAH network to draw on for future collaborations and informal learning. In this way, WRoCAH is already helping me to become a better interdisciplinary scholar.



WRoCAH welcome afternoon

Takes place: 19 October 2016

Location: York

This is a compulsory event

You will attend an afternoon welcome in October with all other new WRoCAH students starting in that year.

Purpose

- ▶ To allow new students from Leeds, Sheffield and York, with different types of Studentship, to meet each other
- ▶ For you to learn about the WRoCAH student journey and the additional training and funding opportunities available
- ▶ To clarify your WRoCAH responsibilities and those of your Supervisor
- ▶ To put WRoCAH training into context with Researcher Development training offered at Leeds, Sheffield and York
- ▶ To introduce the additional funding opportunities available and eligibility for these

*Venue:
Berrick Saul Building
University of York*





WROCAH Annual PGR Conference

Takes place: 20 October 2016

Location: York

This is a compulsory event for new WROCAH students

students from the previous year's cohort arrange an annual conference showcasing research being done across the student cohorts.

Purpose

To demonstrate a breadth of research being undertaken across WROCAH and to facilitate networking between existing and new students.

- ▶ Research presentations from existing students
- ▶ Themed panels, chaired by White Rose academics
- ▶ Keynote speaker
- ▶ Conference dinner



2015 Conference panels on:

- ▶ Sound and Spectacle
- ▶ Construction and Categorisation
- ▶ Forms and Narrative
- ▶ Graves and Burial

Organised by Jenni Cohen and Megan Girdwood from 2014 cohort





2015 Conference Feedback



Nicola Pennill @NicolaPennill

Thx for a brilliant and inspiring couple of days!

WROCAH @WROCAH



What a tremendous day! The inaug..



WROCAH @WROCAH

3h

What a tremendous day! The inaugural WROCAH conference was a roaring success. Now...dinner. #wrocahconf



Caroline McCaffrey @CarolineMcCaff

Had a brilliant and inspiring couple of days @WROCAH @univofyork



@Huntwatts27 @Huntwatts27

67m

Had a fantastic day at the 2015 @WROCAH conference! Really enjoyed sharing my research and meeting the lovely new cohort.



@Huntwatts27 favoured this and 1 more Tweet you were mentioned in



Jade Douglas @JadeJ3802

50m

Such an interesting day at the @wrocah conference; in awe of the research presentations of 2nd year PhD students #wrocahconf



Jo Merrygold Retweeted this and 1 more Tweet you were mentioned in



Adapting Archaeology @adaptingarch

1h

It was excellent from start to finish. Thanks to all involved. #samedimenextyear

WROCAH @WROCAH



What a tremendous day! The inaug...



Putting your Training Plan to work

Takes place: 17 November 2016

Location: Leeds

This is a compulsory event

This event offers a second early opportunity to meet other students in the WRoCAH cohort and the WRoCAH team. The focus of the day is on the shared training needs of the cohort as well as getting to know more about the various additional funding schemes and eligibility criteria. Working in an informal setting, students will be able to share early experiences and identify collaborative opportunities for training activities and student Led Forums.

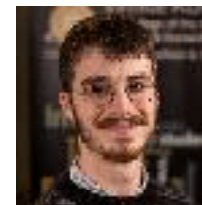
Purpose of the day

- ▶ To create a full picture of shared training needs across the WRoCAH cohort that cannot be easily met by local Researcher Development training at each institution
- ▶ To clarify questions regarding funding schemes and eligibility
- ▶ To emphasise the importance of thinking about post-PhD employability from the outset and the role WRoCAH can play in supporting your aspirations

Venue: The Met Hotel, Leeds



*James Lewis,
Sheffield*



“...these days spent altogether have created a palpable sense that we form a community of researchers, which is a very valuable aspect of my experience here. The second of those events in particular, which focused on addressing training needs, has had some lasting impact on me.”



YEAR 1: Colloquium 1

What now? Making the most of WRoCAH

Takes place: 22 February 2017

Location: Sheffield

This is a compulsory event

This event is intended to bring you together with your cohort, to share your research experiences to date, how you are developing your research questions, planning and managing your datasets and organising your research.

At this event, we also spend some time considering individual approaches to research, managing relationships with Supervisors, and collaboration.

By the end of the first year, you will have

- ▶ Worked actively to make a successful transition to doctoral research
- ▶ A comprehensive and regularly updated personal Training Plan, identifying gaps in knowledge or skills
- ▶ Developed a level of self-awareness to confidently address your own learning needs to become an effective researcher in your research area
- ▶ Considered where you might conduct your Researcher Employability Project (REP) in relation to employability and post-PhD aspirations.



Venue: Millennium Gallery, Sheffield



Year 2: Colloquium 2 Who with? Working with Partners

Takes place: December 2017 - precise date TBC

Location: York

This is a compulsory event



Venue: National Railway Museum, York

In the second year with WRoCAH you will focus on building your professional skills by gaining experience beyond academic life. At the colloquium held just before Christmas in your second year you will start to do some focused planning for Researcher Employability Projects, including:

- ▶ Writing a project plan — if you have already identified a Partner and project
- ▶ Support for students who have not yet identified a Partner or project
- ▶ Presentations from Partner Organisations on what they expect from students during their projects

By the end of the second year, you will have

- ▶ Completed a one month **Researcher Employability Project** with a direct link to your personal career aspirations
- ▶ Addressed your development needs around the key aspects of creating a professional profile in academic life and beyond and enhancing post-PhD employability
- ▶ Considered opportunities for Knowledge Exchange arising from your research



Year 3: Colloquium 3

What next? Life after PhD

Takes place: May 2018 - precise date TBC

Location: Leeds

This is a compulsory event

In the third year, the focus is on what comes next. This will include strategies for network building, impact and engagement in preparation for Life Beyond The PhD.



Venue: Weetwood Hall, Leeds

By the end of the third year, you will have

- ▶ Identified opportunities for knowledge transfer from your own research and, if appropriate, made a bid for a Knowledge Exchange Project
- ▶ Identified potential opportunities for future research collaboration and networking within the cohort and beyond
- ▶ Updated your personal Training Plan to take you beyond your PhD
- ▶ Developed a five year plan for your post-PhD career

Writing your thesis

It is expected that full time students will be very close to completing their thesis by the end of the third year. The continuation year is contingency and you should plan from the outset to use as little of it as possible — then if the unexpected arises, you have some flexibility on timing. The continuation year is unfunded so it makes sense financially to aim for the three year completion mark.



Student Profile

Michael Samuel

School of Languages, Cultures and Societies,
University of Leeds — 2014 cohort



I did not expect to be received and supported in the way that WRoCAH supports young researchers. From the start, beneficiaries of WRoCAH scholarships are welcomed, and throughout are supported thoroughly, and endorsed as young professionals. I entered PhD study, fuelled with passion and ideas in my field of study, but came loaded with a degree of apathy for the generic bureaucratic structures enforced by many universities/funding bodies. However, with WRoCAH this is not the case.

My first year of study has been a joy. To my surprise, and in spite of the enormity of the student body belonging to the WRoCAH cohort, I have managed – through carefully structured inductions and well-planned activities – to make friends and have been immersed in an exciting torrent of research that will have an undoubtable impact.

In addition to this, the funding support and the prospect of the internship ahead, are both enormously encouraging and exciting, which are emotions that I have not encountered much of in academia, generally.

The bond between the three leading universities is a unique characteristic that can only be commended, and it exists with great lines of communication and healthy competition. Other additions, such as the social media presence has ensured that, although it is impossible to be at the three universities at once, there is always a link – albeit virtual – between them.

Mike's research: **Non-Fiction 'Lifestyle' Television and the Heritage Experience**



Collective training

WROCAH also has funding to support collective training for students where this is not available at students' home institutions. This is funded by the AHRC through the Cohort Development Fund, and is targeted at specific areas of skill or knowledge where significant benefit can be gained from taking a whole-White Rose approach.

Subject-specific training will not normally take place at whole cohort events since there is such a breadth of research activity in each group of students. Where possible, we open up training activities to non-WROCAH-funded Arts & Humanities students at White Rose Universities.

Identifying collective training needs

At the Putting Your Training Plan to Work event at the start of the first year of study, students will work together to identify areas where they share training needs with others. Groups will detail the gaps in their skills, knowledge or abilities and work up proposals for targeted training activities for WROCAH to consider.

Students can suggest possible training activities to the WROCAH office at any time, or take the initiative in organising events themselves.

WROCAH training capabilities

There is a huge network of experience and knowledge across the Consortium as well as among the Partner Organisations that sit on the [Partnership Advisory Board](#). If it is not immediately clear how a training need might be met, we can work with the various WROCAH committees to identify and source the most appropriate solution.



Researcher Development at Leeds, Sheffield and York

One of the great aspects of joining a White Rose University is that each of our member Universities has its own high quality and diverse range of training on offer for PGR students. It is recommended that you familiarise yourself with the teams and what they do early in your studies.



Leeds

<http://www.leeds.ac.uk/rtd/>



Sheffield

<https://www.sheffield.ac.uk/ris/contacts/pdt>

<https://www.sheffield.ac.uk/ris/contacts/ddt>



York

<https://www.york.ac.uk/staff/research/training-forums/research-excellence-training-team/research-students/>

Each Researcher Development team provides a range of training opportunities for early career researchers. WRoCAH students are encouraged to use the training provided by their home institution for general skills development.

A member of each Researcher Development team sits on the **WRoCAH Training and Engagement Group** and will be involved in the development and delivery of WRoCAH whole cohort and targeted training events.

Each institution also runs more specific subject-related training events and seminars. Some of these are organised by Research Centres or Faculties, others by individual schools and departments.

Supervision, Progression and Good Research Practice





Supervision of WRoCAH doctoral students

Doctoral supervision should be regular and meaningful and in line with each institution's own procedures for supervision.

For regulations, codes, policies and procedures, please see the following web pages:



Leeds

<http://www.leeds.ac.uk/rsa/policies.html>



Sheffield

<https://www.sheffield.ac.uk/ris/pgr/code>



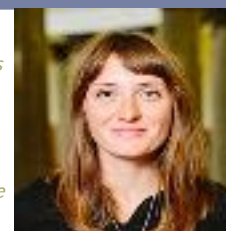
York

<https://www.york.ac.uk/research/graduate-school/support/policies-documents/research-degree-policy/>

Sabine Grimshaw, Sheffield



Possibly the most positive development for me, researchwise, was having an additional Supervisor come on board in October at the beginning of the academic year. This was something that I requested [...] Her comments and suggestions on my work has improved it immensely and this has contributed significantly to me feeling more confident about my research.





What can I expect from my Supervisor?

In addition to adhering to good Supervisory practice and keeping their own Supervisory skills up to date, WRoCAH Supervisors should actively support students' participation in the activities of the College. Your Supervisor will:

- ▶ Support the development of transferrable skills as an important part of your research and thesis writing
- ▶ Work with you to create a Training Plan (by the end of your first month of study) focusing on the skills you will need to make a smooth transition to doctoral research
- ▶ Keep your Training Plan current by supporting you to identify additional training needs throughout the year and reviewing your developing skills and knowledge, using the relevant institution's researcher development framework
- ▶ Ensure students are aware of and understand Good Research Practice Standards and Research Ethics
- ▶ Encourage you to attend all relevant inductions (WRoCAH and non-WRoCAH) and training, in line with your Training Plan
- ▶ Encourage you to take direct responsibility for identifying your own learning needs, to reflect on your learning and update your Training Plan accordingly

They will have high expectations of you!

Supervisors should provide open and honest feedback in a timely and constructive manner. One of their roles is to encourage you in your gradual progression towards confident research independence.

To do this, your Supervisor may:

- ▶ Offer opportunities for you to extend yourself by doing something out of the ordinary or beyond the normal experience
- ▶ Discuss your post-PhD future, being upfront about options and prospects



How does WRoCAH help my Supervisor?

All WRoCAH Supervisors are expected to be supportive of your attendance at the compulsory whole cohort events during your Studentship. In the same way we are always available to answer any questions you have, we offer the same to Supervisors. Please encourage them to call us if they have any queries.

In order to fully understand the opportunities offered by WRoCAH, Supervisors are strongly encouraged to attend the WRoCAH Supervisor briefings which are held between October and December each year.

Your Supervisor should be able to:

- ▶ Provide you with support in applying to WRoCAH and non-WRoCAH funding schemes
- ▶ Help you identify potential Partners for your [Researcher Employability Project](#)
- ▶ Support your learning and development in the context of the three WRoCAH themes.

You are 50% of the relationship with your Supervisor

The relationship between you and your Supervisor is unique and will depend on your individual personalities and styles. Your Supervisor is not your boss or your employer any more than they are your surrogate parent or best friend. They might not always be available, and may not appreciate being treated as a search engine!

Get to know your Supervisor; learn how they prefer to see and hear about what you have been doing. At the [WRoCAH Colloquium: What Now?](#) in February 2017, we will spend some time looking at your personality and preferences, and how these may impact on your work and how you can forge the most productive relationship with your Supervisor.

Additional pastoral support

While Supervisors have a pastoral role, others sources of pastoral support are available for students, and



for Supervisors who may have questions about the supervision of a particular student.

The WRoCAH office is always happy to discuss any issue relating to funding and concerns relating to the various aspects of WRoCAH Studentships.

For more personal support, local arrangements differ across institutions.



Leeds

http://www.leeds.ac.uk/rsa/assets/word/policies/Code_of_Practice_RDC_2014-15.doc



Sheffield

<https://www.sheffield.ac.uk/ris/pgr/code/supervision>



York

<https://www.york.ac.uk/research/graduate-school/support/policies-documents/research-degree-policy/>



Co-supervision in WRoCAH

Co-supervision both within and across institutions is encouraged to grow collaborations and to offer an extended opportunity to students to benefit from the experience of two or more Supervisors who may be in related, but different, research groups. Arrangements vary with different types of Studentship.

Jose Cree, Sheffield



... it's great having that extra support, and it's opened up links with the other universities.

WRoCAH White Rose Networks Studentships

White Rose Networks are formally constructed to ensure balanced supervision across institutions. Each institution has a main and co-Supervisor in the Network.

WRoCAH White Rose Networks students and Supervisors may claim for travel costs for up to six supervision meetings a year, directly from WRoCAH. Costs are also available to support whole Network meetings.

Networks students benefit not only from personal co-supervision but from academic support from the other Supervisors in the Network.

AHRC Collaborative Doctoral Award Studentships

Students with AHRC Collaborative Doctoral Award Studentships (CDAs and CDPs) will have a Supervisor in their project Partner organisation. The balance of supervision between Partner and home university varies between individual Studentship and depends on the location of the Partner, the student's location and the nature of the research.

Amy Harris, York



I have consistently gained confidence and skills through my University, especially in regard to conference presentation, but I have also gained experience of the museum and heritage sector through my CDA institution, Tate Britain and other





Working with a supervisor from a Partner organisation can be a very rewarding experience with an applied perspective on research and first-hand exposure to opportunities outside academia.

AHRC Competition Studentships

Within-institution and cross-institutional co-supervision is strongly encouraged. students can benefit from two perspectives on their research or a wider breadth of Supervisory experience than that immediately available at their home institution.

WRoCAH students and Supervisors may claim for travel costs to up to six supervision meetings a year directly from WRoCAH.

Co-supervision in WRoCAH will be monitored but no funds are exchanged at institutional level. Academic staff should be supported to undertake the co-supervision (via the use of workload models etc) by their departments and schools.

Practical arrangements for co-supervision

It is important that the responsibilities and expectations for both Supervisors and student are clarified at the outset. This will help to avoid any misunderstandings later on.

- ▶ Who will be the lead Supervisor?
- ▶ What expectations does the student have of each member of the Supervisory team?
- ▶ Are those expectations realistic?
- ▶ Where will Supervisory meetings be held?
- ▶ What expectations does each Supervisor have of the other Supervisor and the student?

Francesca Breedon, Sheffield

Having two Supervisors in different universities has definitely been a plus. It's been so useful, as they can help and give advice on different areas of my thesis, and I think my research and writing has been improved massively because





Confirmation on PhD programme

All PhD candidates must be confirmed on their doctoral programme early in their period of registration. This is usually done through the assessment of a piece of written work and an oral examination. All WRoCAH Studentship holders would normally be expected to have their PhD registration confirmed no later than 18 months into their Studentship, and ideally before 12 months. If a student does not pass their confirmation examination within this timescale, some funders may withdraw financial support from that point onwards.



Terminology varies across different universities—this confirmation process is alternatively called ‘upgrade’ or ‘transfer’. However, it represents a formal progression point in doctoral research at all three Universities and usually takes the form of an oral viva.

In the event of funding being withdrawn due to non-confirmation, this is not directly related to a student’s registration. Continued registration is dependent on each institution’s procedures. For each institution’s regulations, codes, policies and procedures, please see the links at the start of this chapter.

Good Research Practice

These are guidelines that all researchers at each University are expected to adhere to. They cover aspects of work such as:

- ▶ Good research practice
- ▶ Research policies and guidelines eg. publishing
- ▶ Relevant legislation
- ▶ Research ethics



It is the responsibility of all researchers, including doctoral students, to take into account the ethical issues that might apply to their research. This may be in relation to funding, conduct or dissemination.

You must ensure that, where necessary, ethical approval is sought via the appropriate processes at your own institution.

You should read carefully the guidelines and regulations laid out by your home institutions regarding research practice.



Leeds

http://ris.leeds.ac.uk/homepage/2/good_practice_and_ethics



Sheffield

<https://www.sheffield.ac.uk/staff/grpstandards>



York

<https://www.york.ac.uk/staff/research/governance/research-integrity-and-ethics/>



Student Profile

Alex Shaw

School of History, University of Leeds — 2015 cohort



I have found being a part of WRoCAH a thoroughly rewarding experience thus far and expect this will only grow next year. I have enjoyed the mandatory full cohort events greatly, mainly because of the chance to network with my cohort peers and discuss our research. I have found explaining my own research, finding common problems and shared interests with researchers from different disciplines most stimulating. I have attended some events organised by one of the SLFs, the Wider World History Network, which have definitely made me give serious thought to how I could get involved in the SLF scheme myself in the near future. I look forward to meeting the new cohort to see what common ground I can find with the other historians.

On a very practical basis, one of the most valuable WRoCAH organised events for me was the Research Data Management workshop, as my institution has not offered anything similar with such a specific arts and humanities focus. I admit to not really understanding these principles before, but the WRoCAH workshop caught me on the road to Damascus and now I have been applying these concepts in practice. I have already begun to think about what I could do for my REP, if I decide to come up with my own plan rather than apply for one of the pre-set ones, and have an idea which I think could work. I also really enjoyed the conference in October. I won't be submitting a proposal for the upcoming one because I'll be all conferenced up by then, but I have made a rather amusing poster entitled 'Fifty Shades of Grantham'. That's certainly a way of presenting my research which I wouldn't have considered doing without WRoCAH!

Alex's research: Intelligence, Colonial Security and Britain's Cold War in Asia: Regional and Local Interactions in Hong Kong and Singapore, 1947-57

Additional WRoCAH Funding Schemes



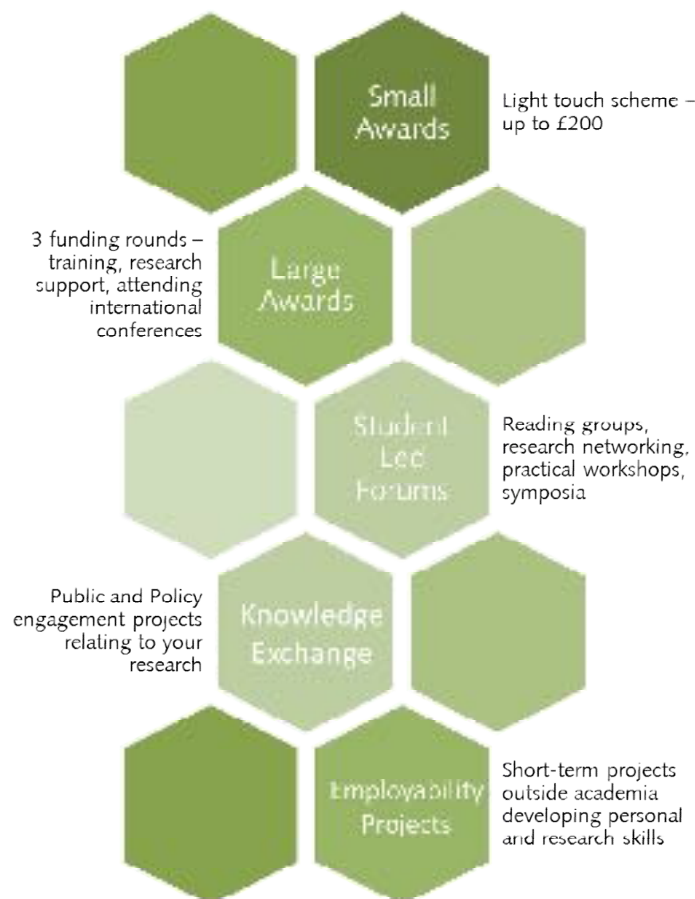


Overview of WRoCAH additional funding schemes

There are a number of WRoCAH funding schemes to which students may apply for financial support for a range of research-related activities.

All awards should be considered as making a contribution to your costs rather than covering costs fully and applications should be only for activities that are essential to your research or development as a researcher, and that you would not attempt to undertake regardless of funding.

What we need to know is what you are intending to do and why. You will be required to make a full justification for any costs you are applying for.





WROCAH Small Awards

WROCAH runs a Small Awards scheme where students can apply for funding for a range of activities from:

- ▶ Training events outside of your home institution
- ▶ Attending conferences or workshops in the UK and overseas as a delegate or a presenter
- ▶ Primary research trips and research support costs
- ▶ Visits to potential Partner organisations for [Researcher Employability Projects](#)

Light-touch applications

The Small Awards scheme allows students to respond to opportunities as they arise. There are no funding rounds and students can expect a quick decision on a WROCAH contribution towards costs.

- ▶ Applications must be received no later than 10 days before the event
- ▶ No funding rounds and a maximum of £200 per application
- ▶ Applications made in advance for a specific dated activity
- ▶ You may apply more than once to the fund (fair usage policy applies)
- ▶ A link to your research and/or Training Plan must be demonstrated
- ▶ Claim with receipts within one month of end of activity

How to apply

Visit: <http://wrocah.ac.uk/current-student/wrocah-small-awards/>



Elspeth Mitchell
Leeds

The small awards have had a huge impact on my personal development and research. For example, my language skills in French have developed considerably. I have honed my presenting skills by speaking at a number of conferences in the UK and abroad. Attendance at these events have built my confidence and networking skills. It has also allowed me to go to places in Europe to gather primary research material. I have also attended summer schools which have refined and deepened my knowledge of my subject. These opportunities have been invaluable.



WroCAH Large Awards

You may also apply for larger funding contributions towards the costs for:

- ▶ Training events outside your home institution in the UK or overseas
- ▶ Attending international conferences or workshops in the UK and overseas as a delegate or a presenter
- ▶ Primary research trips and research support costs

Competitive funding rounds

students may apply to any of the three funding rounds during the year for Large Awards. The deadlines remain the same each year, regardless of the day of the week the dates fall on.

Applications are scored competitively by the Studentships Committee panel against criteria including relevance (including timeliness), good planning and value for money.

- ▶ Supporting statements required from Supervisors
- ▶ Value of final awards based on scores and activities may receive between 50-100% contribution to funding, with the total likely to be between £200-£1500+
- ▶ Post-activity report and reflection requirement
- ▶ Claim with receipts within one month of end of activity

You may apply more than once to the fund, but first applications are prioritised in scoring. It is unlikely that a student will receive contributions to funding for more than three international conferences during their Studentship or accommodation costs for longer than 2-3 months for primary research visits.

15 January

15 June

15 October

How to apply

Visit: <http://wrocah.ac.uk/current-student/wrocah-large-awards/>



Knowledge Exchange Projects

WROCAH students may also apply for funding to support knowledge exchange activities. This can be as an individual or as a group which may include non-funded students.

Knowledge Exchange Project (KEP) funding will allow you to pursue the impact potential of your research with the private or public sectors and with policy makers or the public.

Examples of KEPs that have been previously funded are:

- ▶ Development of an art interpretation tour for general public visitors to the Compton Verney Art Gallery in Warwickshire
- ▶ Using ongoing research into food in art to produce a visual art exhibition on the theme of the recipe, featuring the work of 17 major and emerging artists with the Art in Perpetuity Trust
- ▶ Creation of a series of 'fanzines' and audio podcasts around DIY music

Registration then full application

students must first register their KEP proposal with the WROCAH office at least 1 month before the project is due to start. After registration, a fully costed application must be prepared and submitted for approval.

- ▶ Fully costed applications must be submitted no later than 14 days before start to allow for confirmation of funding before project commences
- ▶ Post-project report and reflection required

There is no individual maximum limit on multiple applications to the KEP scheme but fair distribution of funding is managed by WROCAH.

How to apply

Visit: <http://wrocah.ac.uk/current-student/kep/>



student Led Forums (SLF)

Groups of WROCAH students may identify an opportunity to work together on a specific event to support their research interests and to promote a cross-White Rose PGR networking culture. There are no funding rounds and applications can be made to the WROCAH office at any time.

Types of events that have been previously supported under this fund include:

- ▶ **Research Networks and Forums:** Philosophy; Arts and Social Change; Wider World History; Early Modern Lines
- ▶ **WROCAH student Journal**
- ▶ **PGR Conferences:** Humanities and Beyond: Exploring the Frontiers of Interdisciplinarity; The Language of Authoritarian Regimes
- ▶ **Workshops:** Mastering Ensemble Singing: The Science and the Art; Social Norms and Obligation
- ▶ **Seminars and Symposia:** Northern Renaissance Seminar: Communication, Correspondence and Transmission in the Early Modern World; Orange is the New Bible Symposium

Criteria for funding

To be eligible for WROCAH SLF funding, applications must meet certain criteria. The fund is intended to foster collaboration between the PGR communities at the three White Rose universities so any events should be available to all students across the three universities. Events may also be opened up beyond White Rose if capacity allows.

Applications must be:

- ▶ Led by a WROCAH cohort student (with an academic sponsor)
- ▶ Have at least one other PGR co-organiser from another WROCAH university (this does *not* have to be a WROCAH cohort student).



The strongest applications have co-organisers from all three universities and a clear plan for promoting the event across the three White Rose Universities.

Applying for an SLF

All students should consider leading a student Led Forum during the course of their Studentship. The experience of managing academic events is a key skill for early career researchers.

Lead students take on the responsibility for the financial management of all costs and the organisation of the event, with the support of their co-organisers. Post event financial and narrative reporting is a condition of all awards.

You should apply for funding at the earliest stage possible.

What costs can I apply for?

Catering, travel and accommodation for speakers, room hire, supporting materials, eg. publicity, badges, conference booklets, limited travel bursaries for non-WRoCAH PGR students.

WRoCAH can contribute towards costs that benefit postgraduate students. If academic staff are likely to be attending an event, you will need to demonstrate you have arranged alternative sources of funding eg. a separate award from another source or via a registration fee.

How to apply

Visit: <http://wrocah.ac.uk/current-student/slf/>

Stephanie Wright, Sheffield



"We very much enjoyed the process of organising, hosting, attending and presenting at our workshop. We were very pleased with the level of interest we received prior to the event, and received some very positive feedback on the day."

Awarded £1,161.90 towards a PGR workshop "The Language of 'Authoritarian' Regimes"



Researcher Employability Project (REP)

A REP is a month normally spent **outside academia** with a view to developing wider employability skills in a new setting.

The scheme is not just intended as a means for students to acquire work experience. It is intended as an opportunity for you to apply your doctoral level skills to a specific project that:

- ▶ Is of direct benefit to a Partner organisation
- ▶ Develops the types of skills employers want to give you the widest range of post-PhD opportunities

Benefits of doing a REP

Only 20% of students in the UK undertake an 'industrial' placement. That figure falls even further for Arts & Humanities students. Gaining applied research experience outside academia has a number of benefits :

- ▶ Hands-on participation in a real working environment or different research culture
- ▶ An opportunity to apply specific transferrable skills and develop confidence
- ▶ Tangible project outcomes that demonstrate impact (impact being very high up in the research agenda)
- ▶ CV enhancement, particularly when it can be demonstrated that these projects are more than just 'work experience'
- ▶ Links with potential employers
- ▶ An opportunity to take some time away from core PhD study and return with renewed vigour

students are expected to gain a good understanding of the business or academic context for their projects and work with the Partner organisation to develop a full project plan that includes practical project objectives, student learning outcomes and methods for evaluating impact.



Projects should not be directly related to a student's primary research. They are the opportunity to do something **different**.

Potential Partner organisations

students are encouraged to think internationally when considering where to conduct their REPs. International experience is becoming increasingly valuable in demonstrating a global outlook to potential employers.

You may identify a suitable Partner yourself or your Supervisor may have some suggestions to offer. WRoCAH has a number of Core Partner organisations and we can put you in touch with our contacts.

A project to fit

A REP can be a continuous month, or the equivalent of a single month over a duration of several months. A flexible approach to the way REPs are conducted is encouraged to fit with your personal circumstances. Please talk with the WRoCAH office to find a way to make the best use of this unique opportunity.

What does WRoCAH cover?

WRoCAH will cover reasonable costs for travel and accommodation, as well as offering funds for project-related consumables.



“Undertaking work experience outside a university research environment, even if only for a short time, can open your eyes to the diversity of career options. It can also help you to identify and develop skills and knowledge that will underpin a successful academic career. An internship or placement will expose you to new practices and different people and to the subtle business imperatives and demanding commercial realities that drive everyday decision making. By participating ‘from the inside’, you learn about commercial matters and develop the skills and the language to discuss work and research from new perspectives.”



Tripartite agreement

All REPs require a tripartite agreement to be in place before the project begins. This is a legal agreement between:

- ▶ The student
- ▶ Their home university
- ▶ The Partner organisation

It is intended to provide assurances that all parties will behave professionally and to safeguard the student should any harm come to them while they are working on the premises of the Partner organisation.

WRoCAH facilitates the preparation of the agreement but is not a signatory as the student's home university holds the legal responsibility for them while they are a registered student and on university business.

Read more: <http://bit.ly/wrocah-tripartite-guidelines>

What current students say about doing REPs

Over 70 students have registered REPs in 19 different countries and many from the 2014 starting cohort have completed their projects. They have lots of advice to offer, including:

"The experience I have gained will be invaluable for my CV. Gaining an insight into the inner workings of a large arts organisation will give me a significant advantage when applying for jobs post-PhD."

"Start thinking about your REP as soon as you start your PhD, so you can have time to find exactly the kind of employability experience that you will feel passionate about."

"One of the key things that I will take away from this project is the experience of carrying out research and employing research skills in a completely different context to those that I am used to."



Balance - Embrace a big opportunity if one is there, because in the long run it might prove as important than the PhD; but do everything you can to keep it contained and deliverable.

Enjoy and make the most of it ... You need to be opportunistic and thinking outside the box, taking the initiative and setting out clear objective from the start and having a timetable to follow.

This experience has helped me in my understand of the role that knowledge can have in a non-academic context, but also of the difficulty in using that to bring meaningful change.

Take time to think about the value you would want to bring to an organisation ... Think about your own skills, and think about what can be realistically achieved within a month's work, and try and keep your project within these boundaries.

REPs soundbites

... a fantastic opportunity which enabled me to fulfil all of my learning outcomes, gaining experience of conducting applied research in a non-academic context, of working for a major arts organisation, and of working on a major public engagement event.

... fresh perspective afforded by distance from my usual working environment and routine.

REP success

70 projects registered in 19 countries with more than 65 different organisations





Researcher Employability Projects

What Partner organisations say...

... a meticulous researcher with an uncanny ability of anticipating what is needed before it is mentioned. Terrific to work with, very collaborative. The project will now be so much more sophisticated and comprehensive ...

... brilliant, absolutely indispensable. ... complete professionalism ... We would also welcome any future placement opportunities with White Rose students ...

... a sprawling, possibly intimidatingly large, task handled with aplomb ... very sorry to see her go!

I was surprised with his responsiveness to new challenges. At several points, he was faced with new skills development and adeptly demonstrated the application of existing knowledge and experience to a new context. This is a fundamental capacity that I expect in a researcher and is not so often seen in someone as early in their career.

... absolutely first class. He was incredibly hard working, engaged and generous with his expertise and knowledge.

Claudia Rogers Leeds



The new skills and personal development I have gained during this project will undoubtedly have a positive effect upon the completion of my PhD project, and afterwards, too. The REP has been an excellent opportunity to explore a career path in the Arts outside of academia, and I will certainly be using the new knowledge I've gained about this career path to help shape my career choices post-PhD.

One of the key skills gained that is already having a positive change on my PhD is communication: the development of this skill during my REP (especially with regards to communicating to 'non-expert' audiences) has meant that I have been delivering recent conference papers more clearly and coherently, but also with more confidence ...

Researching outside of my specialism has also had a positive effect on my PhD project: I feel that commissioned research has vastly improved my research skills, especially in terms of evidence selection and time management.

I have also learnt to work more flexibly, and as part of a team: this has certainly helped me to develop better working relationships with my peers (especially when organising/managing academic events) and Supervisors.

WRoCAH Partners





Partnerships with WRoCAH

As part of its commitment to collaborative working, WRoCAH works with a range of external organisations that form two tiers of partnership with WRoCAH.

Tier 1 Wider Network

A wider network of Partners are collaborators in student projects

Tier 2 Core Partners

Representatives from organisations across a range of Arts and Humanities related sectors

Partnership Advisory Board

The representatives of the Core Partner organisations, all senior executives and entrepreneurs with extensive experience and contacts, form the Partnership Advisory Board (PAB).

Core Partners are involved in every appropriate level of activity including representation on other WRoCAH committees. They participate in WRoCAH Conferences and Colloquia and engage actively with students in talks and workshops.

Doctoral training experience

The primary role of the Partnership Advisory Board is to inform the strategy for student engagement with external Partner organisations, particularly in the formulation of meaningful project experiences for students and [Researcher Employability Project](#) hosts. Members will bring their expert knowledge of their sectors and allow us to respond imaginatively and effectively to changes in wider policy, economic and funding environments.



A number of the Core Partners have significant direct experience of PhD training, and the British Library, Historic England and the National Railway and Media Museums (as part of the Science Museum Group) have all been successful in AHRC's Collaborative Doctoral Partnership scheme.

Partners and Researcher Employability Projects

Core Partners are also potential and willing hosts for **Researcher Employability Projects** and the WRoCAH Office can put students in touch with relevant contacts on request.

REPs do not have to be conducted with a Core Partner organisation. Students are encouraged to use their existing contacts or develop ongoing relationships established by their Supervisors with any non-academic Partner organisation.

Read more about building Partnerships in the Arts & Humanities: <http://www.ahrc.ac.uk/documents/guides/partnership-working-in-the-arts-and-humanities/>





Museums, Galleries, Archives and Libraries



The UK's national museum of arms and armour, with major programmes of research and of media and commercial consultation.



The government's national archive for England, Wales and the United Kingdom with over 1,000 years of the nation's records for everyone to discover and use.



The major academic collection in the UK, with important collections held at Boston Spa (between York and Leeds); its strategy highlights collaboration with research and business.

The Victoria and Albert Museum: the world's greatest museum of art and design, with extensive programmes of research-based exhibitions and education.



Part of the Science Museum Group; the national collection for all aspects of transport, with a major research arm and strong commitment to knowledge exchange.



Historic England

The major national heritage organisation in the UK, with a mission to understand, value, care for and enjoy historic places, and a wide-ranging programme of research-informed knowledge exchange.



**ARTS COUNCIL
ENGLAND**

The major UK sponsor of the arts, which champions, develops and invests in artistic and cultural experiences that enrich people's lives.



The UK's major retailer, offering a strong interest in innovative design and textile production as well as in heritage and public engagement. A growing archive with more than 70,000 items from 1884 to the present day.

Arts and Heritage, Design, Manufacturing and Retail





Creative Industries and Media



A leading consultancy agency in cultural industry and development, providing training and consultation and developing SMEs in the creative sector, in the UK and internationally.



We deliver design, brand and marketing strategy, identity design and graphics, advertising, digital media, website design and online marketing, public relations, internal communications, exhibitions and events, interior design and project management.

Carm Productions and Strategy

carm

A leading TV production company/ consultancy specialising in documentary- and film-making and in communications and organisational change.

An independent company supporting all aspects of cinema funding, production, festivals and education.

REEL SOLUTIONS



The Taylor Francis Group is an independent publishing company, with offices in Leeds, London and Philadelphia, and publishes an extensive list of journals for learned societies and professional bodies.

opera north

The premier opera company in the North of England, with an innovative approach to the contemporary and classical repertoire. Opera North Projects produces small-scale touring shows, site specific performance and commissions, together with a rolling programme of artistic residencies.

Publishing and Performing Arts





Charities and the Public Sector



Formed from the Institute of Community Studies (which helped set up the Open University and the ESRC) and the Mutual Aid Centre, and dedicated to making positive social change happen.



Sheffield Health and Social Care
NHS Foundation Trust

Provider of high-quality care, with the vision that all users should live fulfilled lives in the community.



Student Profile

Caroline McCaffrey

School of Fine Art, History of Art and Cultural Studies,
University of Leeds — 2015 cohort



At the beginning of my PhD I spent a lot of time reading current literature and examining archives. At the start I was not entirely sure where my research was going and the exact questions I was asking therefore it took some time to organise my goals and objectives for this research year. The past 6 months have mostly been focused on working towards my PhD Viva transfer which took place at the end of June. For this I wrote one chapter and submitted chapter plans, research plans and training development reports. This transfer went extremely well and it was great to receive feedback that my research is on the right track. I hope to continue in a similar vein over the next year.

I feel extremely lucky and privileged to be a WRoCAH-funded PhD student. The cohort is not only accessible, friendly and supportive it gives fantastic opportunities to network and discuss research with peers who are undergoing the exact same issues, struggles and processes as I am. The compulsory WRoCAH cohort events have been brilliant platforms for discussions and training, in particular I found the research data management day course in York useful as well as the Myers Briggs test. I also enjoy being a spokesperson and representative of the WRoCAH cohort at other academic conference and seminars which I have attended or spoken at. As yet I have not attended any events organised by other WRoCAH students but next academic year myself and other WRoCAH students are hoping to put on a PGR led academic conference in Leeds which we are hoping will attract lots of WRoCAH students. Overall I have really benefitted from all of the financial grants awarded by WRoCAH, I do not think my research would be at the stage it is at if it were not for the archival research, conferences and activities I have been able to undertake thanks to WRoCAH's support.

Caroline's research: 'Sèvres-mania': An investigation into the history of collecting French Sèvres porcelain in Britain from the 1830s-1900



Student Profile

James Hickson

Department of Politics, University of York — 2015 cohort



This research year has been one where I have had to learn to embrace the constant change and the necessary uncertainty of the research process. I have seen my project greatly evolve from the proposal I started with as I have slowly refined the research question as well as the approach to the topic I want to take. Partly this has been due to exploring new avenues of reading and thinking, but it has also been thanks to taking opportunities to attend workshops. This has not only allowed me to interact with new research that is relevant to my project, but it has also allowed me to present my own research (formally and informally) to experts in the field and receive invaluable feedback. This has prevented me from producing my research in a bubble or echo-chamber and instead forced me to provide a stable basis for the project as I continue over the coming years.

I have really enjoyed being part of the WRoCAH cohort this year. The regular whole-cohort activities have provided me with time to reflect on the best practice for being an effective PhD researcher, as well as an opportunity to meet interesting people outside of my immediate discipline. These events have also provided a necessary chance to socialise and relax with others who are sharing the same stresses of PhD life. In this sense it provides a useful support group of sorts! I have tried to make the most of my membership of WRoCAH, benefiting both from the funding opportunities but also the ability to organise my own multi-disciplinary workshop with the help and support of WRoCAH. This is something I would not have considered doing before I started my PhD, but it gave me a chance to interact and engage with research from across the arts and humanities and reflect on our points of contact as well as where we can learn from each other's expertise. It has also helped to give me the practical experience of project management and thus the confidence to organise further academic events in the future. It is these unique and fantastically supportive aspects of WRoCAH membership that I really value, and I'm sure would not have had elsewhere.

James's research: **A republican critique of precarity? Freedom, norms, and structural domination**

WRoCAH Studentships: Terms and Conditions





WROCAH AHRC Competition Studentships

This section provides a summary of the main terms and conditions of this type of Studentship. For full details please refer to:

AHRC Training Grant Funding Guide

<http://www.ahrc.ac.uk/documents/guides/training-grant-funding-guide-2015-16/>

RCUK Conditions of Research Council Training Grants

<http://www.rcuk.ac.uk/RCUK-prod/assets/documents/documents/TermsConditionsTrainingGrants.pdf>

For any terms and conditions not covered by the Studentship itself, students should refer to their home institution's policies, procedures and guidelines on Research Degrees.

Leeds	http://www.leeds.ac.uk/rsa/policies.html
Sheffield	https://www.sheffield.ac.uk/ris/pgt/code
York	https://www.york.ac.uk/research/graduate-school/support/policies-documents/research-degree-policy/

Stipend payments

Fully funded Studentships are for 3 years (full time) or for 5 or 6 years (part time) paid at 50% or 60% rate depending on local institutional policies on research degrees. Students will receive an RCUK basic rate stipend in quarterly payments direct from the institution where they are registered for study.

Stipend rates are set by RCUK and may vary during the Studentship. For latest stipend rates, refer to the AHRC web pages: <http://www.ahrc.ac.uk/skills/phdstudents/currentawardholders/>

Eligibility for a stipend does not change during the funded period of a Studentship. A student who starts on a fees-only award remains on that type of award.

Students who have not yet submitted their thesis may be eligible for a WROCAH Associate Award at the end of 3 years if they have participated in all the compulsory elements of the WROCAH training programme including the completion of a [Researcher Employability Project](#).

Payment of Fees

Tuition fees are paid directly to the institution where the student is registered. The AHRC does not cover any fees for the continuation or 'writing up' year.



Additional WRoCAH funding

Students are only eligible to apply to the additional WRoCAH funding schemes while they are a registered doctoral student. Students are not eligible to apply during their continuation or 'writing up' year. Students may apply for additional funding from the Small and Large Awards, Knowledge Exchange Project, Student Led Forums and Researcher Employability Project Schemes.

Travel costs can only be covered from the student's home institution to the destination of any activity.

Disabled students Allowance (DSA)

Students with disabilities may apply for a DSA which will be funded by the AHRC. The first point of contact should be the Disability Services office at the student's home institution. Students may be required to undergo a needs assessment at a recognised Access Centre before funding can be approved. Students must wait for confirmation of DSA funding before incurring costs. Retrospective refunds cannot be made.

Changing between full and part time study

Students may change their mode of study. Possible reasons for change may include changes in the student's personal or employment circumstances. If the reasons are health-related, it must be demonstrated that a student is able to work part time but not full time. Otherwise a leave of absence (suspension) should be considered.

Only one mode change will be allowed during a Studentship. No mode changes are possible in the final six months of a Studentship (twelve months for part time students) or during the continuation or 'writing up' year. All requests must be made to the student's home institution.

Illness

Students may continue to receive their stipend during short illnesses of up to 13 weeks within any 12 month period without suspending their Studentship. This must be covered by a doctor's certificate which must be provided to your home university. Under these circumstances no extension to the submission deadline is possible. If the illness lasts, or is expected to last, for more than thirteen weeks, the Research Organisation should make arrangements to suspend the Studentship.

Other types of leave of absence (suspension)

Students may apply for a suspension in their studies for unexpected personal or family reasons. Suspensions should not normally exceed one year. The student's submission deadline will be extended by the same period as the suspension. All requests must be made to the student's home institution and be supported by appropriate documentation.

Extension to submission deadline

On accepting a Studentship, students also accept a commitment to make every effort to complete their project, and to submit their thesis, if possible by the end of the period of funding. Where this is not possible, part or all of the contingency or 'writing up' year can be used but students must submit their thesis within 4 years. The continuation year should be considered very much as contingency for unforeseen circumstances that have arisen during the PhD.



Extensions to the submission deadline are possible only under exceptional circumstances that arise *during* the continuation or 'writing up' year, and requests must be made before the original deadline passes. Circumstances that qualify as exceptional would be illness or accident, exceptional personal circumstances including bereavement, maternity, paternity, adoption or the awarding of a scholarship that provides additional value to the thesis. All requests must be made before the submission deadline to the student's home institution and supported by appropriate documentation.

Taking up paid employment is considered to be a normal outcome of doctoral study and is not considered as grounds for an extension. If a student takes up work before completing their thesis they should be mindful of the impact working will have on their ability to complete.

Termination

If a student decides to leave doctoral study (by withdrawing from study altogether or transferring to another type of degree) they may receive their stipend only up to the date of their withdrawal. Any overpayment which has been made must be refunded to the student's home institution.

An award may be terminated if a student fails to be confirmed on their PhD programme. A student may continue to be registered after withdrawal of funding but continued registration on an alternative degree programme is dependent on each institution's procedures.

Parental Leave

AHRC Competition Studentship holders are permitted a maximum of 12 months leave of absence for each individual period of maternity, adoption, or shared parental leave (including during continuation year). Students in receipt of a stipend may receive up to 26 weeks paid maternity or adoption leave on full stipend.

Partners are entitled to up to 10 days paid Ordinary Paternity Leave on full stipend, for fully funded students. Partners may be entitled to up to 50 weeks of Shared Parental Leave; this may include paid and unpaid leave, depending on the individual circumstances, any paid leave should be at full stipend.

Teaching and other paid work

Research Council stipends are training awards and do not cover remuneration for duties which would normally be considered to constitute employment. Where students funded through RCUK grants undertake demonstration or teaching, or other types of employment at an institution, they should be paid for this in addition to receiving the basic RCUK stipend.

There is no specific limit set for the maximum number of hours a student may undertake paid work during their doctoral studies. However, any paid work should not interfere with the student's research and writing. This should be monitored through regular thesis review meetings, and would not be considered as a suitable reason for an extension to the submission deadline.

Place of tenure

Students must live within a reasonable travel time of their home institution to ensure they are able to maintain regular contact with their department and Supervisor as defined by each institution's policy on research degrees, and to engage with the wider WRoCAH cohort and White Rose Arts & Humanities community.



This is to ensure students receive full support and do not become isolated. During periods of extended absence for fieldwork or study visits, students are expected to maintain regular contact with their Supervisor.

Data Sharing with WRoCAH and the AHRC

WRoCAH will need to share some of your personal information between administrators across the White Rose Consortium, and with the AHRC as our major funder in our annual reporting. The WRoCAH website has a dedicated page that outlines the various responsibilities relating to data sharing.

<http://wrocah.ac.uk/links/data-sharing/>

Questions?

If you have any questions regarding the terms and conditions of your **WRoCAH AHRC Competition Studentship**, please contact the Scholarships team at your home institution.

Leeds	Postgraduate Research & Operations http://www.leeds.ac.uk/rso/home/contact_us.html
Sheffield	Pricing and Contracts Team https://www.sheffield.ac.uk/ris/contacts/pact
York	Research Student Administration Team (RSAT) http://www.york.ac.uk/research/graduate-school/support/rsat/



WROCAH AHRC Collaborative Doctoral Partnership and Collaborative Doctoral Award Studentships

This section provides a summary of the main terms and conditions of this type of Studentship. For full details please refer to:

[AHRC Training Grant Funding Guide](http://www.ahrc.ac.uk/documents/guides/training-grant-funding-guide-2015-16/)

<http://www.ahrc.ac.uk/documents/guides/training-grant-funding-guide-2015-16/>

[RCUK Conditions of Research Council Training Grants](http://www.rcuk.ac.uk/RCUK-prod/assets/documents/documents/TermsConditionsTrainingGrants.pdf)

<http://www.rcuk.ac.uk/RCUK-prod/assets/documents/documents/TermsConditionsTrainingGrants.pdf>

Collaborative Doctoral Studentships with the AHRC are awarded via two routes: directly with Partner organisations through Collaborative Doctoral Partnerships (CDP) scheme or via the main AHRC Collaborative Doctoral Award (CDA) scheme. The opportunities available through WROCAH vary depending on which kind of Studentship is held.

For any terms and conditions not covered by the Studentship itself, students should refer to their home institution's policies, procedures and guidelines on Research Degrees.

Leeds	http://www.leeds.ac.uk/rsa/policies.html
Sheffield	https://www.sheffield.ac.uk/ris/pgr/code
York	https://www.york.ac.uk/research/graduate-school/support/policies-documents/research-degree-policy/

Stipend payments

Fully funded Studentships are for 3 years (full time) or for 5 or 6 years (part time) paid at 50% or 60% rate depending on local institutional policies on research degrees. Students will receive an RCUK basic rate stipend in quarterly payments direct from the institution where they are registered for study.

CDA/P students will receive an additional maintenance payment that is intended to help towards any additional costs incurred due to the need to work at both the home institution and the non-academic Partner site. Some CDA/P students may receive additional funding from the non-academic Partner.

Stipend rates are set by RCUK and may vary during the Studentship. For latest stipend rates, refer to the AHRC web pages: <http://www.ahrc.ac.uk/skills/phdstudents/currentawardholders/>

Eligibility for a stipend does not change during the funded period of a Studentship. A student who starts on a fees-only award remains on that type of award.

CDA (but not CDP) students who have not yet submitted their thesis may be eligible for WROCAH Associate Award at the end of 3



years if they have participated in all the compulsory elements of the WRoCAH training programme including the completion of a [Researcher Employability Project](#).

Payment of Fees

Tuition fees are paid directly to the institution where the student is registered. The AHRC does not cover any fees for the continuation or 'writing up' year.

Additional WRoCAH funding

Students are only eligible to apply to the additional WRoCAH funding schemes while they are a registered doctoral student. Students are not eligible to apply during their continuation or 'writing up' year.

- ▶ CDA students may apply for additional funding from the Small and Large Awards, Knowledge Exchange Project, Student Led Forums and Researcher Employability Project Schemes.
- ▶ CDP students may apply to the Student Led Forums scheme and to the Small and Large Awards schemes to attend conferences. All other types of funding for training, knowledge exchange and project placements must be applied for via the CDP consortium schemes.

Travel costs can only ever be covered from the student's home institution to the destination of any activity, unless the contract with the CDA/P Partner Organisation requires the student to be located near their premises.

Disabled students Allowance (DSA)

Students with disabilities may apply for a DSA which will be funded by the AHRC. The first point of contact should be the Disability Services office at the student's home institution. Students may be required to undergo a needs assessment at a recognised Access Centre before funding can be approved. Students must wait for confirmation of DSA funding before incurring costs. Retrospective refunds cannot be made.

Changing between full and part time study

Students may change their mode of study. Possible reasons for change may include changes in the student's personal or employment circumstances. If the reasons are health-related, it must be demonstrated that a student is able to work part time but not full time. Otherwise a leave of absence (suspension) should be considered.

Only one mode change will be allowed during a Studentship. No mode changes are possible in the final six months of a Studentship (twelve months for part time students) or during the continuation or 'writing up' year. All requests must be made to the student's home institution.

Illness

Students may continue to receive their stipend during short illnesses of up to 13 weeks within any 12 month period without suspending their Studentship. This must be covered by a doctor's certificate which must be provided to your home university. Under these circumstances no extension to the submission deadline is possible. If the illness lasts, or is expected to last, for more than thirteen weeks, the Research Organisation should make arrangements to suspend the Studentship.



Other types of leave of absence (suspension)

Students may apply for a suspension in their studies for unexpected personal or family reasons. Suspensions should not normally exceed one year. The student's submission deadline will be extended by the same period as the suspension. All requests must be made to the student's home institution and be supported by appropriate documentation.

Extension to submission deadline

On accepting a Studentship, students also accept a commitment to make every effort to complete their project, and to submit their thesis, if possible by the end of the period of funding. Where this is not possible, part or all of the contingency or 'writing' up year can be used but students must submit their thesis within 4 years. The continuation year should be considered very much as contingency for unforeseen circumstances that have arisen during the PhD.

Extensions to the submission deadline are possible only under exceptional circumstances that arise *during* the continuation or 'writing up' year, and requests must be made before the original deadline passes. Circumstances that qualify as exceptional would be illness or accident, exceptional personal circumstances including bereavement, maternity, paternity, adoption or the awarding of a scholarship that provides additional value to the thesis. All requests must be made before the submission deadline to the student's home institution and supported by appropriate documentation.

Taking up paid employment is considered to be a normal outcome of doctoral study and is not considered as grounds for an extension. If a student takes up work before completing their thesis they should be mindful of the impact working will have on their ability to complete.

Termination

If a student decides to leave doctoral study (by withdrawing from study altogether or transferring to another type of degree) they may receive their stipend only up to the date of their withdrawal. Any overpayment which has been made must be refunded to the student's home institution.

An award may be terminated if a student fails to be confirmed on their PhD programme. A student may continue to be registered after withdrawal of funding but continued registration on an alternative degree programme is dependent on each institution's procedures.

Parental Leave

All AHRC Studentship holders are permitted a maximum of 12 months leave of absence for each individual period of maternity, adoption, or shared parental leave (including during continuation year). Students in receipt of a stipend may receive up to 26 weeks paid maternity or adoption leave on full stipend.

Partners are entitled to up to 10 days paid Ordinary Paternity Leave on full stipend, for fully funded students. Partners may be entitled to up to 50 weeks of Shared Parental Leave; this may include paid and unpaid leave, depending on the individual circumstances, any paid leave should be at full stipend.

Teaching and other paid work

Research Council stipends are training awards and do not cover remuneration for duties which would normally be considered to



constitute employment. Where students funded through RCUK grants undertake demonstration or teaching, or other types of employment at an institution, they should be paid for this in addition to receiving the basic RCUK stipend.

There is no specific limit set for the maximum number of hours a student may undertake paid work during their doctoral studies. However, any paid work should not interfere with the student's research and writing. This should be monitored through regular thesis review meetings, and would not be considered as a suitable reason for an extension to the submission deadline.

Place of tenure

Students must live within a reasonable travel time of their home institution or Partner organisation and ensure they are able to maintain regular contact with their department and Supervisor as defined by each institution's policy on research degrees and with their Supervisor at the Partner organisation

This is to ensure students receive full support and do not become isolated. During periods of extended absence for fieldwork or study visits, students are expected to maintain regular contact with their Supervisor.

CDA/P students are expected to engage with the wider WRoCAH cohort and White Rose Arts & Humanities community. Where a CDA/P is contractually required to be located near to their Partner organisation, WRoCAH will cover the cost of travel to whole cohort and WRoCAH-funded training events.

Data Sharing with WRoCAH and the AHRC

WRoCAH will need to share some of your personal information between administrators across the White Rose Consortium, and with the AHRC as our major funder in our annual reporting. The WRoCAH website has a dedicated page that outlines the various responsibilities relating to data sharing.

<http://wrocah.ac.uk/links/data-sharing/>

Questions?

If you have any questions regarding the terms and conditions of your **WRoCAH AHRC Collaborative Doctoral Award or Collaborative Doctoral Partnership Studentship**, please contact the Scholarships team at your home institution.

Leeds	Postgraduate Research & Operations http://www.leeds.ac.uk/rso/home/contact_us.html
Sheffield	Pricing and Contracts Team https://www.sheffield.ac.uk/ris/contacts/pact
York	Research Student Administration Team (RSAT) http://www.york.ac.uk/research/graduate-school/support/rsat/



Wolfson Postgraduate Scholarships in the Humanities with WRoCAH

These Studentships are offered only by York and Sheffield and individual institutions have some discretion over the way these Studentships are managed, including the disbursement of funds. Full terms and conditions will have been provided to you by your home institution.

For any terms and conditions not covered by the Studentship itself, students should refer to their home institution's policies, procedures and guidelines on Research Degrees.

Sheffield	https://www.sheffield.ac.uk/ris/pgt/code
York	https://www.york.ac.uk/research/graduate-school/support/policies-documents/research-degree-policy/

WRoCAH membership

Holders of Wolfson awards are part of the main WRoCAH cohort and attend all whole cohort events of which there are five throughout the three year Studentship (outlined earlier in this manual). Membership is charged at a rate of £308 per annum over the three years of the Wolfson Scholarship.

Additional WRoCAH funding

Students are only eligible to apply to any additional WRoCAH funding schemes while they are a registered doctoral student. Students are not eligible to apply during their continuation or 'writing up' year.

- ▶ Wolfson students may apply to the [Student Led Forums](#) scheme
- ▶ WRoCAH will cover travel for Wolfson students to whole cohort and WRoCAH-funded training activities. This should be claimed directly from the WRoCAH office.

Holders of Wolfson awards are not eligible to apply for any other additional funding through the WRoCAH training schemes. This is because the Wolfson Foundation is very clear that holders of Wolfson Scholarships should maintain individual financial control over their training and research support costs.

Through the whole cohort events, Wolfson award holders will be encouraged to consider planning for their use of their additional research support fund in the context of the WRoCAH funding schemes, for example. [Small and Large Awards](#) and [Knowledge Exchange Projects](#).

Researcher Employability Projects

Wolfson award holders strongly encouraged to complete a [Researcher Employability Project](#), using their own funding, however this is not



a requirement of the Wolfson Scholarship itself. WRoCAH will offer exactly the same support to you in arranging and advising on a suitable placement, and in the preparation of a Tripartite Agreement.

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WRoCAH will need to share some of your personal information between administrators across the White Rose Consortium, and with the AHRC as our major funder in our annual reporting. The WRoCAH website has a dedicated page that outlines the various responsibilities relating to data sharing.

<http://wrocah.ac.uk/links/data-sharing/>

Questions?

If you have any questions regarding the terms and conditions of your [Wolfson Postgraduate Scholarship in the Humanities](#), please contact the Scholarships team at your home institution.

Sheffield	Pricing and Contracts Team https://www.sheffield.ac.uk/ris/contacts/pact
York	Research Student Administration Team (RSAT) http://www.york.ac.uk/research/graduate-school/support/rsat/



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