**Health Education and Life Sciences PhD Studentships – May 2021 Start**

**The Faculty of Health, Education and Life Sciences (HELS) is based at our City South Campus. The Faculty has a strong focus on the training of health and education professionals with a rapidly growing life sciences portfolio.**

HELS is making major investments in growing the quality and volume of research across its three constituent Schools (The Schools of Education and Social Work, Health Sciences, and Nursing and Midwifery) through investments in academic staff and researchers, doctoral students and new labs and equipment. This work is led by three centres of research excellence: the Centre for Studies in Practice and Culture in Education (CSPACE); the Centre for Social Care, Health and Related Research (CSCHaRR); and the Centre for Life and Sport Sciences (CLaSS). We are pleased to invite applications for four new fully funded PhD opportunities to support this work. This includes three Graduate Research Teaching Assistant (GRTA) roles that will support the research priorities of our schools and a PhD ‘classic’ route funded by our partner The Heather Van Der Lely foundation.

**Funded PhD Opportunities to start Monday 10th May 2021**

HELS is seeking to recruit scholars to undertake Graduate Research and Teaching Assistant (GRTA) posts in relation to the following three projects:

* **Teaching and Learning in Digital Spaces in Primary ITE (REF: GRTAEDU –** [**apply here**](https://www.bcu.ac.uk/courses/education-phd-2020-21)**)**
* **Teaching and Learning in Digital Spaces in Nursing and Midwifery Education (REF: GRTANMW –** [**apply here**](https://www.bcu.ac.uk/courses/health-phd-2020-21)**)**
* **How can knowledge mobilisation theory be used to improve radiography education? (REF: GRTAHS –** [**apply here**](https://www.bcu.ac.uk/courses/health-phd-2020-21)**)**

HELS is also seeking to recruit a scholar to undertake a PhD Classic project:

* **Investigating the effectiveness of a language intervention for young offenders with developmental language disorder - funded by the Heather Van Der Lely Foundation** (**REF: CLASSICVANDERLELY –** [**apply here**](https://www.bcu.ac.uk/courses/health-phd-2020-21)**)**

**GRTA Funding Information**

GRTA opportunities at Birmingham City University provide you with an opportunity to study for a PhD whilst gaining experience as an Assistant Lecturer on a funded, 48 month (4 year) programme. The GRTA payments consist of two elements:

1. 0.75 GRTA DTG - tax-free stipend paid monthly and has a current (2020/21) value of £11,463.75 per annum (paid monthly). The bursary is renewable annually for up to 48 months in total, subject to you making satisfactory progression within your PhD research.

2. 0.25 fixed term contract of employment (Assistant Lecturer) - renewable for up to 48 months in total, subject to satisfactory performance and progression within your PhD research. Please note that the pro rata salary for 2020-21 will be £7,707.75 (and this may be subject to some taxation).

This funding model also includes a FT Home fees studentship (£4,407 for 2020-21) for up to 4 years, subject to you making satisfactory progression within your PhD research.

If you are interested in a career in academia, working as a GRTA enables you to develop a range of transferable skills while building up vital work experience in your field.

**PhD Classic Funding Information**

This 36 month (3 year) fully-funded PhD Studentship, in-line with the Research Council values, comprises a tax-free stipend of £15,285 per annum (paid monthly). The bursary is renewable annually for up to 36 months in total, subject to you making satisfactory progression within your PhD research.

This funding model also includes a FT Home fees studentship (£4,407 for 2020-21) for up to 3 years, subject to you making satisfactory progression within your PhD research.

GRTA and PhD Classic opportunities are open to UK, EU and Overseas applicants. All applicants will receive the same stipend irrespective of fee status, however international applicants will be required to meet the difference in fee costs from their own funds.

We particularly welcome applicants from groups currently under-represented in our research community including LGBT+ applicants, applicants from Black Asian and minority ethnic communities and disabled applicants.

Birmingham City University is Stonewall Diversity Champion and holds an Athena Swan Bronze award. The School of Nursing and Midwifery has recently been awarded a department level Athena Swan Bronze award. At Birmingham City University we are proud to be an equal opportunities employer. All staff are expected to understand and enact the University’s commitment to ensuring equality, diversity and inclusion in our employment practice and in all that we do. This commitment is enshrined in our Core Values and is detailed in our Equality, Diversity and Inclusion in Employment Policy. The University values and celebrates the diversity of our staff and students; we welcome people from the many different backgrounds and life experiences that reflect the students and the citizens we serve. We do not discriminate against applicants and actively encourage unique contributions and difference in respect of age, ability, disability, sex, gender or gender identity, ethnicity, religion or belief, sexual orientation or transgender status.

**How to Apply**

The closing date for applications is 23.59 on Sunday 10th January 2021.

To apply, please complete the project proposal form and then complete your online application (via the link attached to each individual project) where you will be required to upload your proposal in place of a personal statement. Please ensure you state the relevant project reference on your proposal form.

To support applicants who may wish to find out more about us and the process of applying for a doctoral role we are offering two virtual events – you can choose to come to one, or both:

* **Applicant Event** Monday 14th December, 11.00-12.00: Q and A with HELS Faculty colleagues and postgraduate researchers (PGRs) -focusing on these posts and the HELS environment. Contact [drc-hels@bcu.ac.uk](mailto:drc-hels@bcu.ac.uk) to book a place.
* **BCU Postgraduate Open Event** Wednesday 2nd December, 4.00-7.00: BCU ‘open evening’. General information on research degrees application and experience, with input from all Faculties –including from PGRs. Book at this link, specifying ‘Postgraduate Research’: <https://www.bcu.ac.uk/news-events/calendar/pg-virtual-open-event-dec-2020>
* Alternatively you may wish to speak to one of our Directors of Doctoral Research: Dr Kate Thomson, ([Kate.Thomson@bcu.ac.uk](mailto:Kate.Thomson@bcu.ac.uk)) Nursing, Midwifery and Allied Health; Dr Tony Armstrong ([Tony.Armstrong@bcu.ac.uk](mailto:Tony.Armstrong@bcu.ac.uk)) Education.

**Projects**

1. **Project Title: Teaching and Learning in Digital Spaces in Primary ITE (REF: GRTAEDU –** [**apply here**](https://www.bcu.ac.uk/courses/education-phd-2020-21)**)**

**Contacts for informal enquiries: Dr Louise Wheatcroft (Louise.Wheatcroft@bcu.ac.uk)**

The Covid 19 crisis has represented significant challenges for the whole education sector, not least with regard to how to provide high quality education at a distance. Teacher education departments have not been immune to this and have had to respond in imaginative and judicious ways. Coupled with this there is increasing recognition that traditional pedagogies, premised on modes of teaching that place the lecturer front and centre, fare poorly online and that a recalibration of lecturer and student engagement and relationships is urgently needed (Guardian, 2020). Consequently, with these challenges also come opportunities to reimagine students’ lived experience in Higher Education. New ways of developing pedagogical and curricular approaches can now be examined that retain the best features of the pre-pandemic Higher Educational experience whilst exploring the potential of still emerging technologies and communication practices. This comes at a time when all ITE providers are considering their response to the new ITT Core Content Framework from September 2020 reflecting a strategic shift from trainee outcomes to a focus on trainee teachers’ education.

This is therefore an exciting opportunity to conduct a full-time PhD study to explore what teaching and learning in digital spaces could look like in Primary initial teacher education. Furthermore, it will also feed into a Faculty wide commitment to developing leading edge pedagogies and our interest in building on the work undertaken in response to the Covid-19 issue.

We welcome proposals that explore ways to grasp the current moment of potential and possibilities and imagine alternative futures; and/or focus on the value of emerging technologies, literacies and communication practices, and that seek to inform policy and practice in this area with a view to addressing issues of teacher recruitment and retention. It is anticipated that the focus will be on Primary Initial Teacher Education and the higher education space, and /or home/school literacies and engagement.

*The specific area to explore will depend upon the candidate and their field of expertise and interests.*

In addition to a background in primary education, a postgraduate qualification, or equivalent practice experience, the successful candidate will have an enthusiasm for teacher education and a commitment to contributing to high quality undergraduate teaching on programmes relevant to their specialism.

***References***

Guardian (2020) Lecturer and Student relationships matter even more online than on campus. (online) Available at <https://www.theguardian.com/education/2020/jun/08/lecturer-and-student-relationships-matter-even-more-online-than-on-campus#maincontent> (Accessed 09 June. 2020)

 DfE (2019) ITT Core Content Framework. (online) Available at <https://www.gov.uk/government/publications/initial-teacher-training-itt-core-content-framework> (Accessed 09 June 2020)

1. **Project Title: Teaching and Learning in Digital Spaces in Nursing and Midwifery Education**

**(REF: GRTANMW –** [**apply here**](https://www.bcu.ac.uk/courses/health-phd-2020-21)**)**

**Contacts for informal enquiries: Dr Ben Appleby (Ben.Appleby@bcu.ac.uk)**

The project ‘Teaching and Learning in Digital Spaces in Nursing and Midwifery Education’ seeks to explore the experiences of staff and students on practice-based courses in the context of the changing educational landscape triggered by the Covid-19 crisis. It is anticipated that this project will feed into a faculty-wide commitment to developing leading edge pedagogies. The aim is to build on the work undertaken in the Covid-19 crisis, and particularly in relation to how staff and students on nursing and midwifery courses collaborate to co-construct knowledge and understanding to enhance teaching and learning in their respective fields. So this is an opportunity for a research-minded practitioner/lecturer to make a difference to nursing and midwifery education through fully supported full-time doctoral study.

In addition to a relevant first degree, a postgraduate qualification, or equivalent practice experience, the successful candidate will have an enthusiasm for nurse and midwifery education and a commitment to contributing to high quality undergraduate teaching on programmes relevant to their specialism.

Interview date for this post: 25th January 2021

1. **Project Title: How can knowledge mobilisation theory be used to improve radiography education?**

**(REF: GRTAHS –** [**apply here**](https://www.bcu.ac.uk/courses/health-phd-2020-21)**)**

**Contacts for informal enquiries: Dr K Louise McKnight (**[**Louise.Mcknight@bcu.ac.uk**](mailto:Louise.Mcknight@bcu.ac.uk)**), Professor Fiona Cowdell (Fiona.Cowdell@bcu.ac.uk), Dr Thomas Hopkins (Thomas.Hopkins@bcu.ac.uk)**

Effective education is essential to preparing the next generation of independent practitioners. Our radiography students spend approximately half their time in the university academic setting, and half in the practicum, working and learning alongside staff in clinical imaging departments. Therefore, clinical staff are key to educating students and importantly there needs to be shared knowledge and understanding across student-clinical staff- academic boundaries. Knowledge mobilisation, put simply ‘moving to where it is most useful’ is an emerging field of study in health care and education.

The successful candidate will employ qualitative research methods to explore how knowledge is currently mobilised across student-clinical staff- academic boundaries to support best practice in student education. The study will be informed by the four pillars of advanced practice namely research, clinical skills, education and leadership, and the Society of Radiographers Practice Educator Accreditation Scheme (PEAS).

This GRTA post offers an HCPC registered Diagnostic Radiographer a unique opportunity to both teach students in the university setting and undertake doctoral study investigating how knowledge mobilisation theory may be used to improve radiography education, ultimately for the benefit of patients. The Department of Radiography at BCU educates students on undergraduate courses in Diagnostic Radiography, Therapeutic Radiography and Medical Ultrasound. The successful GRTA will contribute teaching in one or more of these areas.

Interview date for this post: 27th January 2021

**PhD Classic Project Funded by the Heather Van Der Lely foundation**

1. **Project Title: Investigating the effectiveness of a language intervention for young offenders with developmental language disorder (REF: CLASSICVANDERLELY –** [**apply here**](https://www.bcu.ac.uk/courses/health-phd-2020-21)**)**

**Contacts for informal enquiries: Dr Tom Hopkins (**[**Thomas.Hopkins@bcu.ac.uk**](mailto:Thomas.Hopkins@bcu.ac.uk)**), Dr Lesley-Ann Docherty (lesleyann.docherty@bcu.ac.uk), Dr Laura Hammond (**[**Laura.Hammond@bcu.ac.uk**](mailto:Laura.Hammond@bcu.ac.uk)**)**

This project is funded by the Heather Van Der Lely foundation and will form a quantitative intervention study that aims to measure the effectiveness of a language intervention for young offenders (YOs) with developmental language disorder (DLD). We anticipate that the study will be conducted either within a secure setting or within a community setting situated within a Youth offending service. Research has consistently documented high prevalence rates of DLD within the youth offender population as measured by a range of assessments that target various forms of language (inc expressive discourse, narrative, vocabulary, grammar, comprehension and pragmatics), all of which have significant implications for participation within the youth justice service (YJS), (Anderson et al, 2016; Bryan, et al, 2015). Despite the known association between language and offending behaviour (Hopkins et al, 2018; Winstanley et al 2017), there is still a dearth of evidence concerning effective intervention that targets aspects of language that could support the engagement and participation of YOs within the YJS.

The successful candidate will have a degree in a relevant field, a postgraduate qualification and crucially an enthusiasm for improving the life chances of young people with experience of the Youth Justice Service.

Interview date for this post: 27th January 2021