

# PhD Application Form: CDT in Transformative Pharmaceutical Technologies

Please do not close or navigate away from this form or your entries will be lost.

We advise applicants to review ALL questions in advance. A PDF copy of the entire application form is available here to download and view (*upload PDF here*). We also recommend that applicants set aside time to complete this form in one sitting. We strongly recommend that applicant prepare their main personal statement questions in a separate document and paste the answers into this form to avoid any risk of edits being lost if the internet connection is interrupted. Please note that there is a strict word limit on personal statement questions.

Applicants will have an opportunity to review, by using the back button at the bottom left hand side of the screen, and edit the application form before submitting it.

Please complete ALL sections of the application form.

Please note that our assessment of the application will consider **both** the academic record and the answers to the personal statement questions. Applicants who do not provide detailed answers to questions exploring motivation will not be shortlisted.

1. Name (last, first)
2. Email address
3. Contact telephone number
4. How did you hear about the positions in the CDT in Transformative Pharmaceutical Technologies?

## **Funding Eligibility Criteria: Please read carefully**

There are residence requirements for postgraduate research funding from Engineering and Physical Sciences Research Council (EPSRC) in the UK or Science Foundation Ireland (SFI) in Ireland.

For EPSRC studentships, applicants who do not meet the UK residence requirements (UK and EU students with pre-settlement status), as set out by UKRI are classified as international students. For SSPC studentships, applicants who do not meet the UK and EU residence requirements, as set out by SFI, are classified as international students.

## **EPSRC Funding Eligibility (for University of Nottingham and University College London in UK):**

Normally, to be eligible for a full award from the EPSRC a student must have no restrictions on how long they can stay in the UK and have been ordinarily resident in the UK for at least 3 years prior to the start of the studentship, <https://epsrc.ukri.org/skills/students/guidance-on-epsrc-studentships/eligibility/>.

Awards for UK residents cover UK tuition fees and provide a stipend at the UK Research and Innovation (UKRI) rate, <https://epsrc.ukri.org/skills/students/guidance-on-epsrc-studentships/minimumpay/>.

International tuition fees are higher than UK fees, and EPSRC funding will not cover the additional international fees set by universities.

International applicants can be eligible for tuition fees at the UK rate and a stipend at the UKRI rate but this cannot be guaranteed. There is typically strong competition within universities for this funding for a very limited number of international students.

**SFI Funding Eligibility (for SSPC in Ireland):**

SSPC is the Science Foundation Ireland Research Centre for Pharmaceuticals.

Studentships are based in Ireland and are open to UK, EU and international students. To be eligible as an EU student, applicants must have been ordinarily resident in the EU/EEA for 3 of 5 years prior to the application.

SSPC studentships will cover EU fees only and a stipend. Studentships are based in one of the SSPC partner universities: Trinity College Dublin, University College Cork or University College Dublin.

International students are eligible for a full stipend but will be responsible for covering the additional cost of international fees.

5. What is your nationality?
6. What is your normal country of residence?
7. Have you been ordinarily resident in the UK for the last 3 years (required for students applying to a UK university)?
8. Have you been ordinarily resident in the EU/EEA for 3 of 5 years prior to this application (required for students applying to the SSPC)?
9. Please indicate whether you are applying as a UK (these include EU applicants with pre-settlement status), EU or International student.
10. Please indicate where you are interested in studying
11. Why do you want to study at the CDT? In your answer, please elaborate on what attracts you to our PhD programme as well as to specific university partner(s) (max. 200 words)
12. Please explain briefly how your skills and experience have prepared you to undertake PhD research in pharmaceutical technologies. This should be a general summary considering your knowledge, understanding, experimental skills and personal attributes. Applicants who use this space to simply list the lab techniques they have used are unlikely to be successful – please concentrate on the CDT focus and the skills/knowledge needed to be successful here (max. 200 words)
13. Highest Qualification
14. Highest Qualification Title
15. Highest Qualification degree classification/expected classification
16. Highest Qualification overall grade if not awarded in the UK (please specify maximum as well e.g. 3.5/4)
17. Highest Qualification Awarding Institution
18. Year Highest Qualification awarded

19. Do you have another relevant qualification?
20. Do you have any previous research experience?
21. Research project title/research experience
22. Location of research project/experience
23. Dates of research project/experience
24. Brief description of the research conducted and your roles and responsibilities (max. 100 words)
25. Do you wish to add a further research experience?
26. Current or Recent Employer
27. Dates employed
28. Brief description of your job role and responsibilities (max. 100 words)
29. Previous employer
30. Dates employed
31. Brief description of your job role and responsibilities (max. 100 words)
32. Do you wish to add another employer?
33. Voluntary experience (max. 50 words)
34. Prizes and awards (max. 100 words)
35. Personal interests (max 50. words)
36. Is there anything else you would like to add (max. 50 words)?

## **Equal opportunities monitoring**

The University of Nottingham, University College London and the SSPC have a deep commitment to ensuring that students are appointed and promoted on the basis of merit, regardless of ethnic origin, sex or disability, sexual orientation, race, colour, nationality (within current legislation), marital status, caring or parental responsibilities, age, or beliefs on matters such as religion and politics.

Monitoring enables us to see what is happening in practice, to assess the impact of our equal opportunities policy and its implementation, and to set any targets for improvements, and measure progress. To enable us to do this, and to make the exercise successful, we would be very grateful if you could please supply the following details. This information will be held securely. Information from this section will only be used for administrative and monitoring purposes.

Our questions are informed by the Diversity and Inclusion Survey (DAISY) Question Guidance as drafted by EDIS (Equality, Diversity, Inclusion in Science and Health), <https://edisgroup.org/wp-content/uploads/2022/05/DAISY-guidance-current-updated-May-2022-V2.pdf>

### 37. Age

The following questions ask about disability and long-term conditions in different ways. Asking about disability is complex, and these questions will help us to develop a broader understanding and compare with existing statistics, as well as understand the barriers faced so we can work on addressing these. These questions align to the social model of disability. Please answer each question separately and don't feel that your answer to one should determine your answer to the others:

38. Do you consider yourself a disabled person?

39. Do you experience barriers or limitations in your day-to-day activities related to any health conditions (including mental health), physical, sensory or cognitive differences?

40. If yes, please describe what barriers or imitations do you face? Please describe these in whatever way works for you, some examples are included below. Please do not include any identifying information. For example these might include:

- Attitudinal barriers e.g. discriminatory attitudes; negative or incorrect assumptions
- Physical barriers e.g. no step free access to buildings; physical expectations of participating
- Travel or transportation barriers e.g. lack of accessible transport and accommodation
- Communications barriers e.g. lack of information in different accessible formats; lack of BSL interpretation
- Organisational barriers e.g. length of time and when meetings are scheduled limits participation
- Social barriers e.g. expectations in social interactions

41. Do you consider yourself to have a disability or long-term condition (such as dyslexia, diabetes, arthritis, a heart condition, or a mental health condition)?

42. Do you experience barriers or limitations in your day-to-day activities related any disability, health conditions or impairments?

43. What is your ethnic group?

44. Which of the following best describes your gender?

45. Do you identify as trans?

46. Which of the following best describes your sexual orientation?

47. What type of school did you attend between the ages of 11-16?

48. For those educated in the UK, what was your home postcode when you left secondary school?

49. If you finished school after 1980, were you eligible for Free School Meals at any point during your school years. Free School Meals are a statutory benefit available to school-aged children from families who receive other qualifying benefits and who have been through relevant registration process. It does not include those who receive meals at school through other means (i.e. boarding school)

50. Did either of your parents attend university and gain a degree (e.g. BA/BSc or equivalent) by the time you were 18?