



SCOTTISH GRADUATE SCHOOL OF SOCIAL SCIENCE (SGSSS)

SUPERVISOR-LED OPEN COLLABORATIVE STUDENTSHIP COMPETITION 2021/22

SUPERVISOR GUIDANCE

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The closing date for applications is **Friday 29 October 2021 at 12pm (midday)**. The closing date will be strictly adhered to.

All applications must be submitted via the SGSSS online application system, [SGSSS Apply](#).

SGSSS plans to communicate the outcome of the competition to successful and unsuccessful applicants on 2 December 2021. As such, successful applicants will be able to start recruiting students during the first quarter of 2022.

1. Overview

1.1 Background

The Economic and Social Research Council (ESRC) is committed to supporting knowledge exchange and collaboration, to ensure that research has a positive impact on society and the economy. The ESRC's expectation is that 30% of the studentships led by Doctoral Training Partnerships (DTPs) are collaborative studentships run in partnership with a non-academic partner organisation.

The SGSSS is the UK's largest facilitator of funding, training and support for doctoral students in social science. By combining the expertise of 16 universities across Scotland, the school facilitates world-class PhD research. The school is funded jointly by the ESRC and the Scottish Funding Council.

We are now inviting applications for the SGSSS Open Collaborative Studentship Competition that will see students start their projects in October 2022.

The SGSSS defines "collaborative" broadly, so that this term encompasses collaboration with private sector companies, public sector bodies or third sector organisations. Approximately 14 awards have been allocated for the 2021/22 Open Collaborative Studentship Competition.

The competition has five key stages:

1. Supervisors submit an application with a non-academic partner organisation.
2. The SGSSS and an expert review panel review the applications.
3. Successful applicants are invited to start recruiting a student.
4. The supervisor informs the SGSSS of their preferred candidate, further to eligibility checks within their own University.
5. SGSSS approve the preferred candidate and specify the necessary training required, subject to their eligibility checks.

Project proposals can come from any pathway as long as the supervisor is aligned with a pathway for which their HEI has ESRC accreditation.¹ There is no limit on the number of proposals that a pathway may submit. Collaborative awards are *additional* studentships and there are no implications for success in the Student-led Open Competition.

Please note, supervisors can only submit one application per supervisor-led competition – that is, a supervisor may apply to both of the collaborative competitions (Open and SDS) as well as the Steers Competition, but cannot submit more than one application to a single competition. Please note, the single application requirement applies to any position within a supervisory team – that is, an applicant cannot apply to a competition as the first supervisor on one application and the second or subsequent supervisor on another application to the same competition.

You can find more information on collaborative studentships on the SGSSS website [here](#). In addition, the ESRC have provided guidance on good practice for setting up and managing collaborative partnerships [here](#). This guidance is principally aimed at DTPs, but it is also relevant to supervisors engaging with collaborative studentships.

¹ The list of HEI pathway eligibility can be found here: <https://www.sgsss.ac.uk/about-us/pathways/>

1.2 Funding Arrangements

Studentship Costs²

To support the conversations that supervisors have with non-academic partners regarding the costs of a studentship, please see below for the full costs of a studentship award. A collaborative studentship should be advertised as both a +3 (3 years for PhD) and a 1+3 (Master's year plus 3 years for PhD) award and as both a part-time and full-time opportunity.

Full award	2022/23	2023/24	2024/25	2025/26
Stipend	£15,890	£16,176	£16,467	£16,764
Fees	£4,581	£4,663	£4,747	£4,833
OFW	£450	£450	£450	£450
RTSG	£750	£750	£750	£750
Cohort Development	£4,000	£0	£0	£0
Totals	£25,671	£22,039	£22,415	£22,796

SGSSS Funding

SGSSS-DTP funding is as per the standard ESRC studentship package: fees, maintenance stipend, Research Training Support Grant (RTSG), cohort development and overseas travel allowance. Additional funding requirements, including further travel, subsistence, and accommodation in connection with visits to the collaborating partner, will *not* be funded by the SGSSS-DTP.

The SGSSS funding model means that all studentships awarded will be co-funded by the host institution, usually to the value of one third. The exception to the one third HEI contribution is where the award is for a collaborative studentship where there is an expectation of a financial contribution from the non-academic partner. For these awards, the contribution from the host institution is reduced as follows:

- 10% contribution from the non-academic partner: 25% contribution from host HEI and 65% from SGSSS
- 25% contribution from the non-academic partner: 25% contribution from host HEI and 50% from SGSSS
- 33% contribution from the non-academic partner: 17% contribution from host HEI and 50% from SGSSS
- 50% contribution from the non-academic partner: 0% contribution from host HEI and 50% from SGSSS

Please see [here](#) for full guidance on the different types of SGSSS funding arrangements available for each studentship competition/studentship type.

² All costs and figures detailed within the 'Studentship Costs' section of this guidance document are correct as of 2021 and are subject to change in line with the UK Government's annual [GDP deflator index](#), year on year.

Cross-Institutional Supervision

We support cross-institutional supervision where the arrangements are in the best interests of students. In these cases, the lead institution will be regarded as the host institution. The expectation is that the host institution will be responsible for covering the HEI contribution of the relevant funding split. The second institution will not be responsible for any proportion of the contribution. Further, the fees due will be transferred to the host institution with no expectation of a proportion of the fees going to the second institution.

Exceptions will be made where the cross-institutional supervision partnership is with one of our four HEIs³ that currently do not hold studentships. For these studentships, 33% of fees income will go to the second institution as part of the SGSSS reconciliation process (with the remaining 67% going to the host institution).

Collaborative Partner Contributions⁴

There is an expectation that collaborative studentships include an element of monetary co-funding. This is to ensure that the collaborative partner is engaged with the studentship and that the project will be sustainable.

We understand that organisations will contribute in different ways to the studentships, and that a flat fee might make the projects inaccessible for some partners. Please see below a guide to help supervisors identify the recommended contribution for a non-academic partner organisation.

In addition, since 2017, the ESRC requires co-funded studentships to include proportional costs for cohort-development building in the first year only, which amounts in total to £4,000. For example, the minimum partner financial contribution is 10% of the studentship package, which is approx. £2,167 per annum for a standard studentship. In addition, the partner would need to contribute £400 (10% of £4,000) for cohort-building, as a one off.

Private Sector

Company size	Company turnover	Contribution	Approx. total cost of +3	Approx. total cost of 1+3
Micro < 10 employees	< £630K	10%	£7,013	£9,292
Small < 50 employees	< £10M	25%	£17,531	£23,230
Medium < 250 employees	< £50M	33%	£23,141	£30,664
Large > 250 employees	> £50M	50%	£35,063	£46,461

³ Abertay University; Robert Gordon University; University of the Highlands and Islands; University of the West of Scotland.

⁴ All costs and figures detailed within the 'Collaborative Partner Contributions' section of this guidance document are correct as of 2021 and are subject to change in line with the UK Government's annual [GDP deflator index](#), year on year.

Public Sector

If the collaborative partner is the Scottish Government or a [Scottish Public Body](#) then we expect co-funding to be at the rate of one-third of the full studentship and cohort-development costs.

Contribution	Approx. total cost of +3	Approx. total cost of 1+3
33%	£23,141	£30,664

Charity/Third Sector

Contribution	Approx. total cost of +3	Approx. total cost of 1+3
10%	£7,013	£9,292

In-kind Contributions

We do consider applications with an in-kind contribution from the collaborative partner. In these cases, we would require information about the cash value equivalent of in-kind support, so the supervisor will need to make it clear in the application what type of in-kind support is being provided and how this can be quantified. Where a collaborative partner proposes to provide an in-kind contribution rather than a financial contribution, the HEI is therefore responsible for one third of the studentship costs as per the standard co-funding arrangement:

SGSSS: 67%; HEI: 33%; Collaborative Partner: 0%

HEI Funding Confirmation

All applicants should seek funding confirmation (email or letter) from the home institution's [SGSSS Dean of Graduate Studies](#), confirming that the institution will meet the required financial contribution, be it an in-kind studentship or co-funded by the collaborative partner (as per the various co-funding agreement possibilities detailed above). This confirmation will need to be uploaded as part of the application submission via *SGSSS Apply*.

Administration of Collaborative Partner Contributions

It is the responsibility of the HEI to agree the funding arrangements with the collaborative partner and to arrange for the funding to be paid to the HEI directly – SGSSS will only ever pay an HEI the SGSSS percentage of cost(s) for a studentship.

1.3 Collaborative Partner Letter of Agreement/Collaborative Agreement

As part of an application we will require a letter from the collaborative partner called a **Collaborative Partner Letter of Agreement**. This acts as a precursor to the formal [Collaborative Agreement](#)⁵ which is required if you are awarded a studentship. The Collaborative Partner Letter of Agreement should describe how the partner will support the project and should include details of the following:

- How the research project aligns to the priorities of the partner organisation and of the nature of the collaboration already underway (for example, the role of the partner in identifying the research need and in developing the application).
- How the collaborative partner will support the supervision/development of the student and their project.
- The agreed co-funding arrangement.
- Any agreed additional funding, i.e. this may include details of how the travel, subsistence and accommodation costs incurred by the student associated with visits to the non-academic organisation will be covered.
- Any arrangements for special materials and facilities which will be made available to the student.
- Any appropriate arrangements relating to Intellectual Property Rights (IPR). Please see section 4 of the Collaborative Agreement template above and indicate your willingness to adhere to the terms. If not, please provide a detailed justification for any proposed changes.
- The details of any previous involvement in social science research by the collaborating organisation. This should include any collaboration that has previously taken place (e.g. former studentship applications) between the two parties.

If you are awarded a studentship, SGSSS will send you the Collaborative Agreement template which will need to be completed and signed off by the lead institution, your collaborative partner and the successful student. The deadline to return completed Collaborative Agreements will be 31 August 2022.

⁵ From 2021/22, SGSSS will be using a standard Collaborative Agreement template which all successful supervisors and collaborative partners will need to complete.

2. Application Process

2.1 Supervisor Applications

Applications for collaborative awards should be submitted by prospective lead supervisors based within recognised SGSSS-DTP pathways, via *SGSSS Apply*. Supervisors must have undergone supervisor training within their current institution during the last 5 years. Liaison with the relevant Pathway Representative at your HEI is strongly encouraged. Details of previously funded projects can be found in the **Appendix**.

The application form is available [here](#) for download and completion. Please note, after an award has been made, the home institution will need to sign a Collaborative Agreement with the non-academic partner organisation, returning a copy of the completed partnership agreement to SGSSS (no later than 31 August 2022). SGSSS now has a standard Collaborative Agreement template which all successful supervisors and collaborative partners will be required to use. This will be shared with successful supervisors when awards are made.

2.2 Ethics Guidance

The SGSSS Open Collaborative Competition 2020/21 [application form](#) states that the case for support **MUST** include:

*Ethical issues associated with this proposal (including those that may impact on formal ethics committee approval **and** those requiring ongoing consideration in the field/during analysis) and proposed actions to mitigate these.*

We recognise that the 2,250 word limit constrains the level of detail available to applicants but we expect to see consideration of ethical issues commensurate with the type of study being proposed. Where possible, applicants should indicate both the principles and practicalities of relevant ethical considerations and demonstrate how they are integral to all stages of the research. *All* research projects need to be considered in terms of ethics and integrity, even if they do not involve human participants.

Pointing to relevant experience of the supervisors and other sources of support will provide further reassurance that consideration has been given to the training needs of the research student, their personal safety and wellbeing, where relevant, and how emergent issues will be managed. Note that studies involving children or vulnerable populations, social media or involving overseas fieldwork may need particularly careful consideration. Proposals for the Open Collaborative Studentship Competition and others involving elements of co-production may also require special consideration in terms of partners' roles and intellectual property. ESRC guidance on intellectual assets and property is available [here](#) and the SGSSS expectations on IPR are outlined in section 4 of the Collaborative Agreement template here.

In addition to guidance from your professional discipline-based association (e.g. BERA, BPS, BSA) and your home institution, many useful resources are provided by ESRC [here](#). As their guidance notes, ethical considerations are “less about compliance and ‘getting through’ the ethics process, and more about mature, constructive and collaborative ethical deliberation, mutual learning and shared action aimed at maximising benefit and minimising harm.” Some proposals may also

benefit from EPSRC resources on responsible innovation available [here](#).

Below, we include some examples taken from research proposals where we considered the approach to ethics to be inadequate. In all cases, more information was required to assure the reviewers that supervisors had a good understanding of the ethical implications of the study and of the student's likely training needs. The amount of detail required will depend to some extent on the type of project proposed, but reviewers will want to be confident that supervisors will promote good practice in the areas of ethics and integrity.

"All data are fully anonymised and will be kept securely."

"Data collection will conform with strict protocols."

"The work does not involve human participants or ethical data and therefore does not require ethical review."

"There are no substantial ethical issues associated with this project."

"The supervisory team will ensure that the data are ethically obtained."

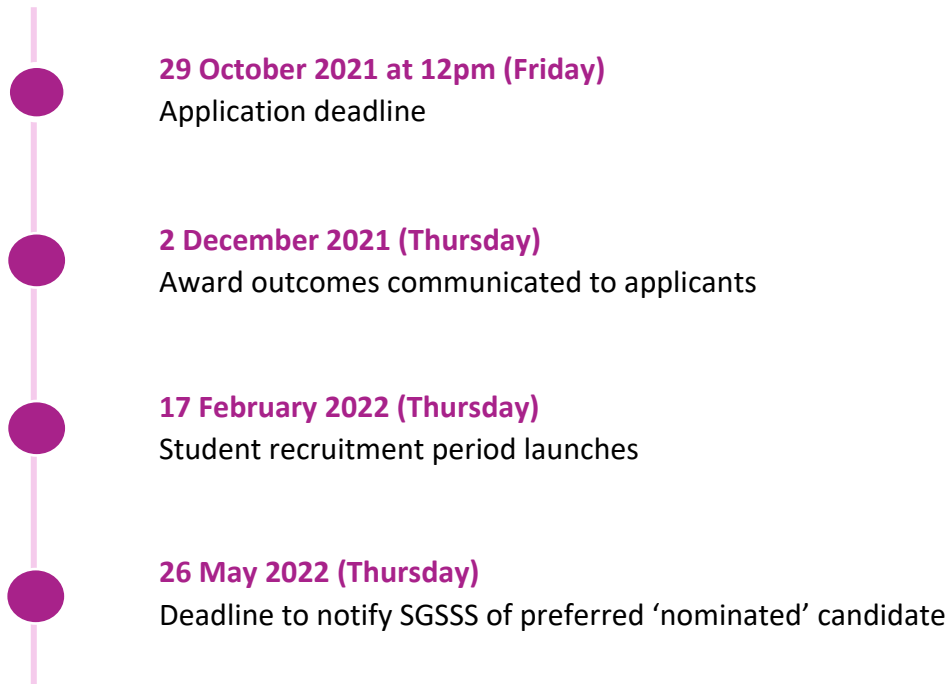
"We will apply for NHS ethical approval."

"Ethical approval will be sought from the faculty of X's ethics committee. We will follow the guidelines established by the British Association of X."

"The student will be trained to deal with ethical considerations through the department and other training."

2.3 Competition Timeline

Please see below a timeline with the key dates for the 2021/22 competition. Please note, before a student is appointed, the home institution will need to complete eligibility checks to establish if the nominated student is eligible for the award, and in what capacity, i.e. home or international student. In addition, the Collaborative Agreement must be completed and a copy shared with SGSSS by 31 August 2022.



3. Studentships

3.1 Student Eligibility

In October 2020, the eligibility criteria for ESRC funding changed for studentships commencing from 2021 onwards.

As per [guidance published by UKRI](#), a minimum of 70% of all studentships awarded by SGSSS will be made to home students, while a maximum of 30% of all studentships awarded can be made to international students. Please note, it is not a requirement for 30% of studentships to be awarded to international students, as the quality of applications should always remain the primary assessment criterion during the competition.

Residential Criteria

To be classed as a home student, applicants must meet the following criteria:

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

If a student does not meet the above criteria they are to be assessed as an international student.

3.2 Student Recruitment

The ESRC is committed to equality and diversity of opportunity. For widening access purposes, all collaborative studentship opportunities should be offered as a +3 or 1+3 award and for full-time or part-time study. The 1+3 award should be designed to support students that do not have a Master's degree prior to appointment, i.e. Master's year plus 3 years for the PhD.

Supervisors should clearly identify how they plan to advertise and recruit a student as part of their initial application. If successfully awarded a studentship, supervisors will need to consider the following guidance during the recruitment process.

Regulations on appointing students

- All collaborative studentships should be fairly advertised and abide by the recruitment processes within the first supervisor's HEI. The expectation is that student recruitment would start on or after 17 February 2022.
- The SGSSS will advertise all opportunities on www.FindAPhD.com, however in prior years some awards have proved difficult to fill. As such, please ensure you commit to advertising as widely as possible to ensure the best choice of well-qualified student candidates. Please consider in advance whether your HEI or collaborative partner would be willing to pay for further advertisements.
- The first supervisor's institution **must** ensure the nominated student's eligibility, i.e. home or international status is correct. This is vital to allow SGSSS to adhere to the ESRC's 30%

cap on international students. We strongly recommend that eligibility checks take place after candidates have been shortlisted and before they are invited for interview.⁶

- The SGSSS **must** approve all student appointments before they are confirmed. The ESRC continually monitors SGSSS processes and it is critical that students entering directly onto doctoral programmes meet the required ESRC core training criteria.
- **As there is a 30% cap on recruiting international students, these studentships will be awarded on a first come, first served basis.**

Please note, full student recruitment guidance will be disseminated to successful applicants. This guidance will detail the student recruitment timeline, how to review applications as well as how to nominate students, amongst other information.

3.3 ESRC Approved Master's Provision

When you come to recruit a student to fill the studentship award, if successful, they may be required to undertake a 1+3 award (Master's year plus 3 years for PhD). If this is the case and the home institution does not have an ESRC approved Master's programme aligned to the relevant [SGSSS pathway](#), the student will be required to undertake their Master's at another SGSSS-DTP institution where an approved ESRC Master's programme is available (before 'transferring' to their 'home' institution for the remainder of the PhD programme). If this could apply to your student, i.e. your institution does not have an ESRC approved Master's programme aligned to the pathway you are applying under, you must upload a completed [Masters Arrangement Form](#) as part of your application. This must be completed in conjunction with the relevant [SGSSS Dean of Graduate Studies](#) representative at the institution where the Master's will be undertaken.

Please Note: SGSSS will undertake a training requirement assessment for all nominated students, determining the length of the award applicable (1+3, +3 etc.). For more details on possible award lengths, please see the guidance [here](#).

⁶ The ESRC residency criteria is available here: <https://esrc.ukri.org/files/skills-and-careers/studentships/postgraduate-funding-guide/>

4. Marking Framework

Each application is to be assessed according to three categories with a total score out of 25. These categories are:

1. Research Proposal – Score out of 10 (40%)
2. Supervision & Training – Score out of 10 (40%)
3. Collaboration – Score out of 5 (20%)

SGSSS-DTP Collaborative Competition Award Marking Framework 2021/22

Score	Research Proposal (OUT OF 10)	Supervision & Training (OUT OF 10)	Collaboration (OUT OF 5)
<i>Descriptors: Please note that the descriptors can be used with discretion where there is a good case to do so</i>			
10	<p>An excellent proposal and scoring well in terms of both cogency and originality. All components – overview, context, methodology, and impact – will be well thought out and clearly expressed.</p> <p style="text-align: center;">PLUS</p> <p>Proposal is exceptionally good in all of its components</p> <p style="text-align: center;">AND</p> <p>Fulfils criteria 9 to 7 below</p>	<p>Supervision arrangements represent a near-perfect fit with the proposed research in relation to methods, substantive topic area and academic/policy networks. The supervisory team includes an experienced supervisor with recognised expertise in the field.</p> <p>The supervision combination meets directly the student’s training needs. The destination HEI offers high-quality specialist training. The research fits well with the wider department/school/faculty. The supervisory</p>	

9	<p>Proposal is highly original and innovative, at the cutting edge of developments substantively and methodologically</p> <p style="text-align: center;">AND</p> <p>Fulfils criteria 8 to 7 below</p>	<p>team demonstrates an excellent degree of preparedness for supervising PhD study</p>	
8	<p>Proposal contains clear awareness of the potential impact of the research</p> <p style="text-align: center;">AND</p> <p>Fulfils criterion 7 below</p>	<p>Supervision arrangements represent a very good fit with the proposed research in relation to methods, substantive topic area and academic/policy networks. The supervisory team includes an experienced supervisor with recognised expertise in the field.</p>	
7	<p>A well-defined proposal with researchable questions, appropriately identified sources, an awareness of the theoretical and empirical background to the research and an appropriate methodology cognisant of ethical issues. The proposal should display an awareness of the research of the economic and societal relevance feasible within 3 years of a funded PhD including appropriate risk assessment.</p>	<p style="text-align: center;">AND</p> <p>The supervision combination meets the student's potential training needs very well and has very good plans for advanced training. The destination HEI offers high-quality specialist training. The research fits well with the wider department/school/faculty.</p>	

6	<p>A good and promising proposal but with identifiable weaknesses. Some, but not all, components of the proposal will be problematic, ill- expressed, or show a lack of knowledge.</p> <p style="text-align: center;">PLUS</p> <p>A good proposal with only minor but still identifiable weaknesses. The research question will be clear, the methodology appropriate and clearly presented, and most of the appropriate literature identified.</p>	<p>Supervision arrangements represent a good fit with the proposed research in relation to methods, substantive topic area and academic/policy networks. The supervisory team includes an experienced supervisor with recognised expertise in the field. The supervision combination meets the student’s potential training needs and has good plans around advanced training. The destination HEI offers high-quality specialist training. The research fits well with the wider department/school/faculty.</p>	
5	<p>A promising proposal that suffers from several weaknesses. The methodology is appropriate but ill-expressed. The proposal is only weakly grounded in relevant literature.</p>		<p>The proposed collaboration represents an ideal fit with the proposal, demonstrates significant and well-resourced engagement of the collaborating partner planned throughout the PhD.</p>
4	<p>A proposal with one serious weakness or several minor ones, which suggests gaps in knowledge and a weak grasp of the proposed methodology and its suitability.</p>	<p>Supervision arrangements represent an adequate fit with the proposed research in relation to methods, substantive topic area and academic/policy networks. The supervisory team includes an experienced supervisor with some expertise in the field.</p>	<p>The proposed collaboration represents a very good fit with the proposal, demonstrates very good and well-resourced engagement of the collaborating partner planned throughout the PhD.</p>
3	<p>A proposal with significant weaknesses in multiple components, little appreciation of possible methodologies, and/or awareness of relevant literature.</p>	<p>The supervision combination meets directly the student’s potential training needs and has adequate plans around advanced training. The destination HEI offers good quality specialist training. The research fits with the wider department/school/faculty.</p>	<p>The proposed collaboration represents a good fit with the proposal, demonstrates adequately resourced engagement (financial or in-kind) of the collaborating partner.</p>

2	A problematic proposal that would need considerable additional work before being fundable. All components of the proposal will require further work and/or demonstrate little or no background or interest in their subject.	The supervision combination meets directly the student's potential training needs and has adequate plans around advanced training. The destination HEI offers good quality specialist training. The research fits with the wider department/school/faculty.	The proposed collaboration represents an adequate fit with the proposal but fails to demonstrate good engagement of the collaborating partner throughout the PhD.
1			The proposed collaboration represents a poor fit with the proposal, demonstrates weak or no evidence of the engagement of the collaborating partner throughout the PhD.

5. Appendix: Example Applications

The below three examples feature extracts from applications to the Open Collaborative Competition submitted during the 2018/19 cycle, where PhD projects started from October 2019. We have included a summary of the project information and then the abstract taken directly from the applications.

Project 1: Collaborative Art and Transformation: an exploration of the National Galleries of Scotland's outreach programme for disadvantaged young people in Scotland

Key Information

- **Supervisor:** Dr Sarah Wilson
- **University:** University of Stirling
- **Non-academic partner:** National Galleries of Scotland
- **Pathway:** Sociology

Abstract

“Contemporary art interventions with disadvantaged young people have attained a degree of policy orthodoxy in the UK (e.g. in Scotland, the Curriculum for Excellence; Creative Learning Strategy 2013; the draft Cultural Strategy Consultation document 2018), often justified through instrumental outcomes such as widening access and social inclusion; enhanced well-being and educational attainment; and civic engagement with young people (under the United Nations Convention on the Rights of the Child (UNCRC) (1989)). These programmes involve complex collaborations of artists, institutions and third sector/statutory agencies each with different purposes, constraints and allegiances in relation to young people and contemporary art. Despite their rich potential, little empirical research has been undertaken to establish how these interventions generate such important effects and affects. Nor has there been research over time exploring perspectives of the young people involved and the relevance of artistic and therapeutic aims to their everyday lives. Curiously, given the trend for socially-engaged practices in contemporary art, there is scarce evidence of their impact on the field of contemporary art itself.

Employing mixed methods (observation, interviews and documentary analysis), this project combines the sociologies of childhood, education and art with the practice-based outreach context of the National Galleries of Scotland (NGS) to explore the impact of its programmes on the lives of young people; gallery practices of audience engagement; and contemporary art practices. In part, the project enacts NGS Outreach's response to the Scottish Cultural Strategy - harnessing creative cultural approaches to address social needs, reflecting NGS's participatory values whilst providing a rich context for research that will be of relevance across the sector.

This studentship combines highly desirable professional work-based learning with high quality academic development and research training. It has been designed to prepare the student for an interdisciplinary and intersectional career trajectory through academic, arts and cultural contexts.”

Project 2: Considering culture in the cockpit: Cultural influences on crew resource management

Key Information

- **Supervisor:** Dr Amy Irwin
- **University:** University of Aberdeen
- **Non-academic partner:** CHC Helicopters (private sector)
- **Pathway:** Psychology

Abstract

“The safety of UK helicopter operations was recently highlighted by the Civil Aviation Authority, after the assessment of 25 offshore helicopter accidents from 1992-2013. The majority of the causal factors identified (73%) were linked to pilot performance. Crew Resource Management (CRM) training was developed to enhance operational efficiency, improve safety, enhance resilience and enable high levels of work performance during flight. However, there are a number of factors that could influence the effectiveness of training and the extent to which behaviours are performed. In the current global climate one of the key factors of concern for aviation companies is the influence of cultural differences, both national and professional, on crew resource management attitudes and behaviours. There is a lack of research examining this issue, and yet cultural conflict has the potential to adversely impact flight safety.

The focus of the proposed research will be on the examination of the impact of culture on helicopter flight safety. The aim will be to identify the key impacts of culture on CRM behaviours both within the cockpit and in interactions with team members outside the cockpit (such as maintenance and air traffic control).

The project will utilise a mixed methods approach, with a combination of questionnaire, observation, interviews and experimental protocols to address the main research questions:

- To what extent does cultural variation (professional and national) influence CRM behaviours of employees within the same organisation?
- Does cultural background influence acceptance and application of CRM training elements?
- Should CRM training be tailored to different cultural groups?

The results of the project will begin to explore a new avenue of CRM-based research; the impact of different cultural variations on the safety and co-ordination of helicopter flight crews.”

Project 3: Connecting communities: transformative impacts of community garden networks

Key Information

- **Supervisor:** Professor Andrew Cumbers
- **University:** University of Glasgow
- **Non-academic partner:** Baltic Street Adventure Playground (third sector)
- **Pathway:** Accounting, Finance and Business Management

Abstract

“A wealth of research highlights the benefit of community gardens to urban health and well-being (Draper and Freedmanm 2010), social inclusion (Crossan et al., 2016), and food security (Garett and Leeds, 2015). Urban populations continue to experience multiple deprivation that is linked to spatial vulnerability and limited access to green space. The prevalence of derelict land (SMID, 2016), privatisation of public space (Smith, 2018), and the prioritisation of property-based regeneration (Shaw et al., 2018) that are common characteristics of deprived communities all serve to intensify spatial inequality.

We aim to examine transformative impacts of community garden networks and conceptualise mechanisms through which community-led gardens can empower communities to transform local food economies. In doing so, this research addresses calls for research on spatial vulnerability (Saatcioglu and Corus, 2016) that acknowledges the ways that consumer disadvantage can intensify due to geographical location. This resonates with our context and collaboration partner, Baltic Street Adventure Playground (BSAP), a third sector organisation that facilitates access to community green space in Dalmarnock – a community which belongs to 5% of the most deprived areas of Glasgow (SIMD, 2016).

Existing research identifies the positive outcomes of community gardens at the individual and community level. Limited research has examined the transformative impacts of these spaces to facilitate network building and social interaction across diverse groups within more deprived neighbourhoods. This research examines how multiple growing spaces can connect to create transformative networks of food provision for spatially vulnerable communities. It develops a network approach to engage with key third sector organisations, community groups and consumers to generate critical insights into the transformative potential of community garden networks. This research will work towards building impact for communities by developing insights to support the practical development of community governed growing spaces, which may help tackle food inequality for low-income communities.”