YES DTN (2026)

How to Apply

The application procedure

Stage 1 - Applicants must complete the University of Leeds online application first (see here for the application form), before they complete the YES•DTN application form.

Once you have received your student ID number (a 9 digit number) move onto stage 2.

Stage 2 - complete the YES•DTN application by working your way through the questions on this form.

Please note that applicants who have not completed both application forms cannot be considered.

POINTS TO NOTE when completing the application:

- In order to be considered for the studentship you must submit all the required supporting documents for your application for study. The required documents include:
  1. Copies of your degree certificates and transcripts (including official translations where these are not in English).
  2. Provisional transcripts if you are currently studying.
  3. English language proficiency test results.

  If you did not upload these with your Online Application to the University of Leeds (stage 1) please either upload these to the application portal or e-mail them as attachments to the admissions team (ENV-PGR@leeds.ac.uk) explaining you are applying for the YES•DTN.

- Any applications that are not accompanied by the documents requested or where we have not received both the University of Leeds Online Application and the YES•DTN application, by the deadline, may not be considered.

- Application forms received after the deadline will not be considered.

- Only one application form per candidate will be accepted. If multiple applications are submitted, only the most recent form submitted will be considered.

- You can save this form at any time and log in later to complete the application.

- Email our admissions team (ENV-PGR@leeds.ac.uk) if you require support in completing this application. No advice can be provided regarding content.

Personal information supplied on your application is held in according with the Student Privacy Notice, which explains how the University of Leeds will collect and use your personal data.

University of Leeds Application

You must have completed stage 1 of the application process and submitted a University of Leeds online application before proceeding.

1. I have completed and submitted the University of Leeds online application form and have my 9 digit student ID number *

- ◯ Yes
- ◯ No

Personal Details

2. First Name *

0/32,000 characters

3. Last Name *

0/32,000 characters

4. E-mail address *

This will be used to keep you informed about the status of your application. We recommend you use an email address which you will have access to until October 2026.

example@example.com

5. Please add your nine digit student identification number *

Student ID Number (SID - this is generated when you submit your University of Leeds Online Application - please take extra care when entering this number as it will be used to manage your application).

0/9 characters

6. The supervisor of the project you have applied to may wish to contact you via email to ask you further questions about your qualifications or experience. Please let us know if you are happy for us to provide your email address to the project supervisor. *

- ◯ Yes - you can share my email address with the project supervisor
- ◯ No - please do not share my email with the project supervisor

7. **Fee status**

Will you be classified as a Home or International student regarding university fees? If you are unsure, please use the UKCISA fee checker: https://www.ukcisa.org.uk/student-advice/find-your-fee-status/ *

- ◯ Home

- ◯ International

8. **English Language**
   International applicants must already meet the English language requirements to study in the UK. The English language requirements are detailed on our website: https://www.leeds.ac.uk/international-applying/doc/entry-requirements *

- ◯ I confirm that I already meet the English language requirements
- ◯ I do not already meet the English language requirements

9. **Additional costs of studying in the UK**
   Successful international applicants will receive a studentship which includes a stipend and covers your tuition fees.
   However, we are unable to cover any additional costs incurred by you to study in the UK. This includes the cost of applying for the student Visa that allows you to study in the UK, the International Health Surcharge (IHS), or the cost of relocating to the UK. Before applying you should ensure that you can find the additional funding needed to cover these extra costs. Further information on the likely additional costs are here: https://study-uk.britishcouncil.org/moving-uk/cost-studying. *

- ◯ I confirm that I can cover the additional costs needed to study in the UK
- ◯ I will not be able to find the funds needed to cover the additional costs needed to study in the UK

Project Details - First Choice

Please select the project you wish to apply for in this section.
We do not accept applications from people wishing to submit their own proposal.
We will be unable to manually change your project selection, so please ensure that you select the correct project.

10. University at which the project will be based: *

- ◯ University of York
- ◯ University of Leeds

11. School or department at the University of Leeds *

- ◯ Earth & Environment
- ◯ Biology
- ◯ Geography
- ◯ Chemistry

12. PhD Projects at the University of York *

Please select the project you wish to apply for as your first choice

- ◯ Atmospheric Photolysis Rate Investigations in the Laboratory (APRIL)
- ◯ Change in Methane and VOC emissions in the North Sea area over the previous 10 years
- ◯ Effect of net zero agricultural practices on air pollution
- ◯ How much do agricultural sources actually contribute to UK nitrogen oxide emissions?: Implications for future air quality and climate
- ◯ Improved quantification of near-road exposure to traffic-related air pollutants
- ◯ Understanding atmospheric oxidation in the marine tropical atlantic.
- ◯ Understanding the mechanisms of heterogeneous radical chemistry on organic surfaces
- ◯ Understanding Volatile Organic Compounds in the tropical Atlantic Ocean
- ◯ Very short lived chlorine, bromine and iodine-containing halocarbons (VSLH): A better understanding of the role of the oceans in ozone layer chemistry

13. PhD Project at the University of Leeds: School of Earth & Environment *

Please ensure you select the correct project

- ◯ 21,000 Years of Climate Change: Understanding Earth's Past Through Models and Data
- ◯ A Machine-Learning approach to understanding and predicting East African rainfall
- ◯ A petrological investigation of explosive volcanic eruptions in S. Chile

- Advancing prediction capability by understanding the links between anticyclones and high impact weather in the tropics
- Aeolian sediment transport and desertification in marginal desert areas in response to climate change
- Atoms to Clouds: A Multiscale Approach to Ice Formation in the Atmosphere
- Can machine-learning weather models improve weather forecasts for Africa?
- Characterisation of the newly identified porphyry gold mineralisation in Glen Garry area, Scotland
- Climate impacts from water-rich large-magnitude volcanic eruptions
- CO_2-Based Treatment of Alkaline Industrial Wastes: Pollution Mitigation and Resource Recovery
- Cold-air pooling in mountain regions – improving weather and climate prediction models with new observational data
- Contrail avoidance and its role in aviation climate impact mitigation
- Developing Climate-Resilient Woodlands in the UK: Insights from Gair Wood
- Do Antarctic bioaerosols influence clouds and climate in the Southern Ocean?
- Does the El Nino-Southern Oscillation (ENSO) have a tipping point?
- Earth's Great Oxidation: Redox and nutrient controls on the transition to a permanently oxygenated atmosphere
- Earthquake Interactions: How the seismicity of active geophysical systems varies in response to non-tectonic loading
- Enhancing Fluid Flow Models of Fractured Chalk Aquifers for Sustainable Energy and Environmental Protection
- Evaluating cross Scale Land Use and Food Security Trade Offs in Sub Saharan Africa through Participatory Modelling
- Exploring sediment – structure interactions in the evolution of compressional basins
- Finding earthquakes and studying the Earth using light-based seismic sensors across the North Sea
- From Core to Crust: Understanding Earth's Rhythms with Normal Mode and Surface Wave Seismology
- From Heat to Hazard: How Climate Extremes Affect Coastal Rock Slope Stability
- From space to summit: machine learning approaches for fusing diverse satellite and ground-based measurements of volcanic activity
- Getting to the root of floodplain dynamics: Modelling interactions of water flow and riparian vegetation
- Green Space, Young People, and Climate Justice: Enhancing Access, Adaptation and Wellbeing through Nature-Based Solutions
- Hacking Urban Habitability: A Data-Driven Network Approach to Build Thriving Cities for All Species

- How do Slow Earthquakes work? Integrating field, microstructural and microchemical evidence with targeted experiments to gain a deep understanding of Slow Earthquakes
- Improved understanding and mitigation of wintertime air pollution through combining modelling and laboratory measurements
- Integration of geophysical and remote sensing data with AI for mineral exploration targeting
- Is a Global Magnetic Field Required for Planetary Habitability?
- Linking Origins to Hazards – A forensic approach to the fates and toxicodynamics of microplastics, nanoplastics, and tyre wear particles
- Making sense of multi-model spread in climate projections: Aerosols, clouds and perturbed parameter ensembles
- Measuring deformation at Indonesian volcanoes from space
- Plenty more fish in the river? Projecting future threats to global freshwater biodiversity
- Pliocene climate extremities: understanding the range of climates in Earth's last warm period
- Predicting Abrupt Atlantic Ocean Circulation Changes
- Predicting the initiation and intensification of lightning using novel satellite observations
- Probing Crustal Deformation and Active Tectonics of the Continents from Satellite Observations
- Quantifying deforestation-induced climate risks to human wellbeing in Sub-Saharan Africa
- Quantifying the combined impact of climate change and ozone on crops
- Quantifying the role of fault-related shear stress in the permeability of limestone & dolostone
- SnøTroll: Exploring the Role of the Escarpment Region in the Surface Mass Balance of East Antarctica
- Strain Localisation in Continental Crust: Insights from Exhumed Lower-Crustal Rocks and Modern Geodetic Data
- Testing novel archives of seawater chemistry in biogenic carbonate
- The heat is on! Monitoring shallow geothermal operations with geophysical intelligence
- The inner workings of the earthquake cycle: New insight from integrating Quaternary fault activity, microstructures, and geophysics
- The origin of mysterious magnetic waves in the ionosphere
- The Quaternary is the key to our future: using outcrop analogues to reduce uncertainties in offshore windfarm developments
- The role of aerosols in convective storms over mountains
- The world beneath our feet? Imaging Earth’s deep interior with massive datasets and machine learning
- Tropical and sub-tropical heat extremes
- Turning up the carbon dial
- Understanding polar aerosols and improving their representation in climate models
- Volcanic and Magmatic Complex Systems Thinking

- ◯ Why was the Earth so warm during the time of the dinosaurs?

14. PhD Project at the University of Leeds: School of Biology *

Please ensure you select the correct project

- ◯ Anthropogenic stressors and freshwater ecosystems; the impact of plastic pollution, climate change and invasive alien species on invertebrate behaviour and community structure.
- ◯ Are you what you eat? The role of macronutrients in shaping adaptation to extreme environmental change in interacting species
- ◯ Zander in canals - where, what and how?
- ◯ Pollination: using the past and present to predict the future.
- ◯ Reproduction in a warming world – investigating climate change and fertility in important insects
- ◯ Scent of Survival: Chemical Communication and the Threat of Pesticides to Insect Societies.
- ◯ Social Manipulations For Forecasting Perturbations To Real-World Societies
- ◯ The evolutionary genomics of life-history adaptations in pinnipeds

15. PhD Project at the University of Leeds: School of Geography *

- ◯ Breaking Ground: Investigating Soil Aeration as a Natural Flood Management Strategy
- ◯ Characterising glacial lake moraine dams in high-mountain regions of the world
- ◯ Context-Aware Urban Climate Downscaling with Multi-Scale Geospatial Foundation Models
- ◯ Cooling down the food system: How can regenerative agriculture contribute to net zero?
- ◯ Developing and improving the PRIME Earth System Emulator
- ◯ Evaluating Impacts of Drought on Belowground Processes in Southern Amazonia
- ◯ Evaluating the Efficacy of Agroecological Practices for Enhancing Climate Resilience in UK Arable and Livestock Farming Systems
- ◯ The role of hedgerows in climate change mitigation and biodiversity
- ◯ Impact of Agricultural Practices on Antifungal Resistance in Soil Ecosystems
- ◯ Impacts of road network runoff on river ecosystems
- ◯ Large-scale export of aquatic carbon from peatlands
- ◯ Origins, vegetation succession and carbon dynamics of northern peatlands
- ◯ Proglacial landscape evolution across the Antarctic Peninsula in a warming climate
- ◯ Testing the Environmental Stability of Iron Associated Carbon and GPS
- ◯ The future of Himalayan glacial lakes: uncovering subsurface features and instabilities with fieldwork and remote sensing observations
- ◯ UK Heat Extremes and Public Health: Risks, Futures, and Responses
- ◯ Understanding the development of Amazonian peatlands

- ◯ Upland River Ecosystem Resilience to Landscape-Scale Drought

16. PhD Project at the University of Leeds: School of Chemistry *

- ◯ Chlorine Atom Reactivity Measurements – CHARM
- ◯ Fate of organic peroxy radicals in multicomponent VOC systems and their impact on secondary organic aerosol formation
- ◯ Real-time direct detection of Criegee intermediates formed by ozonolysis of alkenes in an atmospheric simulation chamber

17. Occasionally we have two applicants for the same project who are both considered as excellent candidates. When this happens we may offer you a studentship for an alternative projective *

Would you like to select a second choice project?

- ◯ Yes
- ◯ No

Project Details - Second Choice

Please select the second project you wish to be considered for in this section. Where you are selected for a studentship, but your first choice project is no longer available, we may be able to offer you your second choice project.

We will be unable to manually change your project selection, so please ensure that you select the correct project.

18. University at which the project will be based: *

- ◯ University of York
- ◯ University of Leeds

19. School or department at the University of Leeds *

- ◯ Earth & Environment
- ◯ Biology
- ◯ Geography
- ◯ Chemistry

20. PhD Projects at the University of York *

Please select the project you wish to apply for as your first choice

- ◯ Atmospheric Photolysis Rate Investigations in the Laboratory (APRIL)
- ◯ Change in Methane and VOC emissions in the North Sea area over the previous 10 years
- ◯ Effect of net zero agricultural practices on air pollution
- ◯ How much do agricultural sources actually contribute to UK nitrogen oxide emissions?: Implications for future air quality and climate
- ◯ Improved quantification of near-road exposure to traffic-related air pollutants
- ◯ Understanding atmospheric oxidation in the marine tropical atlantic.
- ◯ Understanding the mechanisms of heterogeneous radical chemistry on organic surfaces
- ◯ Understanding Volatile Organic Compounds in the tropical Atlantic Ocean
- ◯ Very short lived chlorine, bromine and iodine-containing halocarbons (VSLH): A better understanding of the role of the oceans in ozone layer chemistry

21. PhD Project at the University of Leeds: School of Earth & Environment *

Please ensure you select the correct project

- ◯ 21,000 Years of Climate Change: Understanding Earth's Past Through Models and Data
- ◯ A Machine-Learning approach to understanding and predicting East African rainfall

- A petrological investigation of explosive volcanic eruptions in S. Chile
- Advancing prediction capability by understanding the links between anticyclones and high impact weather in the tropics
- Aeolian sediment transport and desertification in marginal desert areas in response to climate change
- Atoms to Clouds: A Multiscale Approach to Ice Formation in the Atmosphere
- Can machine-learning weather models improve weather forecasts for Africa?
- Characterisation of the newly identified porphyry gold mineralisation in Glen Garry area, Scotland
- Climate impacts from water-rich large-magnitude volcanic eruptions
- CO_2-Based Treatment of Alkaline Industrial Wastes: Pollution Mitigation and Resource Recovery
- Cold-air pooling in mountain regions – improving weather and climate prediction models with new observational data
- Contrail avoidance and its role in aviation climate impact mitigation
- Developing Climate-Resilient Woodlands in the UK: Insights from Gair Wood
- Do Antarctic bioaerosols influence clouds and climate in the Southern Ocean?
- Does the El Nino-Southern Oscillation (ENSO) have a tipping point?
- Earth's Great Oxidation: Redox and nutrient controls on the transition to a permanently oxygenated atmosphere
- Earthquake Interactions: How the seismicity of active geophysical systems varies in response to non-tectonic loading
- Enhancing Fluid Flow Models of Fractured Chalk Aquifers for Sustainable Energy and Environmental Protection
- Evaluating cross Scale Land Use and Food Security Trade Offs in Sub Saharan Africa through Participatory Modelling
- Exploring sediment – structure interactions in the evolution of compressional basins
- Finding earthquakes and studying the Earth using light-based seismic sensors across the North Sea
- From Core to Crust: Understanding Earth's Rhythms with Normal Mode and Surface Wave Seismology
- From Heat to Hazard: How Climate Extremes Affect Coastal Rock Slope Stability
- From space to summit: machine learning approaches for fusing diverse satellite and ground-based measurements of volcanic activity
- Getting to the root of floodplain dynamics: Modelling interactions of water flow and riparian vegetation
- Green Space, Young People, and Climate Justice: Enhancing Access, Adaptation and Wellbeing through Nature-Based Solutions
- Hacking Urban Habitability: A Data-Driven Network Approach to Build Thriving Cities for All Species

- How do Slow Earthquakes work? Integrating field, microstructural and microchemical evidence with targeted experiments to gain a deep understanding of Slow Earthquakes
- Improved understanding and mitigation of wintertime air pollution through combining modelling and laboratory measurements
- Integration of geophysical and remote sensing data with AI for mineral exploration targeting
- Is a Global Magnetic Field Required for Planetary Habitability?
- Linking Origins to Hazards – A forensic approach to the fates and toxicodynamics of microplastics, nanoplastics, and tyre wear particles
- Making sense of multi-model spread in climate projections: Aerosols, clouds and perturbed parameter ensembles
- Measuring deformation at Indonesian volcanoes from space
- Open Climate Change Education for Refugees in Kenya; an empirical framework
- Plenty more fish in the river? Projecting future threats to global freshwater biodiversity
- Pliocene climate extremities: understanding the range of climates in Earth's last warm period
- Predicting Abrupt Atlantic Ocean Circulation Changes
- Predicting the initiation and intensification of lightning using novel satellite observations
- Probing Crustal Deformation and Active Tectonics of the Continents from Satellite Observations
- Quantifying deforestation-induced climate risks to people and and biodiversity
- Quantifying the combined impact of climate change and ozone on crops
- Quantifying the role of fault-related shear stress in the permeability of limestone & dolostone
- SnøTroll: Exploring the Role of the Escarpment Region in the Surface Mass Balance of East Antarctica
- Strain Localisation in Continental Crust: Insights from Exhumed Lower-Crustal Rocks and Modern Geodetic Data
- Testing novel archives of seawater chemistry in biogenic carbonate
- The heat is on! Monitoring shallow geothermal operations with geophysical intelligence
- The inner workings of the earthquake cycle: New insight from integrating Quaternary fault activity, microstructures, and geophysics
- The origin of mysterious magnetic waves in the ionosphere
- The Quaternary is the key to our future: using outcrop analogues to reduce uncertainties in offshore windfarm developments
- The role of aerosols in convective storms over mountains
- The world beneath our feet? Imaging Earth’s deep interior with massive datasets and machine learning
- Tropical and sub-tropical heat extremes
- Turning up the carbon dial: Boosting soil and sediment carbon storage for climate change.
- Understanding polar aerosols and improving their representation in climate models

- ◯ Volcano systems thinking
- ◯ Why was the Earth so warm during the time of the dinosaurs?

22. PhD Project at the University of Leeds: School of Biology

Please ensure you select the correct project

- ◯ Anthropogenic stressors and freshwater ecosystems; the impact of plastic pollution, climate change and invasive alien species on invertebrate behaviour and community structure.
- ◯ Are you what you eat? The role of macronutrients in shaping adaptation to extreme environmental change in interacting species
- ◯ Assessing Zander invasions in the UK canal network
- ◯ Pollination: using the past and present to predict the future.
- ◯ Reproduction in a warming world – investigating climate change and fertility in important insects
- ◯ Scent of Survival: Chemical Communication and the Threat of Pesticides to Insect Societies.
- ◯ Social Manipulations For Forecasting Perturbations To Real-World Societies
- ◯ The evolutionary genomics of life-history adaptations in pinnipeds

23. PhD Project at the University of Leeds: School of Geography *

- ◯ Breaking Ground: Investigating Soil Aeration as a Natural Flood Management Strategy
- ◯ Characterising glacial lake moraine dams in high-mountain regions of the world
- ◯ Context-Aware Urban Climate Downscaling with Multi-Scale Geospatial Foundation Models
- ◯ Cooling down the food system: How can regenerative agriculture contribute to net zero?
- ◯ Developing and improving the PRIME Earth System Emulator
- ◯ Evaluating Impacts of Drought on Belowground Processes in Southern Amazonia
- ◯ Evaluating the Efficacy of Agroecological Practices for Enhancing Climate Resilience in UK Arable and Livestock Farming Systems
- ◯ Future hedgescapes for climate change mitigation and biodiversity gain
- ◯ Impact of Agricultural Practices on Antifungal Resistance in Soil Ecosystems
- ◯ Impacts of road network runoff on river ecosystems This project aims to advance understanding of the effects of road runoff on river ecosystems by studying water quality, biota and ecosystem process dynamics.
- ◯ Large-scale export of aquatic carbon from peatlands
- ◯ Origins, vegetation succession and carbon dynamics of northern peatlands
- ◯ Proglacial landscape evolution across the Antarctic Peninsula in a warming climate
- ◯ Testing the Environmental Stability of Iron Associated Carbon and GPS
- ◯ The future of Himalayan glacial lakes: uncovering subsurface features and instabilities with fieldwork and remote sensing observations

- ◯ UK Heat Extremes and Public Health: Risks, Futures, and Responses
- ◯ Understanding the development of Amazonian peatlands
- ◯ Upland River Ecosystem Resilience to Landscape-Scale Drought

24. PhD Project at the University of Leeds: School of Chemistry *

- ◯ Characterising Chlorine Atom Chemistry Using Chlorine Reactivity Instruments
- ◯ Fate of organic peroxy radicals in multicomponent VOC systems and their impact on secondary organic aerosol formation
- ◯ Real-time direct detection of Criegee intermediates formed by ozonolysis of alkenes in an atmospheric simulation chamber

Structured CV - Education and Qualifications

Please provide details of relevant education and work history in this section.

First degree award
(BSc, BA, Combined Masters etc..)

25. Name of programme studied *

0/32,000 characters

26. Institution studied at *

0/32,000 characters

27. Has this been awarded or is it ongoing? *

- ◯ Awarded
- ◯ Ongoing

28. Date Awarded *

29. Classification (grade) awarded for the first degree *

- ◯ First class
- ◯ Upper second class - 2.i
- ◯ Lower second class - 2.ii
- ◯ Other (please specify)

30. Expected completion date *

31. Classification (grade) predicted for the first degree *

- ◯ First class
- ◯ Upper second class - 2.i
- ◯ Lower second class - 2.ii
- ◯ Other (please specify)

32. Dissertation (or final project) title(s) - if applicable.

0/32,000 characters

33. Dissertation (or final project) grade/expected grade

0/32,000 characters

34. I have uploaded transcripts of my degree of my predicted grade (provisional transcript) when I completed the University of Leeds online application form *

Please send transcripts to ENV-PGR@Leeds.ac.uk if you have answered no to this question.

- ◯ Yes
- ◯ No

Structured CV - Education and Qualifications

Second degree award (MSc, MA, Masters etc...)

35. I have completed or am undertaking a second/further degree *

Second degree award (MA, MSc etc)

- ◯ Yes
- ◯ No

36. Name of programme studied *

0/32,000 characters

37. Institution studied at *

0/32,000 characters

38. Has this been awarded or is it ongoing? *

- ◯ Ongoing
- ◯ Awarded

39. Date awarded *

40. Classification (grade) awarded for second degree *

- ◯ First
- ◯ Upper second class - 2:i
- ◯ Lower second class - 2:ii
- ◯ Distinction
- ◯ Merit
- ◯ Pass
- ◯ Other (please specify)

41. Expected completion date for second degree *

If you do not know the exact date, please use the first of the month you expect to complete.

42. Predicted classification (grade) awarded for second degree *

- ◯ First
- ◯ Upper second class - 2:i
- ◯ Lower second class - 2:ii
- ◯ Distinction
- ◯ Merit
- ◯ Pass
- ◯ Other (please specify)

43. I have uploaded transcripts of my degree/s or my predicted grade when I completed the University of Leeds online application form *

Please send your transcripts to ENV-PGR@Leeds.ac.uk if you have answered no to this question.

- ◯ Yes
- ◯ No

44. If you have additional, relevant academic qualifications at UG or PG level please list them here

0/32,000 characters

Structured CV - Education and Qualifications

Additional relevant qualifications and experience

45. **Additional qualifications not already provided.**
Please provide details of any further qualifications relevant to the project applied for not already given in the previous sections

46. **Experience: Research**
Please give details on previous research experience as part of your degree or outside (employment/internships/placements), highlighting skills and experiences you feel will be relevant to your chosen PhD.

47. **Publications:**
Peer-reviewed publications and presentations are not required to apply to YES DTN, but if you have any please list them here.

0/32,000 characters

Structured CV - Education and Qualifications

Employment History & Work Experience or Internships

Please include in this section details of any **relevant** employment, work experience or internships, especially if it shows additional relevant experience for PhD study or the project applied for. You can list up to four different employers.

48. Employer 1 - Employer name

0/32,000 characters

49. Job title

0/32,000 characters

50. Brief details of role and responsibilities

51. Start date

52. End date

53. Employer 2 - Employer name

0/32,000 characters

54. Job title

0/32,000 characters

55. Brief details of the role and responsibilities

56. Start date

57. End date

58. Employer 3 - Employer name

0/32,000 characters

59. Job title

0/32,000 characters

60. Brief details of role and responsibilities

61. Start date

62. End date

63. Employer 4 - Employer name

0/32,000 characters

64. Job title

0/32,000 characters

65. Brief details of role and responsibilities

66. Start date

67. End date

68. Please outline any other relevant work related training or experience you have gained not already covered

Structured Personal Statement

You are advised to draft your responses in a separate document first and then paste them in, as this page may time out. Please make sure you click on "finish later" to save your responses and return to the form later.

69. What motivates you to do a PhD? *

70. What excites you about your chosen project? Why is it important to work on this topic? *

71. How does your professional and academic background prepare you to do a PhD? *

72. How do your existing skills match with the required skills? What skills do you hope to acquire during the PhD? *

73. Why is a YES•DTN studentship the right way for you to get a PhD? *

Contextualisation

74. Please list any mitigating circumstances that we might want to take into consideration.
    E.g.
    mitigating circumstances which explain why your degree results do not represent your full potential, or
    adverse conditions you had to overcome during your first degrees or in employment

All students experience different challenges throughout their careers, leading to different opportunities and outcomes. We seek to recruit students with the potential to thrive in a PhD training environment, regardless of what opportunities may have been available to them and what barriers they may have faced beforehand. We take an evidence based approach that recognises that for many reasons - such as belonging to a marginalised group, having caring responsibilities, financial disadvantage, being the first in your family to attend university, suffering significant illness or bereavement, and so on - a student's potential is not always accurately reflected in grades.

Details given in response to this question provide context for each application which can be taken into account during review. Any information provided will be shared only with the shortlisting & interview panel and will not be kept on record. The applicant will not be asked to expand on this information by the panel but is welcome to discuss it further themselves if they choose. We stress that this is not about giving advantages to certain students but helping to take into account disadvantages that have been faced.

Diversity, Equality and Inclusion

YES•DTN may ringfence up to 10% of interview slots for under-represented applicants who are appointable. YES•DTN has identified the following under-represented groups (for home/UK fee status applicants only):

Black, Asian and minority ethnic groups

Disabled people

Those from a disadvantaged economic background (fulfil any of the our sub-criteria based on the 2021 Social Mobility Commission Socio-economic diversity and inclusions Employers Toolkit and UK Government guidance).

To help us with our ring fencing, please provide further information. The information you provide by completing this section will be held in accordance with the University of Leeds Student Privacy Notice (https://dataprotection.leeds.ac.uk/gdpr/student-privacy-notice/)

It will be used as a means of addressing underrepresentation among minoritised groups in UK postgraduate research and will not be shared with supervisors.

If you have any questions about how the equalities data you share is managed or may be used, please contact the YES•DTN team by email at yes-dtn@leeds.ac.uk

75. If you think you would be eligible for a ring-fenced interview slot, please select from one of the options below and complete the University of Leeds PGR Applicant Equalities Monitoring form linked below if you haven't already. https://app.onlinesurveys.jisc.ac.uk/s/leeds/university-of-leeds-pgr-applicant-equalities-monitoring *

- ◯ I would like to be considered for a ring-fenced interview and consent to the data provided through the form above being used for this purpose
- ◯ I would not like to be considered for a ring fenced interview

How did you first hear about YES•DTN?

76. Please let us know how you found out about YES•DTN *

- ◯ University of Leeds research opportunities: phd.leeds.ac.uk/
- ◯ YES•DTN advert on FindaPhD
- ◯ PhD Project advert on FindaPhD
- ◯ Recommended by a friend
- ◯ Recommended by an academic staff member
- ◯ Shown advert in lectures
- ◯ PhD / Postgraduate Fair
- ◯ Other (please specify)

Declaration

77. The information given on this form is complete and accurate and to the best of my knowledge gives a true description of my qualifications and experiences. *

- ◯ Yes

78. We may need to share the information submitted with supervisors based at York or with industry partners so they can review your application as part of the shortlisting process.
If you are happy for us to share the information you have provided in this form with supervisors based at the University of York or with industry partners please let us know below *

- ◯ Yes - I am happy for the information supplied on this form to be shared with project supervisors not based at the University of Leeds
- ◯ No - I do not consent to my information being shared with external project supervisors