

Professional Doctorate (Research) (DPROF21)

1. About the Professional Doctorate (Research)

The Professional Doctorate (Research) embeds research training through coursework and practice in a reflective manner, resulting in new discipline knowledge through research. Graduates at this level require a systematic and critical understanding of a complex field of learning and specialised research skills for the advancement of new knowledge. Graduates will also have systemic and critical understanding of a substantial and complex body of knowledge at the frontier of a discipline.

Students will collaborate with industry, government, and community partners to find innovative solutions that benefit business and community at a local, national, and global level and will be positioned for career advancement and transition in a diverse range of industry sectors. This course suits students with previous work experience to ensure a strong understanding of the mechanics of the workplace and the ability to interrogate workplace problems at an advanced level. It is aimed at students who demonstrate a preference for work-based research outcomes.

While academic research programs (i.e., MPhil and PhD) focus on discipline-specific research, the Professional Doctorate (Research) takes an interdisciplinary approach to research that allows students to make a significant and original contribution to furthering professional practice and applied workplace research, innovation and problem solving. This is embodied in coursework, a portfolio of work-based evidence of 40k words, and a thesis of 40k words.

Graduate employment opportunities

Graduates of the Professional Doctorate (Research) have a bright future. They will have demonstrated their preparedness for a career in research and analysis within government, higher education, research centres and private enterprises. Graduates will have demonstrated intellectual leadership, positioning them for roles such as those in the following areas:

- Policy research
- Research projects
- Research & development
- Academic research
- Industry and government advising
- Further study, including a PhD

Course Overview

Course Title	Professional Doctorate (Research) (DPROF21)		
Study Options – Domestic Australian students	Face to Face delivery Online delivery Full-time and part-time options available.	Study Options – International students	International students on a student visa must not take any more than a third of their course online. Full-time only.
Start Dates	February, June, September For specific dates visit the website .	Course Length	Full-time: 3 years Accelerated: 2 years Part-time: 6 years
Payment Options - Domestic Australian students	Upfront payment This means tuition fees will be invoiced each trimester and payment is required on or before the due date. FEE-HELP FEE-HELP is Australian Government’s loan scheme for higher education degree courses. It can assist you in paying for all, or part of, your course fees. Repayments commence via the tax system once your income rises above a minimum threshold.	Payment Options – International students	Upfront payment Currently not available to international students.
Course study requirements	Each subject (normally 10 credit points) involves 10 hours of study per week, comprising 3 hours of facilitated study and 7 hours self-directed study.	Assessment	Research project or application proposal, research or process documentation, application outcome, essays, reports, critical reflections, journal entries, literature reviews, presentations, scenario and case studies, dissertations, and viva voce.
Locations	Brisbane, Sydney, Melbourne, Adelaide, Online	Delivered by	Torrens University Australia
Provider	Torrens University Australia Ltd is registered as a self-accrediting Australian university by the Tertiary Education Quality and Standards Agency (TEQSA).	CRICOS Course Code	108074G
Provider obligations	Torrens University is responsible for all aspects of the student experience, including the quality of course delivery, in compliance with the Higher Education Standards Framework (Threshold Standards) 2021 .	Accrediting body	Torrens University Australia Limited ABN 99 154 937 005, CRICOS Provider Code: 03389E. RTO No. 41343

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Course Fees	For details, refer to the website .	Any other fees	For details, refer to the website .
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2. Essential requirements for admission

The general admission criteria that apply to Torrens University Australia courses can be located by visiting the Torrens University Australia website - <https://www.torrens.edu.au/how-to-apply/admissions-criteria>.

3. Admission Criteria

Title of course of study	Professional Doctorate (Research) (DPROF21)
Applicants with formal study: Direct Entry	<p>Successful completion of Masters degree or above from an Australian university or overseas equivalent</p> <p>And</p> <ul style="list-style-type: none"> a) Seven years' practice at an advanced level in a position of responsibility or five years practice at an executive level and currently in a position of influence in the chosen profession, or b) An extensive track record of executive achievement in the workplace or in professional practice
Applicants with work and life experience	<p>Students without an Master's degree may pathway to the Professional Doctorate (Research) with RPL based on</p> <ul style="list-style-type: none"> a) Seven years' practice at an advanced level in a position of responsibility or five years practice at an executive level and currently in a position of influence in the chosen profession, or b) An extensive track record of executive achievement in the workplace or in professional practice <p>And</p> <ul style="list-style-type: none"> • A discipline-specific portfolio based on competency-based learning and non-formal learning

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	And <ul style="list-style-type: none"> A letter of recommendation from two most recent employers.
English Language Proficiency (applicable to international students, and in addition to academic or special entry requirements noted above)	Equivalent IELTS 6.5 (Academic) with skills band no less than 6.0 (or equivalent TOEFL, CAE or PTE).

4. How to apply

Applicants should first write directly to the *higher degrees by research (HDR)* office:

- o hdr@torrens.edu.au

5. Advanced standing/academic credit/recognition of prior learning (RPL)

You may be entitled to credit for prior learning, whether formal or informal. Formal learning can include previous study in higher education, vocational education, or adult and community education. Informal learning can include on the job learning or various kinds of work and life experience. Credit can reduce the amount of study needed to complete a degree.

Applicants admitted based on prior higher education study may be eligible for Advanced Standing in the form of credit and/or recognition of prior learning (RPL) under the Torrens University Australia [Credit Policy](#) (<https://www.torrens.edu.au/policies-forms>).

- Students with completed subjects may be eligible for specified credit and/or elective exemptions
- Students who have completed a qualification at AQF level 8 (Graduate Diploma) or above may be eligible for block credit (where a block credit agreement exists)
- Students with a mix of formal study and informal and/or non-formal learning may be eligible for recognition of prior learning in addition to any credit approved.

Credit will not be applied automatically. Applicants must apply for credit and/or RPL as early as possible prior to each study period, with applications not accepted after week 2.

For further information about credit and recognition of prior learning please see <https://www.torrens.edu.au/how-to-apply/course-credits>.

6. Where to get further information

- Torrens University Australia (TUA) Website
 - o <https://www.torrens.edu.au/>

7. Additional Information

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Course Structure

The Professional Doctorate (Research) (DPROF21) course structure is three years (240 credit points) in duration (normally full time). Eight subjects (10 credit points each) per year is deemed a normal full-time load.

Course Rules

To qualify for the Professional Doctorate (Research) (DPROF21), the candidate must complete satisfactorily a course of study that comprises 8 core subjects, 1 elective subject, and 15 thesis units. A combined total of 240 credit points is required. The elective subject must be selected from the list outlined below.

Subjects

Core Subjects
<p>RES611 Critical Literature Review</p> <p>This subject provides students with an overview of critical reading practices and develops the practical skills required to undertake a higher degree research project. Students will develop an understanding of the differences between practice and theory-based literature, and learn practical planning, searching, recording and interrogations skills needed to identify research gaps and undertake critical analysis with the view to establish future research directions. This subject will culminate in the development of a project statement for further scholarly research.</p>
<p>RES612 Developing the Research Proposal</p> <p>This subject develops the foundations of research, critical problem solving, and evidence-based decision-making skills required when undertaking a higher degree research project. Students will gain an understanding of the core structure of the research proposal, research integrity and the importance of positioning a chosen research project to offer significant contribution to new knowledge. Through the compilation and review of emerging constructs from literature, students will establish key concepts for analysis and build a framework for critical evaluation and investigation in the chosen field of study. On completion of this subject, students will understand the interrelationship of concepts, constructs, models, and frameworks in research, and possess the skills to communicate this in a structured project proposal capturing their emergent propositions ready for further investigation.</p>
<p>RES613 Methodology and Design</p> <p>This subject aims to build the methodological literacy for higher degree research. It addresses methodological questions and specific issues connected with the choice of research methods and the associated forms of data. The subject includes discussion on the process of discovery and the formulation of the researcher's paradigm of reality. This subject caters equally for students pursuing various quantitative and qualitative methodologies in their research projects. It provides targeted training in key research methods as well as developing the student's overall understanding of the use and usefulness of various research methods in the field of research. This subject covers advanced topics in qualitative and quantitative research methodology relevant to the current set of projects undertaken by the cohort of students at this level.</p>
<p>RES614 Preliminary Research Thesis</p> <p>This subject aims to provide students with the skills for planning, conducting, analysing, and reporting for a research project. This subject develops your understanding of the requirement for responsible conduct of research including ethical review for projects involving human research participation. On completion of this subject, students should be able to: further understand the significance of research and the challenges associated with undertaking independent research and design and complete a qualitative and/or quantitative research study using public data. You will report your project in a preliminary independent short thesis.</p>
<p>RES615 Research Communication</p> <p>This subject provides students with essential skills in academic writing, authorship, the conventions of academic writing, research communication and dissemination of research outcomes. Students will develop</p>

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Core Subjects

skills in writing for research and analytical skills for research. Students will learn about planning for academic writing and critical analysis for academic writing. The subject also develops students' skills in constructing arguments, the different types of arguments and publication formats for output. This subject will draw from the field of communications studies and related discipline areas and build critical writing skills.

RES616 Leading Research, Innovation and Commercialisation

The subject offers students an opportunity to develop a business case for commercialisation of an idea resulting from a student's own research. This subject will encourage students to communicate and plan to lead others in the research process within organisations including start-ups and build research teams to support practical research outcomes. This subject will focus on building the traits of entrepreneurial leadership for research and innovation and assists students in translating their knowledge and own research into a commercial products or services. Preparing students to be more effective in this area will move research outcomes toward market relevance. Students will work on their own research in order to identify a commercial opportunity, identify the challenges of launching and operating their new product or service resulting in the skills to lead research, innovation and commercialisation in professional practice.

DSGN6028 Design Futures

This subject introduces designers to research methodologies as a basis for identifying problems which can be the catalyst to bring about change. Students gain skills in the analysis of research data using grounded theory and phenomenography, in addition to visual research methods used as a foundation for creative and design solutions inherent in cross-disciplinary creative practice. By means of reflection, analysis and contextualising an identified culture—their own or others—and by drawing on its philosophies, typical behaviours and patterns, designers explore, elicit, and assess problems to instigate creative group projects. The design practices foster understanding of, and connection with, the contexts that designed things participate in, enrich, and often transform. The additional emphasis is on problem identification that informs and leads to enhanced futures based on successful creative outcomes.

DSGN6029 Research and Innovation

This subject culminates in the development of a synthesised project proposal that can form the foundation for an incubator project. Issues relating to ethical research practices and approaches to potentially sensitive research matters are considered. Students develop and consolidate their understanding of various research practices in order to analyse and review quantitative and qualitative data. Proposals should seek to identify a well formulated research question and hypothesis based on this analysis. Students also undertake reflective analysis with creative and societal innovation founded on research as they develop their project proposal. At the end of this subject students will have proposed the foundations of a self-initiated project that exhibits a sophisticated understanding of contemporary practice based on triple line philosophy:

- 1) environmental sustainability;
- 2) social, ethics and creative responsibility; combined with,
- 3) financial responsibility.

NB: some of the above subjects have pre-requisite and progression requirements.

Thesis Subjects

THE601, THE602, THE603, THE604, THE605, THE606, THE607 (20 credit points) and THE608 (10 credit points) Thesis Units

The units focus on substantial writing for thesis and analysis for the thesis project. Students will be expected to demonstrate high-level skills in independent research and/or analysis and in written expression as well as a degree of original input into the thesis project. Students are required to keep a research journal and regular submission of written work is expected to allow for the refinement of the student's development of ideas and writing style through critical feedback from the supervisor. The student is required to complete 150 credit

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Thesis Subjects

points of thesis writing.

NB: THE601, THE602, THE603, THE604, THE605, THE606, and THE607 are all 20-credit point (i.e., double) subjects.

Elective Subjects

STAT6200 Biostatistics

Analysing data is one of the central activities in the public health industry. Learn how to investigate basic statistics and concepts used in public health research and practice to interpret results in journals and government reports. A practice-based approach to statistical analysis—using specialised software—will enable you to apply basic analyses to public health data.
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PUBH6013 Qualitative Research Methods for Public Health
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In this subject, students develop core knowledge and skills for designing qualitative research in public health, including collecting, analysing, interpreting, and presenting qualitative data. Topics include exploration of the nature of qualitative inquiry, broad theoretical approaches in qualitative research, research methods (i.e., ethnography, observation, case studies, focus groups, interviews, participatory action research), research design issues (i.e., sampling, ethical considerations, quality, and rigour), and ethical issues in public health qualitative research. Students will also learn about the use of software to code data.
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STAT6003 Statistics for Financial Decisions
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This subject covers the role of statistical analysis in decision-making for accounting and finance professionals. It is divided into descriptive and inferential statistics. Students will learn about statistical techniques for the quantitative evaluation of data in decision-making for accounting, finance, and business applications. Students will develop analytical and statistical skills through Excel data analysis to manipulate data into meaningful information for the purpose of decision-making. Students will also learn to interpret statistical results and communicate their statistical analysis in business reports.

DPA8109 Program Evaluation and Action Research (Capella/Cross-institutional Study Option)
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This subject will introduce the basic fundamentals of both program evaluation and action research. Program evaluation is used to objectively evaluate and improve program efficiency. Since program evaluation is also a requirement for all federally funded grants, this is an important skill for public administrators. Action research engages participants in various aspects of research design or implementation. This subject will introduce the concepts, design methods, and their application to real-world situations using both program evaluation and action research methods.

DRPH8180 Advanced Action Research Methods (Capella/Cross-institutional Study Option)

In this subject, you will examine participatory action research methods in the planning of a public health and epidemiological research project. You will design an action research project using critical theory, ethical parameters, and a range of qualitative and quantitative research methods. As part of the research project plan, you will prepare an action research proposal that delineates the research topic, data collection methods, and decision-making model on what action to pursue as a result of the research findings. You will also explore effective communication skills and collaborative approaches associated with the relationship between the researcher and participant.
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HMSV8110 Action Research Methods in Human Services (Capella)

The term action research made its first appearance in the 1940s, when a German-American social psychologist named Kurt Lewin founded the action research process. During this subject, you will utilise the textbooks, library readings, and multimedia to develop and apply skills in using data and technology for planning, executing, and assessing the action research process. You will demonstrate your understanding of the dynamics of an organisation through discussions and assignments. For the project, you may choose to perform

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Elective Subjects

the action research cycle based on a scenario from a series of multimedia presentations that have been provided, or you may choose to perform the action research cycle on a project or program for the organisation or agency where you are employed, or where you wish to do your future doctoral research. Completing the action research cycle based on the real-world project or program you are hoping to examine for your doctoral research would give you a chance to see whether the topic you plan to use is broad enough and there is enough information available (from the literature and at the organisation) to sustain a future doctoral research project.

Locations

The Professional Doctorate (Research) (DPROF21) can be studied in a combination of online and at the below Torrens University Australia campuses:

- Queensland (Brisbane)
- New South Wales (Sydney)
- Victoria (Melbourne)
- South Australia (Adelaide)

Campus Facilities and Services

All campuses are designed to provide students with professional spaces in which to learn and work. They have been planned with student study needs in mind with well-equipped accessible learning spaces as well as student breakout areas for group work and spending time with friends.

A positive student experience

Torrens University Australia values the importance of a positive student experience, and therefore has robust processes to resolve student complaints. The Student Complaints Policy, and associated procedures, can be accessed from the website (<https://www.torrens.edu.au/policies-and-forms>).

Paying for your qualification

We offer two payment options for this course:

- **Upfront payment**
If you want to complete your qualification debt-free you can choose to pay as you go. This means tuition fees will be invoiced each trimester and payment is required on or before the due date using EFTPOS, credit card or direct transfer.
- **FEE-HELP**
FEE-HELP is Australian Government's loan scheme for higher education degree courses. It can assist you in paying for all, or part of, your course fees. Repayments commence via the tax system once your income rises above a threshold.

Further information about FEE-HELP, including eligibility, is available at:

- FEE-HELP website - <https://www.studyassist.gov.au/help-loans/fee-help>
- FEE-HELP booklets: - <https://www.studyassist.gov.au/need-more-information/help-publications>

Austudy and Abstudy

Students enrolled in this course may be eligible for government assistance, such as [Austudy](#) or [Abstudy](#).

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