Charles Sturt University

Faculty of Business, Justice and Behavioural Sciences

Confirmation of HDR Candidature

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INTRODUCTION

Dear Doctoral students

Confirmation of candidature is an important milestone in your HDR candidature. Confirmation requires presentation of a research proposal at a seminar. Your research proposal will be assessed by your supervisors and two discipline experts nominated by your Principal Supervisor. The confirmation panel will be chaired by an HDR Coordinator. Continuation of your AGRTP scholarship and other HDR funding support is contingent upon successful completion of your confirmation of candidature. The research proposal must demonstrate significant planning of the entire study including milestones, timelines and potential publications.

All the best

A/Prof Ramudu Bhanugopan

Sub-Dean (Graduate Studies)

HDR Coordinators

Associate Professor Valerie Ingham, Australian Graduate School of Policing and Security

Professor Anthony Saliba, School of Psychology

Dr Quazi Mamun, School of Computing, Mathematics and Engineering

Associate Professor Mikhail Kashubsky, Centre for Customs and Excise Studies

FACULTY OF BUSINESS, JUSTICE AND BEHAVIOURAL SCIENCES
Procedure for the confirmation of HDR candidature

Background

HDR candidates are provisionally enrolled and will have their candidature confirmed at the successful completion of their probation requirements. A major part of the probationary requirements is the submission of a written research proposal and presentation of it at a seminar which must be completed in the first twelve (12) months of candidature for a full-time student and in the first two (2) years of candidature for a part time student. To have their candidature confirmed, HDR students must successfully complete the following tasks in line with each School's conventions:

1. Attend and participate in an online HDR Induction Workshop
2. Complete a draft literature review
3. Submit a research proposal, and
4. Present a research proposal at a seminar

Other additional requirements may be specified such as: coursework subjects, a meta-analysis of existing research, a pilot study, development of a test battery or learning a programming language may be required. These will be determined by the supervisory team.

Objectives

A panel of experienced academics will review the research proposal and evaluate the confirmation seminar presentation and recommend final confirmation of each HDR candidate. Specifically, the panel will:

- Evaluate the quality of the research proposal, offering useful insights and timely feedback on the feasibility of the proposed research.
- Confirm that the topic, scope, research questions, and objectives of the proposed research project are clearly articulated, that the proposed methodologies are in accord with discipline conventions, and that the standard of writing is acceptable.
- Consider whether the research direction is appropriate, and that the proposed project is not designed beyond the scope of the resources available to support its accomplishment.

Responsibilities for confirmation

HDR supervisors are expected to:

- Advise their candidate on probationary requirements
- Meet with the candidate to discuss progress, and / or any issues or challenges
- Provide the candidate with guidance and feedback in preparing their research proposal
- Advise the candidate as to their readiness to undertake the confirmation process
- For professional doctorate: Provide the RES704 Subject Convenor the details of two consenting reviewers. The Confirmation Review Panel shall consist of the Principal Supervisor, two reviewers and HDR Coordinator.
- Debrief the candidate after the seminar presentation
- Support the candidate with any changes / revisions to their confirmation documentation and / or presentation.

Candidates are expected to:

- Advise their supervisor(s) of their intention to present a confirmation seminar at least four weeks in advance.
- Prepare a research proposal and seminar presentation in accordance with guidelines of confirmation of candidature.
- Submit their research proposal at least three weeks in advance of the seminar presentation to the supervisor(s)
- Provide any revisions within the requested time period after the seminar presentation
- Advise their supervisor of all proposed activities, during their candidature.

Confirmation procedure

1. Before the end of the first year of enrolment, (two years for part-time enrolments) each candidate will present their research proposal at a formal confirmation of candidature seminar (normally 30 minutes presentation time + 30 minutes question and discussion time) to their host school or to broader university audience at an HDR Symposium.

2. The research proposal, which should be from 15 to 25 pages in length, will be submitted at least three weeks prior to the seminar for formal review, or as agreed with all reviewers.

3. The Principal Supervisor and candidate will liaise with the School HDR Coordinator or nominee to organise an appropriate time for the seminar. Candidates located off-campus or off-shore are able to present via Skype for Business or Zoom.

4. For professional doctorate: The RES704 Subject Convenor, based on the advice of the Principal Supervisor, will organise 2 reviewers (subject experts) to be part of the review panel. The reviewers will be asked to review the research proposal before the candidate presents, lead the discussion at the presentation and complete the evaluation form (Appendix 1) after the presentation. A reviewer's report template will be supplied to the reviewers by the RES704 Subject Convenor.

5. For professional doctorate: The RES704 Subject Convenor will organise the distribution of the proposal to the reviewers and the presentation date and details. At this point the responsibilities of the RES704 Subject Convenor end. The HDR Coordinator will chair the review panel. The format of the seminar may vary from School to School. The HDR Coordinator will invite an appropriate audience of staff and students, and participation from outside the school research community is also highly encouraged.

6. Reviewers will be instructed to send their reports to the HDR Coordinator within two weeks of the presentation. The HDR Coordinator will forward reviewers' comments to the candidate and the Principal Supervisor along with the dot point information in Section 8 below. Once the student has addressed and completed all requirements, all of these documents should then be submitted by the Principal Supervisor to the HDR Coordinator.

7. The HDR Coordinator shall check the candidate's submission is complete and then forward to the Sub Dean Graduate Studies.

Based on the evaluations from the review panel, the Sub Dean Graduate Studies will advise the candidate and Principal Supervisor that the candidate either:

a. Passed with no changes.

b. Passed, subject to changes: the report will indicate the required changes, which must be made to the satisfaction of the relevant Sub Dean (Graduate Studies).

c. Re-submit: the candidate must complete the extra work and revisions identified as necessary by the panel, and resubmit the proposal for review by at least two reviewers. The candidate will normally be required to present the revised proposal at a seminar. Only one resubmission will be permitted.

d. Failed: where the candidate fails, they will be asked to show cause why their candidature should be allowed to continue: see the 'Termination of candidature' section in this policy.

8. If the outcome of the review is b or c, then a response to the reviewers will need to be prepared by the candidate in accordance with the Guidelines for Responding to Reviewers' Comments in Appendix 2. The School HDR Coordinator or nominee will advise the due date of any revisions that may be required to the research proposal.

Once the candidate and the Principal Supervisor are satisfied that the Research Proposal is finalised, it must be submitted together with the research proposal form
by the candidate to the Principal Supervisor for confirmation. The Principal Supervisor forwards the documentation to the School HDR Coordinator.
The School HDR Coordinator collates and forwards all documentation to the Head of School for confirmation. This includes:

- the reviewers' reports and, where appropriate, the candidate's response to the reviewers;
- the Research Proposal Approval Form (signed by the Principal Supervisor and the candidate);
- the Principal Supervisor's statement that all revisions have been included in the final Research Proposal;
- the final Research Proposal document;
- the Research Data Management Plan and;
- any risk assessment documentation related to carrying out the research.

The Head of School endorses the Research Proposal Approval form and returns all documentation to the School HDR Coordinator for forwarding to Sub-Dean Graduate Studies.

The Sub-Dean Graduate Studies will review all documentation and either approve the form or contact the Principal Supervisor to request appropriate changes.

9. Once the Sub-Dean Graduate Studies is satisfied that all requirements have been met, the approved documentation is sent to the Research Office who will confirm the approval of the thesis title and Research Proposal with the candidate.
10. Variations to this confirmation procedure may be permitted for distance and international candidates. The Sub Dean (Graduate Studies) must be consulted in such cases.

Research Data Management plan

Good practice in Research Data Management (RDM) is a crucial part of maximising research investment and leveraging research efforts. RDM includes (but is not limited to):

- data retention
- accessibility
- storage
- security

All researchers and HDR students will be expected to undertake RDM training and assessment. This training is available as an ELMO module.
The university's Research Data Management Policy requires all active research projects to have a Research Data Management Plan. The Research Data Management Plan will need to accompany the Research Proposal when it is submitted.

Process for requesting an extension to probationary period

If a candidate is unable to complete their probation requirements within the specified timeframe due to exceptional circumstances, the candidate must write to the Sub Dean Graduate Studies. The candidate must provide a supporting statement from their Principal Supervisor which outlines the reasons the candidate was unable to complete their probation on time. The Principal Supervisor should also specify a date that they expect the candidate to finalise their probation requirements. Extension requests should be submitted at least 2 weeks prior to the end of the specified probationary period.

Ethical and Compliance Considerations

Anyone conducting research involving humans or animals in Australia and/or overseas will need to apply for ethics approval – this application normally occurs following the formal approval of your research proposal.

HDR PROBATION SCHEDULE

First 2 months of candidature

- Induction to research process by Office of Research Services and Graduate Studies
- Induction to host School, meet Supervisors, HDR Coordinator.
- Allocation of resources, complete Communication and Expectations Plan.

3-5 months F/T, 9 months P/T

- Complete first progress report
- Candidate and Principal Supervisor complete independent reports.

6 months F/T, 12 -18 months P/T

- Complete draft literature review to the satisfaction of the Principal Supervisor. Attend annual HDR symposium / workshop.

12 months F/T, 24 months P/T
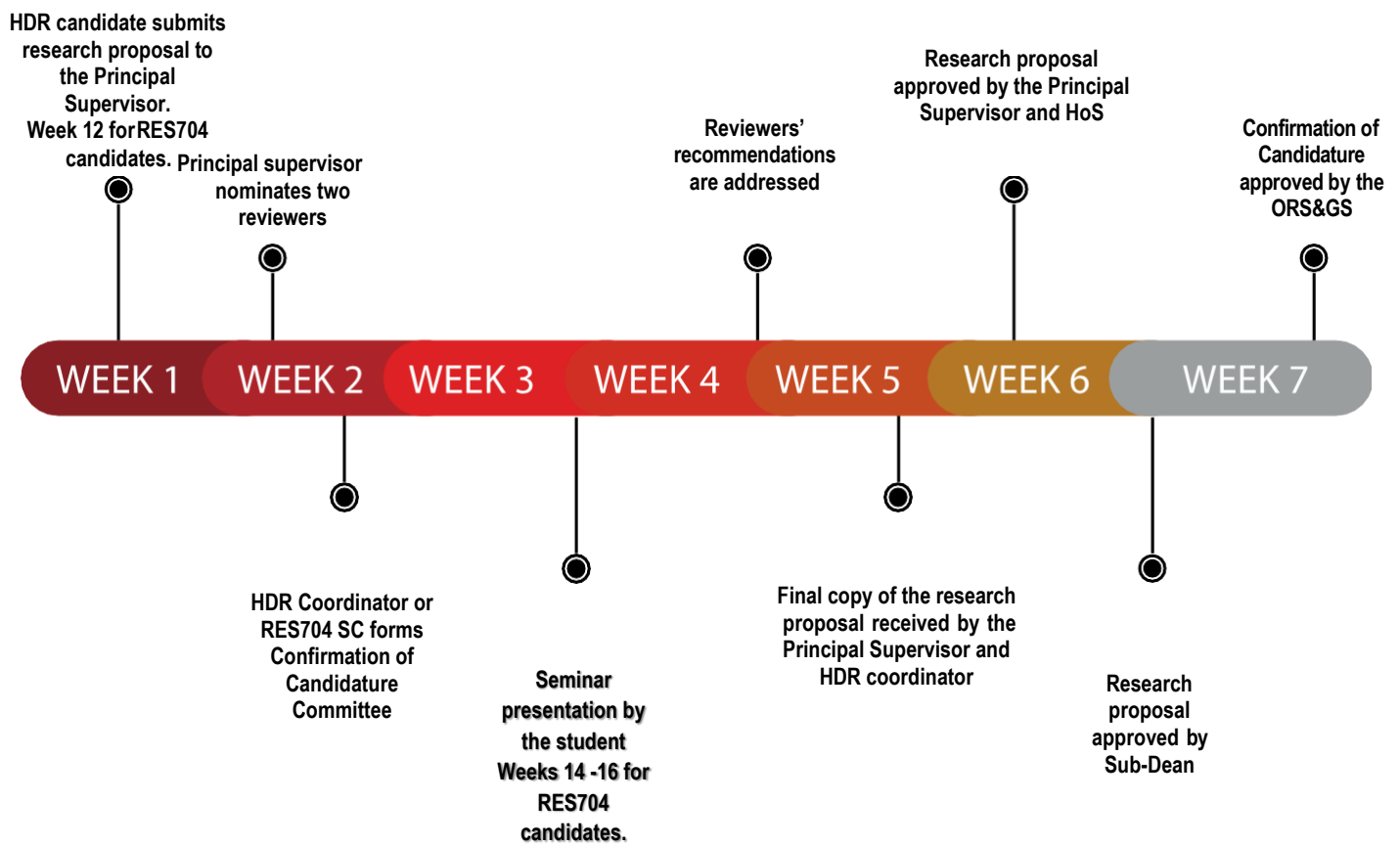
- Research proposal and Confirmation of Candidature seminar
- For Professional Doctorate students: completion of any specified coursework subjects within the first four sessions.

- Complete Confirmation of Candidature seminar

9-12 months F/T, 18-24 months P/T

- Candidate and supervisor complete independent progress reports, noted by HoS. Forwarded to Sub-Dean (Graduate Studies).

TIMELINE FOR CONFIRMATION OF CANDIDATURE

HDR candidate submits research proposal to the Principal Supervisor. Week 12 for RES704 candidates. Principal supervisor nominates two reviewers

Reviewers' recommendations are addressed

Research proposal approved by the Principal Supervisor and HoS

Confirmation of Candidature approved by the ORS&GS

| WEEK 1 | WEEK 2 | WEEK 3 | WEEK 4 | WEEK 5 | WEEK 6 | WEEK 7 |

HDR Coordinator or RES704 SC forms Confirmation of Candidature Committee

Seminar presentation by the student Weeks 14 -16 for RES704 candidates.

Final copy of the research proposal received by the Principal Supervisor and HDR coordinator

Research proposal approved by Sub-Dean

RESEARCH PROPOSAL GUIDELINES

This document aims to clarify the expectations with regards to the written research proposal that is required from all higher degree by research (HDR) candidates enrolled in FBJBS. The university policy can be viewed at https://policy.csu.edu.au/document/view-current.php?id=433

A research proposal is an important plan for your research. It helps the writer/researcher to focus their thoughts and to ensure that the research has been justified and is designed properly. Each Faculty has its own requirements relating to the type and amount of information which needs to be presented. The proposal will provide a justification for the proposed research. The justification should demonstrate that candidates are familiar with the key literature in their chosen area, can critically evaluate the literature and use the literature to build an argument justifying the research question(s). In addition, the proposal should demonstrate that each candidate has the necessary methodological knowledge and skills needed to carry out the research successfully.

Research proposals typically require several drafts before they reach an acceptable standard. This needs to be taken into consideration when preparing the proposal, especially to allow time for the supervisors to review drafts, and time for the candidate to undertake any required revisions.

What follows is:
- A generalised format for the written research proposal, called 'suggested format for written research proposal'.
- A detailed proforma.
- A suggested format for the Doctor of Public Safety.

SUGGESTED FORMAT FOR WRITTEN RESEARCH PROPOSAL

For the type of research conducted in FBJBS, **20-30 pages** (excluding title page, references and timetable) should be sufficient. The document should be double-spaced (12-point font size) to allow notation by members of the Confirmation of Candidature Committee and numbered on each page.

Regardless of which degree you are enrolled into, a research proposal must contain the following headings *(You may add additional headings to allow for the provision of background information or any other relevant details if you wish)*.

Title page
Include title of research proposal, candidate name and number, School/Research Centre affiliation, supervisor's names, date of submission.

Abstract
A brief summary (200-250 words) of the research to be undertaken. Include the research question, key design and methodologies and the significance of the research.

Literature / synopsis
A review of the key ideas and references from the literature that underpin the proposed study, and leads to the statement of the research question and objectives. Think of the literature review as a funnel, starting off broad, then moving into discussing the main research question.

Research question/ objectives/ sub-questions or hypothesis

Your overall research question/objectives should summarise the significant issue that your research project will investigate.

If you are using a hypothesis, state briefly and clearly the hypotheses or propositions of the research. Your research proposal may have a number of hypotheses or propositions.

A hypothesis or proposition is a predicted answer or relationship to a research question that can either be proved or disproved. It's normally written in the form of an if/ then statement. An objective explains how you will answer your research question and prove/disprove your hypothesis. The types of words used in formulating an objective include: to determine, describe, assess, compare, demonstrate, identify and so on.

Methodology
A description of how the research will be undertaken. Clearly describe the design, provide rationale of why the methods have been chosen and the procedure/ technique that you will follow to conduct the research. References are expected for previously established methods.

Method i.e. Data collection & analysis
Describe the type of data your research will produce, justify why the unit of analysis you have determined will be appropriate and how you plan to analyse it. If statistical analysis is part of the project, indicate whether the designs have been discussed with a statistician.

Significance and Contribution of the study, purpose or problem statement
The purpose of the contribution statement is to summarize the new contribution this study expected to make to knowledge beyond the existing literature/ theory and professional practice.

Budget
A detailed budget is not necessary, but a statement is needed that indicates whether or not the funding required to conduct this research (all of it) has been secured.

Timetable/ Gantt chart
Provide an outline of the major activities and a timetable for their completion. This is usually in the form of a Gantt chart (best presented landscape). You will need to show how this project can realistically be completed within the timeframe for the specified degree.

References
Provide a Reference List and use APA, or another style guide as advised by your Principal Supervisor.

SAMPLE PhD/PROFESSIONAL DOCTORATE RESEARCH PROPOSAL FORMAT

This is only an indication of a research proposal rather than the required format, as each discipline will have different requirements.

Title of the study

1. Brief Introduction we have 'abstract' in the previous example

2. Theoretical background

3. Literature review

4. Statement of the problem/identification of research gap/purpose statement/need for the current study

5. Research questions/Sub -questions OR Hypotheses (A hypothesis is a tentative statement about the relationship between two or more variables. A hypothesis is a specific, testable prediction which is proved or disproved) or propositions

6. Aim/s and General objectives

7. Method, may include:

   Design (qualitative, quantitative or mixed methods)

a. Study population (organisations and participants)

b. Sampling Strategy (How many organisations and participants will be selected?)

c. Measures (including control variables)

d. Data collection procedure

e. Data analysis procedure – if applicable statistical planning must be fully addressed

10. Limitations and delimitations of the study

11. Research outcomes (Including publication strategy)

12. Timetable for completion of the study

13. Ethical considerations

14. References

Appendices (copy of questionnaire etc.(if any)

SAMPLE DOCTOR OF PUBLIC SAFETY RESEARCH PROPOSAL FORMAT

This is only an indication of a research proposal rather than the required format, as each discipline will have different requirements.

Using this Guide

It is important that you bear in mind that a Research Proposal is your case for continuing with your proposed project – it is an argument you are making to the reviewers (and, through them, to the University) for the value of your project and your ability to complete it. It is therefore important that your Proposal makes its arguments in a logical fashion. This means that while it is imperative that the information required by each heading in this Guide is addressed, the order of those headings may be varied to best suit your individual project.

The Guide is precisely that – a guide; it is not a template. Your Proposal reviewers will be assessing the strength of the case you make in your Proposal. They will not be assessing you on whether you put the various sections into a certain order.

For your first draft it may be easiest to work through the headings in this Guide in the order presented. After that, you need to be assessing – in consultation with your supervisors – whether the order is allowing you to make the best case for your project. Where a different order would help you make a stronger, or clearer, case, then that other order is the one you should be using.

- *NB1: Examples – very, very abridged examples – are given in Italicised. Please note that while the examples are around a common theme, they do not represent any sort of coherent project (e.g. the Rationale example does not directly relate to the examples in the Synopsis of Literature).*

- *NB2: Some students find the sections of a Research Proposal repetitive. They should not be, and thinking otherwise is usually a result of not seeing each element's place in the 'big picture' of the proposal overall. With this in mind, the following two paragraphs present the 'big picture', with square bracketed information indicating each element's contribution to that picture:*

  This is a brief overview of what I am going to do [Abstract]. Here is some information on what has led me to this research issue ... and the circumstances in which it is an issue ... [Background and Rationale]. This is why I think the research is important and should be undertaken ... [Significance]. I've double-checked what is already known about this issue to make sure no-one has already addressed it or resolved it ... [Synopsis of the Literature].

  To keep me focussed on the issue that I think is important, I'm going to state it as a question which I will seek to answer [Research question (or hypothesis)]. The purpose of my project is to ... [Aim], which I will generally do by way of ..... [Objectives]. The ways I go about answering my research question will be informed by some key assumptions/understandings, namely ....[Methodology]. I will collect and analyse data to help answer my research question in the following ways .... [Methods] and within the following parameters.....[Scope]. I acknowledge that my conclusions will be constrained by the following factors [Limitations], and that I will need to take account of the following issues to ensure my project is fairly and respectfully conducted [Ethical Issues]. I have checked that I can fit all of the above into the time I have available [Timetable]. I have the following plans for ensuring that my research can inform future practice/practitioners [Dissemination]; and I have listed the sources I have drawn on to inform this document [Reference List].

Title

"Your title should indicate the specific content and context of the problem you wish to explore in as succinct a way as possible" (O'Leary, 2017, p. 82).

The title does not, and should not, restate your research question.

As O'Leary says "clear, concise, and unambiguous" (2017, p. 82) is the way to go.

Catchy titles can be used, but you need to guard against them rendering the title ambiguous. One way to do this is demonstrated below; in each, the text following the colon clearly indicates the problem at the heart of the research.

- *"Bogies in the Wire": Is there a Need for Legislative Control of Cyber Weapons?*

- *It's Your Money They're After: Sting Operations in Consumer Fraud Investigation*

1. Abstract

This is a one paragraph element that "briefly state[s] the what, why and how of your project" (O'Leary, 2017, p. 82). It gives the reader a quick 'snapshot' of what you are about to discuss in detail.

[You may see this referred to as a Summary in some research textbooks.]

2. Background and Rationale

The purpose of this section is to explain what has happened [Background] that makes this an important question to answer – i.e. it explains your reason for undertaking the research. This section sets the context of the issue under investigation by providing an account of surrounding events or circumstances. It needs to contain enough information so the reader understands the main/central ideas about the issue.

For professional doctorates it should also include some information on your personal connection to the topic. How did you get to this point? What drew you to this topic? AND what is your professional connection to (or interest in) this issue?

We don't understand why so many people keep trying to travel through bushfires, even though we have extensive educational programs warning of the dangers ..... I work in the Brolga Bushfire Brigade, and it is my job to collect information on injuries sustained during bushfires; over the past five years, I've noticed that the majority of serious injuries are sustained by people attempting to travel through bushfires. ....

3. Significance

This section explains why it is important that your research be undertaken. The material in this section should flow logically from the Background and Rationale section and not repeat the information that appears there.

It is really important that people understand the dangers of travelling through bushfires, because the injuries sustained by people who attempt this are particularly serious, indeed life-threatening, they use up a lot of emergency resources, and they are completely avoidable.

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4. Synopsis of the Literature

Many research proposal texts simply call this element a Literature Review, which is incorrect because in the context of your Research Proposal this section can only be a summary (or synopsis) of the research that has been conducted to date and where your proposed study fits in to this picture. In this section, you need to synthesise the key literature in the field, and – where relevant – literature related to any theory you will be using. This element should culminate with a statement of the issue that your research will address.

This is what we already know (what people have already researched/published) about the best way to educate people about avoiding dangers associated with natural disasters ....<u>Issue</u>: it doesn't address travelling through bushfires OR <u>Issue</u>: it only addresses travel through bushfires by those local to the area (i.e. it doesn't address tourists).

This is what we know about the dangers of travelling during bushfires.......<u>Issue</u>: no-one has done any work on the most effective ways to provide education on avoiding these dangers.

As well as literature on your research topic, you <u>may</u>* also review literature that focuses on any "substantive theories" and/or "methodological" theories you will be using (cf. Punch, 2016, pp. 66-70).

* 'may' is important – sometimes your Research Proposal overall will flow better if the review of theory is placed in the Methodology section; this is something to discuss with your supervisors.

- Substantive theories are theories such as "reinforcement theory, various learning theories ... the theory of vocational personalities and career anchors .... theories of children's moral development and various leadership theories from management and administration" (Punch, 2016, p. 67). Instead of "a theory" *per se* you may instead have something like an explanatory framework. The same point applies in terms of including it in this section of your Research Proposal.
- Methodological theories are theories such as grounded theory, hermeneutic theory, feminist theory.

In any case, your aim is to justify your choice of substantive theory and/ or methodological theory (or the like) (later in the Proposal, you will explain what role the theory/ies will play in your research; see section 7). So, for instance,

All previous research on educating people about the dangers of travelling through bushfires has used Smith's Perceptions of Risk Theory. Given the problems identified with current education efforts in this area, this research proposes to use Jones's Theory of Recklessness. Jones's theory has been used in other areas of risk management and has the advantage of ...

All previous research on educating people about the dangers of travelling through bushfires has used Smith's Perceptions of Risk Theory. As this project seeks to extend current understanding of what works best in this area, it will also use Smith's theory. However, while most research to date in this area has relied on feminist theory, this project will utilise hermeneutic theory, given that ...

5. Research question (or hypothesis)

Having presented the reader with the background to the issue under investigation, the reasoning for undertaking the study, and demonstrated that there is an issue to address in your area of interest, you now need to state your research question (or hypothesis).

In relation to terminology, you *test* a hypothesis, and *answer* a research question/s.

This section needs no more than a statement of the questions/s or hypothesis – no explanations or reference to methods, and no repetition of preceding information.

How can we best educate tourists visiting bush-fire prone areas about the dangers of travelling through bushfires?

Hypothesis: That people who undertake the education intervention will indicate strong motivation to avoid travelling through bushfires.

6. Aims and Objectives

Aims: these are "what you hope to achieve through your project" (O'Leary, 2017, p. 82),

Objectives: these are the steps you will take, or the tasks you need to complete, to achieve your Aim.

It is easy to overthink your project's <u>Aims</u>. Your aim should be to answer your research question/s or test your hypothesis. So, if your research question is *What form of education about the dangers of travelling in bushfires works best for adults?* Your aim will be *To determine what form of education about the dangers of travelling in bushfires works best for adults.* If you have more than one research question, your will have more than one aim. Avoid overthinking your Aims – if you extend them beyond your research question/s, you will lose the coherence we're trying to build through the Proposal.

<u>Objectives</u> typically consist of a series of tasks you need to complete so you will be in a position to achieve the aim/s, i.e. to answer your research question/test your hypothesis. These steps spell out *how* you will achieve your aim. For example:

- *Determine best practice approaches to adult education through an examination of selected courses and research literature.*

- *Investigate the core issues that an education program about travelling through bushfires needs to address.*

Objectives are usually formatted using dot points.

> *Another way to think about the difference between Aims and Objectives:*
>
> *Aim: To travel from Sydney to Melbourne.*
>
> *Objectives:*
>
> - *Determine how to travel from Sydney to Goulburn.*
> - *Determine how to travel from Goulburn to Albury.*
> - *Determine how to travel from Albury to Euroa.*
> - *Determine how to travel from Euroa to Melbourne.*

7. Methodology

Punch explains methodology as "the theoretical underpinnings and the overall framework and research strategy within which the different specific methods are to be used......It will normally include an identification and brief description of the paradigm informing the research" (2016, p. 65). So you need to address two matters here:

- The paradigm that's informing your research, and
- Your methodology itself.

In terms of paradigms, Punch's identification of the three main ones is particularly useful; he argues that "the literature is converging and simplifying" into a focus on the following only:

- positivism (associated mostly with quantitative methods), and
- either Interpretivism or constructivism (associated with qualitative methods)"(2016, p. 63).

Note 'associated with' means that it is not necessarily the case, nor does it need to be, that specific methods must be used depending on the paradigm you are working within. Methodologies include (but are not limited to) 'Experimental research, Survey research, Ethnography, Phenomenological research, Grounded theory, Heuristic inquiry, Action research, Discourse analysis, [and] Feminist standpoint research' (Crotty, 1998, p. 5). Also included here is mixed methods, which draws on both qualitative and quantitative approaches.

So, summary statements could look like this:

This project employ the techniques and assumptions of ethnography, within an interpretivist paradigm to explore the reasons why more men than women are injured travelling through bushfires.

A constructivist paradigm will be applied in this project, through the use of an action research methodology, to determine whether prior bushfire experience is linked to propensity to travel through bushfires.

8. Methods

There are two matters to consider here:

(i)   Both the techniques and the tools you will use for <u>collecting</u> your data , and

(ii)   Both the techniques and tools you will use for <u>analysing</u> your data (e.g. *content analysis, specific statistical tests*); and

Data collection techniques include such things as observation, a survey and interviews. Data collection tools include a specific observation schedule (a list of the things you will be observing), an online survey, a set of semi-structured interview questions or prompts. For example:

O'Brien's theory of adult education has informed previous efforts aimed at educating people about the dangers of travelling through bushfires. As the current education efforts do not seem to be working, this study will be based on Jones's theory of adult education, which focuses specifically on risk-related education. ...

As this research is exploratory, it is important that I get rich, detailed data. I will therefore use semi-structured interviews, as these will allow me to probe people's answers, and provides them with the opportunity to add information I may not have thought to ask about ...

An online survey is necessary because it allows people to be wholly anonymous and this topic is one about which people get very embarrassed....

9. Limitations and Scope

- Limitations refer to aspects of your methodological design that will constrain the conclusions you can draw from your research.

- Scope refers to the boundaries that you place around your project to make it doable.

You do not need to list every single possible limitation here. Just list the major ones as a way of demonstrating that you understand what may need to be considered when you conduct your study and report your conclusions.

One limitation of this research is that it will not include the perspectives of people who have been injured while travelling through a bushfire. While the insights of these people would have contributed to a richer understanding of the type of education needed, recent fire events in the area of study mean that there was too great a risk of re-traumatising these people.

Given the time constraints of this degree, the scope of this project is limited to three states only, namely Tasmania, Victoria and NSW. I have chosen these three states because ...

10. Ethical Issues

Here, you need to identify the main ethical issues that your research will need to take into account, and explain how you will resolve or (more likely) manage those issues.

You need to complete this section irrespective of whether you are collecting primary or secondary data.

If you are collecting primary data from people, you should indicate here that you will submit an application to the CSU Human Research Ethics Committee (HREC) for review and approval (and that you will not begin data collection until you have that approval). You may also need HREC review and approval if you are collecting data about people.

One ethical issue is that although I only want to talk to people about their experiences of bushfire-related education, the questions may lead them to recalling losses and injuries they have experienced because of bushfires. To manage this possibility, I will ...

The secondary data I will be using was collected for insurance purposes. I therefore need to be aware that when people provided it, they were focusing on their recent losses and not on education they had previously received about travelling through bushfires.

11. Timetable

Provide a brief outline of your research timetable. In doing so, be conscious of the length of time it may take to conduct the research. Do you need time to negotiate access to data sources/individuals? How many interviews will you be doing and how long will these interviews take? Will you have to travel? What about time for data analysis?

These are just some of the issues you may have to consider. If you need to apply for HREC approval this will need to be factored in, including time for the Committee's deliberations.

12. Dissemination

Here, you need to inform the reader as to what you will do with the study's results. Go back to your rationale and reflect on what you said about the importance of carrying out this research; what you state in the Rationale should dovetail with what you put forward in your Dissemination section.

Then, in this light consider how you will disseminate your findings. Will you develop articles for What internal/practitioner journals or newsletters? Will you prepare a journal article for a peer-reviewed academic publication? Will you send a copy to participants? Does your employer expect a copy? Will any copies to be distributed require the removal of sensitive information?

13. Reference List

Throughout your proposal, there will be sections where you have included references to support the decisions you have made. When you refer to an author in your writing it is called an in-text citation. As with any academic writing, you need to include Reference List at the end of your proposal with the full details of each source.
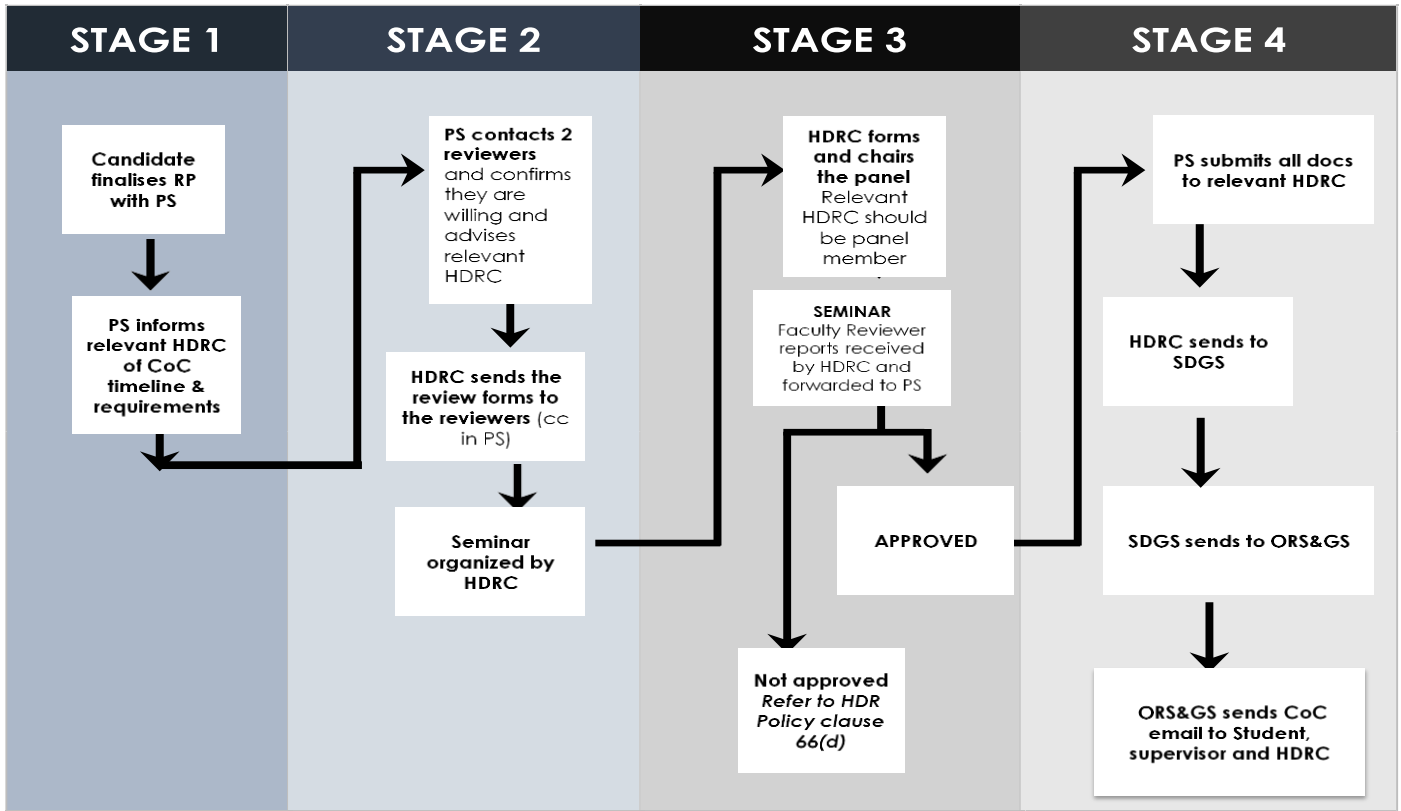
For this document:

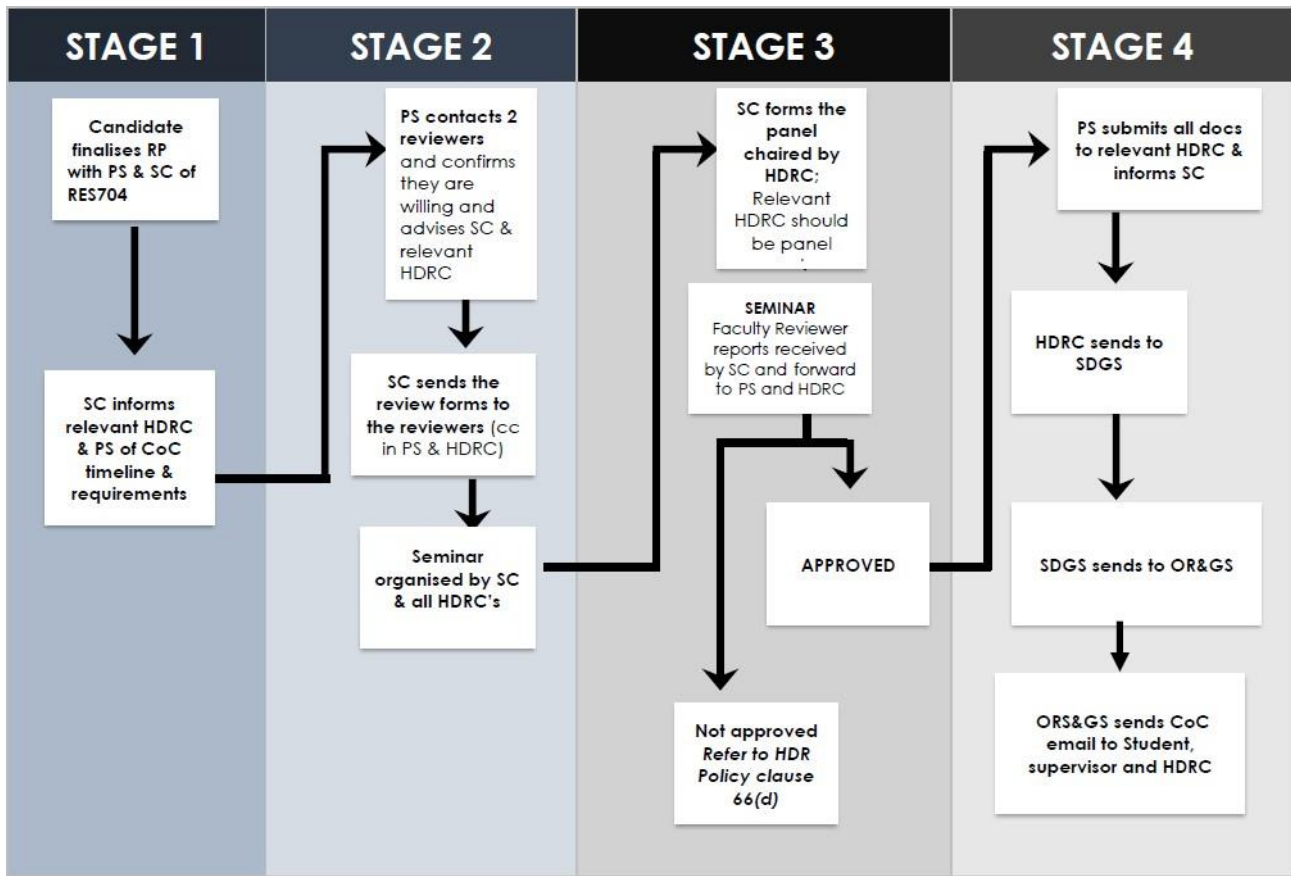Crotty, M. (1998). *The foundations of social research*. St Leonards, NSW: Sage Publications Ltd.

O'Leary, Z. (2017). *Doing your research project (3rd ed.)*. London: Sage Publications Ltd.

Punch, K.F. (2016). *Developing effective research proposals (3rd ed.)*. London: Sage Publications Ltd.

CONFIRMATION OF CANDIDATURE WORKFLOW
(for PhD only)

STAGE 1	STAGE 2	STAGE 3	STAGE 4

STAGE 1

Candidate finalises RP with PS

↓

PS informs relevant HDRC of CoC timeline & requirements

STAGE 2

PS contacts 2 reviewers and confirms they are willing and advises relevant HDRC

↓

HDRC sends the review forms to the reviewers (cc in PS)

↓

Seminar organized by HDRC

STAGE 3

HDRC forms and chairs the panel Relevant HDRC should be panel member

SEMINAR Faculty Reviewer reports received by HDRC and forwarded to PS

APPROVED

Not approved *Refer to HDR Policy clause 66(d)*

STAGE 4

PS submits all docs to relevant HDRC

↓

HDRC sends to SDGS

↓

SDGS sends to ORS&GS

↓

ORS&GS sends CoC email to Student, supervisor and HDRC

CONFIRMATION OF CANDIDATURE WORKFLOW
(for Professional Doctorate only)

STAGE 1	STAGE 2	STAGE 3	STAGE 4

STAGE 1

Candidate finalises RP with PS & SC of RES704

↓

SC informs relevant HDRC & PS of CoC timeline & requirements

STAGE 2

PS contacts 2 reviewers and confirms they are willing and advises SC & relevant HDRC

↓

SC sends the review forms to the reviewers (cc in PS & HDRC)

↓

Seminar organised by SC & all HDRC's

STAGE 3

SC forms the panel chaired by HDRC; Relevant HDRC should be panel

SEMINAR
Faculty Reviewer reports received by SC and forward to PS and HDRC

APPROVED

Not approved
Refer to HDR Policy clause 66(d)

STAGE 4

PS submits all docs to relevant HDRC & informs SC

↓

HDRC sends to SDGS

↓

SDGS sends to OR&GS

↓

ORS&GS sends CoC email to Student, supervisor and HDRC

Legend

SDGS: Sub Dean (GS)
HDRC: HDR Coordinator
PS: Principal Supervisor
SC: Subject Coordinator
RP: Research proposal
COC: Confirmation of Candidature
ORS&GS: Office of research services and Graduate Studies

CONFIRMATION OF CANDIDATURE (POLICY)

(66) A probationary candidate's research proposal will be reviewed by a panel, which will recommend one of the following outcomes to the relevant Sub Dean (Graduate Studies) for decision:

> *a. Passed with no changes.*

> *b. Passed, subject to changes: the report will indicate the required changes, which must be made to the satisfaction of the relevant Sub Dean (Graduate Studies).*

> *c. Re-submitted: the candidate must complete the extra work and revisions identified as necessary by the panel, and resubmit the proposal for review by at least two reviewers. The candidate will normally have to present the revised proposal at a seminar. Only one resubmission will be permitted.*

> *d. Failed: where the candidate fails, they will be asked to show cause why their candidature should be allowed to continue: see the 'Termination of candidature' section in this policy.*

APPENDIX 1
Reviewer's report

Name of candidate:		Course	Date of COC
Title of research proposal:			
Reviewer's name:			

Item	Evaluation Criteria	Comments	Changes to be made
1	Is the student working on a significant/important research issue?		
2	Has the student demonstrated a critical and detailed knowledge and understanding of the relevant literature, and theoretical framework, where appropriate?		
3	Has the student developed a clear and focused research question, objectives and hypothesis, where appropriate?		
4	Has the student chosen an appropriate research approach and methods, and justified the choice convincingly?		
5	Has the student demonstrated that the research will make a substantial original contribution to theory/professional practice?		
6	Has the proposal been written in scholarly academic English and is consistent with a recognised referencing style?		
7	Are there any ethical risks inherent to the project not considered by the candidate?		
8	Has the student outlined a clear and realistic timeline for the project?		
9	Are there any other issues with the proposal or proposed research that you consider need to be addressed at this stage?		
10	Any other relevant suggestions?		

Recommendation: Please check recommendation with X

1	**Passed with no changes.**	
2	**Passed, subject to changes: the report will indicate the required changes, which must be made to the satisfaction**	
3	**Re-submitted: the candidate must complete the extra work and revisions identified as necessary by the panel and resubmit the proposal for review by at least two reviewers. The candidate will normally have to present the revised proposal at a seminar. Only one resubmission will be permitted.**	
4	**Failed: where the candidate fails, they will be asked to show cause why their candidature should be allowed to continue: see the 'Termination of candidature' section in this policy.**	

Signature of Reviewer :_____   Date : _____

APPENDIX 2

FACULTY OF BUSINESS, JUSTICE AND BEHAVIOURAL STUDIES
Confirmation of Candidature

REVISIONS AND RESPONSE TO REVIEWERS' REPORTS

Guidelines for responding to Reviewers' comments

1. Make any corrections or revisions in your research proposal using 'Track Changes'. Before doing that, however, make sure that you keep a copy of the original proposal that you submitted for confirmation of candidature.

2. Your response to the reviewers' comments should be presented in a systematic manner using a tabular format in which you clearly indicate the comment to which you are responding and then give your response. See example below. (Please do not use landscape orientation for this.)

3. If you accept a reviewer's criticism, you need to indicate that and provide the verbatim change(s) that you will make clearly indicating where they will go. If the change is relatively small, then include the text in the body of your response. If it is longer (more than two paragraphs), then attach it to the tabulated response as an Appendix. If you accept a reviewer's criticism, it is not generally necessary to give a long justification for what you originally did.

4. If you think that a reviewer's criticism or request for further work is not valid and you decide not to make any change, you have to provide an explanation of why you do not accept the reviewer's viewpoint. Such explanations should be in the form of a logical and academic argument. Beware of

   1. Attacking reviewers. Reviewers were chosen based on their expertise and so simply suggesting that they are incompetent does not carry much weight.
   2. Basing an argument solely on the fact that one reviewer mentioned the issue and the other one did not. Quite frequently, based on expertise only one reviewer identifies a problem and the fact that the other two did not, does not invalidate the criticism.
   3. Dismissing a criticism on the basis that the relevant information was given elsewhere. Such criticisms can indicate that you have not presented the ideas and information clearly and hence that you need to revise it to clarify the material.

5. Each grammatical, spelling and typographical error does not need to be individually addressed in your response. Instead, a generic statement indicating that this has been attended to will suffice. Your supervisor will check to ensure that such changes have been made in the revised research proposal. (It may be worth getting professional proofreading and/or copy-editing assistance to if there are lots of these sorts of errors in your research proposal.)

6. Your response to the reviewers' document must be self-contained. If sections from the research proposal are used to support argument they must be included in the response document. In your response document please number each comment consecutively and include page numbers.

Reviewers' Comments	Corrections/Responses	Page Numbers
List the comments made by the Reviewers as they appear. DO NOT SUMMARISE THE REVIEWERS COMMENTS	Respond and address the reviewers' comments in a point by point fashion	Research proposal Page(s) where changes can be located on
Reviewer 1 Prof. XXX's comments		
1. The title being misleading	It was changed to "…".	
2. Including the prediction of the Rescorla-Wagner (R-W) model for the data presented.	I agree with Prof. XXX's comment that the R-W model is an important theory in the debate about human causality judgments. However, I did not include the R-W model specifically in the current studies because it is well documented that the R-W model cannot account for many of the conditioning arrangements employed in this research (backward blocking, latent inhibition and release from overshadowing). The model presented by Dickinson and Burke (1997) is a development of the R-W specifically to account for such phenomena. Therefore it makes more sense to include this model not the R-W model where the findings are already well reported.	Page 45
3. The second line of work with sequential elements and compounds has not considered the highly relevant work of Helena Matute and her colleagues at the University of Deusto in Spain. Hiramatsu should consult this work and discuss its significance to these dissertation projects. Below are some citations and initial comments about the relevance of the work.	I agree with Prof. XXX that the work by Matute and her colleagues is relevant to the second part of my research proposal. However, the way I interpret their data is different from Matute's. If the context is regarded as the second CS, the results are still due to the within-compound association and, therefore, Dickinson and Burke's model can account for their data. However, I acknowledge that this argument needs to be made. "On the other hand, Matute and Pineno argued that a within-compound association is not always necessary for cue competition. …	Page 101
3. At several points in the research proposal the candidate refers to the "Hays test" for post-hoc tests. I am not familiar with this test, could the candidate be a bit more specific about what it does?	The following footnote was inserted. "The Hays procedure enables the Decision Wise error rate to be used as a valid estimate of the Experimental Wise error rate for each test by employing a set of contrasts which are fully orthogonal (Hays, 1972)."	Page 65
4. The participants' information for Experiment 3.1 and 3.2 are identical (total number of participants, gender breakdown, mean age and age range). Were the same subjects used for both experiments? If so, what implications does this have for the analyses and interpretation of the data?	This was addressed in the response to A/Prof YYY's comments (2).	
Analyses and interpretation of the data?		

REFERENCES TO ASSIST WITH PROPOSAL WRITING

O'Leary, Z. (2021). *Doing your research project* (4th ed.). London: Sage Publications Ltd.

Phelps, R., Fisher, K. & Ellis, A. (2007). *Organising and managing your research: a practical guide for postgraduates*. London, New Delhi, Los Angeles: SAGE.

Punch, K.F. (2016). *Developing effective research proposals* (3rd ed.). London: Sage Publications Ltd.

Agee, J. (2009). Developing qualitative research questions: A reflective process. *International Journal of Qualitative Studies in Education, 22*(4), 431-447. doi:10.1080/09518390902736512

Paltridge, B., & Starfield, S. (2007). *Thesis and dissertation writing in a second language: A handbook for supervisors*. London: Routledge.

Perry, C. (2003). Research Proposal Structure Keyed into the Thesis Structure, Accessed 24/6/03 from, http://www.usq.edu.au/library/PG_Toolbox/PhD%20proposal. htm]

Sekaran, U. (1992). Research Methods for Business: A Skills Building Approach. New York: Wiley

LINKS TO RESOURCES

Video on developing a successful research proposal
In this video, 'How to develop a successful research proposal' there are multiple contributors; the length is 9 minutes. https://www.youtube.com/watch?v=kJcmDJ9uGjE&t=32s

Link to HDR Induction workshops (PD Calendar)
https://research.csu.edu.au/research-support/researcher-development/calendar

Link to Research Data Management Form
https://research.csu.edu.au/research-support/data-methods-and-tools/data-management

Link to Research Proposal Approval Form
https://research.csu.edu.au/research-support/forms-and-guides

Link to HDR forms
https://research.csu.edu.au/research-support/forms-and-guides