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Abstract

Doctoral training continues to grow in scale and scope in Australia, but has been subjected to far less design and improvement compared with other facets of higher education. Governments and universities engage in ongoing change which helps respond to opportunities and challenges but also leads to a proliferation of options and approaches. The current research study was seeded and shaped by the ambitious view that despite such refinement the doctorate remains in need of much bolder and deeper design, and particularly design with an education focus. This paper reports outcomes from a four-year national project which sought to articulate a doctoral design architecture. The paper discusses framing contexts and concepts, design and characteristics of the doctoral architecture, then implications for sectoral, institutional and individual practice. It concludes that this kind of architecture can provide a useful guide for growth. (HRK / Abstract übernommen)