

UNIVERSAL TECHNOLOGY AND
MANAGEMENT
UNIVERSITY

POSTGRADUATE HANDBOOK

April 2025

PREAMBLE – THE GRADUATE SCHOOL	01
Introduction	01
Our Vision	01
Our Mission	01
Programmes Offered:	02
Masters by course work and dissertation – minimum of 2 years:	02
Postgraduate Diplomas (PGD)– minimum of 1 year	03
Project Assessment:	04
1. PURPOSE OF THIS HANDBOOK	05
2. UNIVERSITY PROFILE	05
3. UTAMU GENERAL TEACHING MODE	06
4 COURSES THAT MUST BE COMPLETED BY POSTGRADUATE STUDENTS	07
4.1 PDP 7201: Project for PGD	07
4.2 CRM 7100: Research Methods for PGD and Masters	08
4.3 TM 600: Research Methodology Seminars for Masters	10
4.4 TM 601: Dissertation for Masters	12
5. REGISTRATION PROCEDURES	13
5.1 Fees	13
5.2 Fees Payment: Direct deposit (over the counter) or Electronic Transfer to any of our Banks	13
5.3 Payment Procedures for Doctor of Philosophy (PhD) Programme	14
6. EXAMINATION AND AWARDS POLICY	17
6.1 Qualifying for an Award	17
6.2 Examination Appeals	18
7. GRADUATE RESEARCH PROCESS - General Guidelines	18
8. EXAMINATION OF POSTGRADUATE THESIS/ DISSERTATION	20
8.1 Procedure for Nomination/ Appointment of Examiners	21
8.2 Roles and Duties of Examiners	21
8.3 Internal Examiners	22
8.4 External Examiner	23
8.5 Duration of Service of External Examiner	24
8.6 Examination of the Thesis/Dissertation/Report	25
8.7 Procedure for Conducting a Viva Voce	25
8.8 Viva Voce Panel Evaluation	26
8.9 Viva Voce Report	28
8.10 End of Viva - Feedback to Candidate	29
8.11 Computation of the Final Mark of Dissertation/ Thesis	30
9. MASTERS	31
9.1 Admission	31
9.3 The Masters Proposal	32
9.4 The Masters Dissertation/ Thesis	50

10.	DOCTOR OF PHILOSOPHY (PHD)	55
10.1	Completion	55
10.2	PhD Admission at UTAMU	55
10.3	Doctor of Philosophy (PhD) Programme with Mbarara University of Science and Technology	57
11.	RESPONSIBILITIES OF SUPERVISED STUDENTS	61
12.	APPENDICES (or Both Masters and PhD in Some Cases)	64
	APPENDIX 1: APPOINTMENT OF SUPERVISORS (MASTERS/ PHD)	64
	APPENDIX 2: ETHICAL CLEARANCE APPROVAL FORM (Masters & PhD)	65
	APPENDIX 3: INTENT TO SUBMIT FOR HEARING (PGD, Masters & PhD)	67
	APPENDIX 4: POSTGRADUATE RESEARCH SUPERVISION- TRACKING RECORD	68
	APPENDIX 5: VIVA VOCE EXAMINATION RUBRIC - <i>TO BE FILLED IN BY EACH PANELIST</i>	70
	APPENDIX 6: COMPILATION OF SCORES FROM VIVA VOCE PANNELISTS	72
	APPENDIX 7: EXAMINER’S REPORT FOR PROJECT/ DISSERTATION/ THESIS FEEDBACK	73
	APPENDIX 8: PROJECT/ DISSERTATION/ THESIS SCORING RUBRIC FOR BOTH EXTERNAL AND INTERNAL EXAMINERS	76

PREAMBLE – THE GRADUATE SCHOOL

Introduction

Matters concerning postgraduate studies are managed by the Graduate School.

Our Vision

The Graduate School aims at enabling personal intellectual and professional advancement to achieve academic success and international development.

Our Mission

The Graduate School enhances students' intellectual life by enabling professional scholarly study and advanced research. The School promotes internationally benchmarked quality learning and research that prepares interdisciplinary leadership, to advance knowledge and understanding, drive innovation, and contribute to the resolution of complex national and global problems to meet societal needs. The School focuses on the following strategic areas to fulfill its mission:

Academia Experiences:

The Graduate School encourages academia to use their experiences, programming and infrastructure to enhance career development. The School reflects on international and national conversations about graduate education through student-focused mentor/mentee guidance, particularly professional and transferable skills.

Inclusion of Diversity:

The Graduate School is internationally oriented to accommodate diversity, including attention to equity, access, inclusion, engagement, and achievement. Particular concern is directed towards professional, and personal successes. of a diverse graduate student community. The School tracks the entire lifecycle of the graduate student experience starting from a holistic recruitment and admissions processes; fellowship programs supporting access to graduate education; signature initiatives supporting student engagement in academic, community, and professional development activities; support for graduate student organizations that advance diversity, equity, inclusion, and access; awards recognizing exemplary leadership and service; and faculty resources addressing academic climate, inclusive mentoring, and student well-being.

Continuous, Diagnostic and Formative Assessment:

Graduate continuous, diagnostic and formative assessment initiatives enhance student growth and innovation. Systematic data collection, reporting, and accessible dashboards about all aspects of graduate education for each student informs decision-making about student progress.

Field, Faculty, and Staff Support:

A major function of the Graduate School is to deliver seamless, efficient, and aligned services that enable fields to devote their efforts and resources to research, scholarship, instruction, and professional development for students. The School philosophy is to work collegially and productively in partnership with graduate fields to support graduate education.

Visibility:

The Graduate School promotes talent, research, scholarship, and leadership of academia. Important trends and initiatives in higher education are acquired through graduate and postdoctoral programs and their best practices beyond the university.

POSTGRADUATE PROGRAMMES OFFERED:

Doctor of Philosophy with Mbarara University of Science and Technology by a research Thesis in the following areas – minimum of 3 years;

1. PhD (Science);
2. PhD (Computing- Computer Science, Computer Engineering, Software Engineering, Information Technology and Information Systems).
3. PhD (Public Administration);
4. PhD (Economics);
5. PhD (Management);
6. PhD (Business Administration); and
7. PhD (Development Studies).

Masters by course work and dissertation – minimum of 2 years:

1. Master of Science in Computing
This programme aims at equipping students with advanced skills in computer security, mobile computing computer networks and information systems.
2. Master of Information Systems
This programme is intended to develop professionals with theoretical and practical skills in the ICT sector.
3. Master of Information Technology
The broad goal of the program is to provide students with the foundations in content and competencies that will support their development as effective IT professionals.
4. Masters in Project Planning & Management
5. Executive Master of Business Administration
The programme aims at equipping corporate level executives and managers with skills necessary to provide leadership, management and policy direction.
6. Master of Business Administration
This programme is integrated with both ICT and Management courses aimed at producing graduates with strong knowledge in ICT and its application.
7. Master of Public Administration & Management
The programme is designed to raise analysis of public management and to develop more efficient and resourceful public sector managers/administrators.
8. Masters in Monitoring and Evaluation
The Masters in monitoring and evaluation is global and gives generally accepted knowledge and skills across different countries.

Postgraduate Diplomas (PGD)– minimum of 1 year

1. PGD in Computing

This programme intends to provide theoretical and hands on skills in computing to support learners' initial careers.

2. PGD in Information Systems

The programme focuses on information management, strategic management, business information systems, systems modelling and information systems technology among others disciplines.

3. PGD in Information Technology

This programme is aimed at equipping students with necessary skills through engaging them in rigorous intellectual analysis, critique and problem solving using a variety of teaching and learning techniques.

4. PGD in Oil Governance and Management

The programme has been carefully designed to produce a crop of top managers and leaders with a wide range of knowledge, skills and competencies to steer the Oil & Gas sector.

5. PGD in Public Procurement

This programme aims to develop substantive public procurement professional skills, values and knowledge in various facets of procurement.

6. PGD in Human Resource Management & Development

This programme is intended to produce human resource professionals with the ability to lead people, lead business, and lead change by transforming human capital into opportunities.

7. PGD in Project Planning and Management

The programme is recognized as the most appropriate form of management for the new generation of managers who are asked to handle multi-disciplinary projects in a rapidly changing business environment.

8. PGD in Monitoring and Evaluation

The PGD in Monitoring & Evaluation is one-year course covering the basic paradigms, principles, concepts, approaches and methods used in M&E.

9. PGD in Public Administration

This programme is blended with models and concepts from social sciences disciplines to raise more efficient and resourceful public managers/administrators.

10. PGD in Financial Management

The programme is recognized by NCHE.

11. PGD in Institutional Governance & Leadership

The PGD in Institutional Management & Leadership.

12. PGD in Public Policy

This programme is blended with models and concepts.

13. PGD in Accounting and Finance

The programme is newly accredited by NCHE.

14. PGD in International Business

The programme is newly accredited by NCHE.

15. PGD in Education with Technology

The programme is newly accredited by NCHE.

PURPOSE OF THIS HANDBOOK

To provide guidelines to postgraduate academia on the admission, registration, the conduct of teaching, learning, research and examination activities.

UNIVERSITY PROFILE

Universal Technology And Management University (UTAMU) is a Private University in Uganda fully accredited by National Council for Higher Education (NCHE) and offers experiential and outstanding learning and teaching opportunities for 21st Century student through an enriched learning experience that blends face-to-face and virtual learning. The university combines management and technology in all its courses and has the best faculty in these two broad disciplines. The faculty includes both full time and adjunct. The university also has a number of partners through which its various programmes are offered. **The Vision** of the University is *“To be a global educational institution for management, science, technology and innovation”* and its **Mission** is *“To provide global quality education, Research and innovation critical to economic and human development.* All its programmes are fully accredited by National Council for Higher education.

Since its inception, the university has demonstrated its unique approaches and academic delivery modes and it continues to be a university of choice for undergraduate, graduate, tailor made executive training and short training programmes. UTAMU is a high-quality education and research institution that aspires to provide its graduate students with the necessary knowledge and competences to excel. With the world's increasingly complex problems and resource limitations, there is dire need for graduate who are qualified both to train the next generation of professionals to expand society's store of knowledge but who also have genuine experiences and complexities of analysing issues as graduate students. Society needs critical minds trained at advanced level with skills and competencies in creating new knowledge and in analysing the environment.

Universal Technology and Management University (UTAMU) was accredited on March 11, 2013 by National Council for Higher Education to operate as a Private University in Uganda. UTAMU was established with the purpose of making a difference in the training of Technology and Management Professionals within the region. UTAMU is committed to achieving this vision through an enriched learning experience that blends a variety of teaching and learning methods. Our teaching and learning process follows a blended model where face-to-face interactions are combined with online teaching and learning activities. This unique model enables us to deliver a learning experience that enhances students’ ability to develop highly sought after skills such as problem solving, collaboration, critical thinking and continuous learning. Face to face learning is facilitated by a rich blend of highly qualified and experienced professors together with industry experts. Virtual learning on the other hand is facilitated by state-of-the-art UTAMU e-learning and e-library systems.

UTAMU offers experiential and outstanding learning and teaching opportunities for the 21st Century student through an enriched learning experience that blends face to face and virtual

learning. The university combines management and technology in all its courses and has the best faculty in these two broad disciplines. UTAMU independently and collaboratively offers certificate, diploma, undergraduate degree, postgraduate diploma, masters and PhD qualifications.

GENERAL INFORMATION

Credit Transfer and Exemptions

The credit accumulation and transfer system are mechanisms where credits earned from an education and training provider or authorized assessment body can be used towards attainment of an award from another education and training provider or body. This system of credit accumulation and transfer (CAT) can enable a learner earn credits from different related study programmes and still be in position to qualify for a desired academic award.

On the other hand, exemptions happen when UTAMU recognizes that a candidate acquired prior essential learning as evidenced from previous awards and is freed from taking some courses while others are subjected to them.

A candidate who is exempted from some courses may graduate with a lower graduation load than the normal and may spend less time at the awarding institution. For purposes of these benchmarks:

- **Credit Accumulation** and transfer shall apply to uncompleted qualifications (programmes) - *transferred and accepted credits shall contribute to the final CGPA;*
- **Exemptions** shall apply to completed qualifications - *exempted courses shall not contribute to the student's final CGPA.*

Transfer arrangements and exemptions shall be required to adhere to the following benchmark standards

Benchmarks and Standards of Credit Transfers and Exemptions

- i. Exemptions must abide by programme requirements;
- ii. Students shall be allowed to transfer credits if they meet the UTAMU minimum admission requirement and those of the programme they are applying to transfer to;
- iii. Although every student is at liberty to transfer from one programme or institution to another, admission is at the discretion of the receiving party. The sending party has an obligation to provide relevant up to date academic records for the intending transfer student;
- iv. Transfer of credits shall be permitted within a period of five years from when the credits were earned
- v. Credit transfer may take place when the receiving institution is satisfied that courses or modules that have been completed at the sending institution are relevant to the programme that the student is intending to transfer to;
- vi. A student shall be required to earn at least 60% of the total credit units from the institution that will eventually confer the award. That is, exemptions shall not exceed 40% of the entire programme;
- vii. Courses that are transferred and the institutions where they were earned shall clearly

- be indicated on the transcripts;
- viii. The **courses that are transferred** and allowed by the receiving institution shall be included in calculating the student's Cumulative Grade Point Average (CGPA);
 - ix. **Courses that are exempted** shall clearly be indicated on the transcripts but shall not contribute towards a final CGPA
 - x. Other successfully completed courses that do not necessarily contribute to the CGPA shall be included on the student's transcript as **supplementary courses**;
 - xi. Transfer of credits shall not be permitted for postgraduate certificates;
 - xii. An institution shall exempt a candidate from a given course if there is evidence of a recognized qualification where such a course or similar courses were offered.

Teaching Mode

UTAMU has a unique teaching mode which blends face to face and virtual learning. Face to face learning is facilitated by a rich blend of highly qualified and experienced professors together with industry experts. Virtual learning on the other hand is facilitated by the state-of-the-art UTAMU e-learning and e-library systems.

Post-graduate Teaching Mode

All postgraduate programs are taught under the exceptional UTAMU block release model. The block release teaching model is blended with our state-of-the-art e-learning and e-library systems which allow students to comfortably study without compromising their ability to meet their obligations at the work place. In the block release model, post graduate students use the first two weekends of the semester to get a conceptual introduction to the various modules to be covered in the particular semester. They are also supported to form discussion groups and fully interface with their lecturers during this period.

After the first weekend, students are availed with the first set of class materials on the UTAMU e-learning system together with practical assignments that apply to their work environments. Students of the school of Business and Management return to their work places after two weekends, whereas those of the School of Computing continue with face-to-face sessions for an extra weekend. During the self-paced learning, students follow up with their discussion groups and can fully interface with lecturers on the e-learning platform.

Students return to campus for another busy two-three weekends in the middle of the semester, where they again attend full time class and have face to face interactions with each other and their lecturers. After this, a second self-paced learning begins using our e-learning and e-library services. Exams are done in the last weekend of the semester. The UTAMU e-learning system is fully equipped and allows a consistent interaction among the students and their lecturers.

The UTAMU e-library is equipped with the most current textbooks, various high-quality journals and publications for students' revision throughout their course of study. All registered students can access the UTAMU e-learning and e-library systems anytime, anywhere.

During the taught component, students will be expected to attend all compulsory courses. Classes will be in accordance with the prescribed mode. During each of the courses, the assessments will be used to cover the course work marks. The use of semester papers as opposed to reliance on tests will be heavily encouraged for Doctoral programmes and some master's degrees. After the completion of each course, the students shall write the end of semester exams.

The teaching of the taught courses for postgraduate programmes shall be done by senior academics with a minimum of a PhD or its equivalent. This requirement shall not be violated as a mechanism to guard against quality. The teaching will use a variety of approaches and as much as possible, students shall be given adequate time to do independent private study instead of reliance on lecture method.

The teaching for all courses shall rely on both theory and practical application. All students are required to do continuous assessments, mid-semester tests and end of semester exams. Examination scripts shall be marked and sent to the external examiner and results discussed in the School Boards before provisional results can be released. The students who excel at writing conference and journal papers in internationally refereed journals will be awarded marks as shall be determined from time to time by Senate across each of the covered modules in the particular semester where that paper may have been published or presented. This is intended to encourage a degree of scholarship in the doctoral programme.

The E-Learning Mode

UTAMU's e-learning option is the learning in which all (for foreign based students) or most of the interaction (for Ugandan based students) between the lecturer and student happen electronically. Electronic interaction may take the form of audio, video, e-mail, chat, teleconferencing, and most often the Internet. Students under the e-learning option study virtually with remote support from the lecturers. E-learning students are required to have an email discussion with their lecturers on a weekly basis and at least a chat, either physical or online on a monthly basis. Uganda based e-learners and international students - who can afford to be on campus during examinations - undergo the same assessment as the on-campus students.

REGISTRATION PROCEDURES

Fees

5.1.1 All students are expected to pay the National Council for Higher Education (NCHE) fee of Uganda Shillings 20,000/= and Guild fee of Uganda Shillings 25,000/= once per year in addition to tuition.

5.1.2 Undergraduate, Postgraduate Diploma and Master Degree Programmes paid to Universal Technology and Management University (UTAMU) in the UTAMU bank accounts:

Non-refundable application fee:

- UGX 50,000/= for East Africa Community applicants, and;
- USD 30/= for International applicants.

5.1.3 Doctor of Philosophy (PhD) Degree Programmes.

Non-refundable application fee:

UGX 100,000/= for East Africa Community applicants, and;

USD 100/= for International applicants (this is paid to Mbarara University of Science and Technology for now).

5.2 Direct deposit (over the counter) or Electronic Transfer to any of our Banks

Account Name	Account No.	Bank	Branch	Swift Code	Currency
Universal Technology And Management University	3100058216	Centenary Bank	Mapeera House	CERBUGKA	UGX
	903002323152	Stanbic Bank	Garden City, Kampala	SBICUGKX	UGX
	9030024323306	Stanbic Bank	Garden City	SBICUGKX	USD

5.3 Payment Procedures for Doctor of Philosophy (PhD) Programme Tuition Fees to (UTAMU)

10 10 3 7 Fees Structure for the UTAMU-MUST PhD

Name of PhD Programme	Ugandan and EAC Students		International Students	
	Functional Fees (SHS) per Year	Tuition (SHS) Per Semester	Functional Fees (SHS) per Year	Tuition (SHS) Per Semester
Who receives the fees?	MUST	UTAMU	MUST	UTAMU
PhD in Computing	1,270,000	3,500,000	2,540,000	7,000,000
PhD in Business Administration	1,270,000	3,500,000	2,540,000	7,000,000
PhD in Educational Administration and Planning	1,270,000	3,000,000	2,540,000	6,000,000
PhD in Development Studies	1,270,000	3,000,000	2,540,000	6,000,000

11

UTAMU as the Institution responsible for the teaching and supervision of the students retains 100% tuition fees paid by students. Therefore, tuition fees are paid to UTAMU in the following accounts;

Account Name	Account No.	Bank	Branch	Swift Code	Currency
Universal Technology And Management University	3100058216	Centenary Bank	Mapeera House	CERBUGKA	UGX
	9030024323152	Stanbic Bank	Garden City, Kampala	SBICUGKX	UGX
	9030024323306	Stanbic Bank	Garden City	SBICUGKX	USD

Mobile Money (MTN + Airtel) Payments:

School Pay code for new admissions (application fee) as follows;

Mobile Operator	Dial USSD Code	Student Code	Name
MTN Mobile Money	*185*4*3*2*1#	1002749778	UTAMU
Airtel Money	*185*6*2*1#		Admissions

- Please send a confirmation message to Finance (accounts@utam.ac.ug).
- Completed application form should be delivered with proof of application fees payment to the below address or by email to admissions@utam.ac.ug.

- 1 **All students shall be required to register at the beginning of each semester for each of the academic year** of the studies using the registration form issued by University Academic Registrar. They will also be required to renew the registration at the beginning of the subsequent years by filling in a new registration form and paying the required fees. Failure to renew registration shall mean automatic discontinuation from studies.
- 2 A candidate for the PhD degree, whose thesis examiners are either in disagreement or have recommended thesis revision and resubmission may, on the recommendation of the Doctoral Committee be discontinued but may be advised to transfer his /her registration to a relevant Masters programme, in which case such a student may be awarded an M.Phil.
- 3 Once a candidate has been accepted for registration, one must complete a registration form, duly stamped and signed by the Academic Registrar OR his or her representative. This should be accompanied by the letter of admission, two passport size photographs, and any other required documentation like certified copies of academic transcripts and certificates. All these documents will be part of the student registration package.
- 4 The registration will be managed by the registry office. One copy of the registration form will be kept by the Academic Registrar and the second copy will be forwarded to the School/ Department. Students will thus be expected to have two files, one maintained by the Academic Registrar and the second by the School.
- 5 All students are required to register within the first two weeks of the semester.
- 6 A student will be registered after fulfilling the following requirements:
 - Admission Letter.
 - Evidence of payment of fees as indicated on the admission letter.
 - Two copies of certified academic transcripts/ certificates.
 - Completed registration forms.
 - Identity card from the previous school/ college, Birth Certificate, National ID or any other valid ID.
 - Two passport size photographs showing your current likeness (head and shoulders).

- Uganda Certificate of Education or its equivalent.
 - Uganda Advanced Certificate of Education or its equivalent.
 - Relevant Degree/Diploma certificates and Transcripts for those applying for postgraduate courses.
 - Any other requirement as determined by relevant organs.
7. The requirements for registration for continuing students include;
 - a. A filled registration form.
 - b. Evidence of payment of fees.
 8. Students intending to study under the e-learning option must indicate that they are e-learning students during registration in their first year first semester, and provide their contacts (e-mail address and phone number(s).
 9. E-learning students living in Uganda are required to report to UTAMU campus physically every first day of the Semester to register, meet their lecturers and enrol for all the courses for that semester. Students based in foreign countries will register electronically by filling and scanning the registration form and all the required documentation. Requests to change from any mode of study shall be approved by the respective School Dean/Departmental Head.
 10. Tuition fees and other university fees shall be required in accordance with a schedule issued by the University Academic Registrar and as per the admission letter. Those who wish to pay all fees at first registration will be welcome. Fees will be paid directly to the university fees collection account (s).
 11. If a candidate realizes that he/she cannot complete his/her work within the time allowed, it is his/her duty to take the initiative to apply for extension of registration. The university shall deregister candidates whose period of registration lapses. Extension of registration shall be normally sought after the candidate's 2nd year of registration in the case of Masters' Degree students and after 3 years for Ph.D. full time students.
 12. If a candidate finds that he/she cannot continue with his/her studies due to financial/social hardships but expects to complete studies at a later date, it is his/her duty to request for withdrawal and inform the university through the Schools and Supervisor(s).
 13. All records concerning any admitted student will be under the custody of the Academic Registrar with a copy to the School/Department. Any correspondences concerning the student for any programme will be part of the students' file. There shall be a file maintained by the School/Department and one maintained by the Academic Registrar and whoever is originating the communication will use the respective student file.
 14. Cases of impersonation, falsification of information/documents, fraudulent

access or giving false/ incomplete information, whenever discovered, either at registration or afterwards, will lead to automatic cancellation of admission, dismissal from the University, revocation of awards where applicable and prosecution in the Courts of Law.

COURSES THAT MUST BE COMPLETED BY POSTGRADUATE STUDENTS

All postgraduate students are required to undertake the following crosscutting courses, each of which shall take no less than two credit units.

PDP 7201: Project for PGD

Contact Hours **75**

Credit Units **5**

Level **Year 1**

Recess Term

(a) Course Description

This course helps the student to undertake independent research, with the guidance of an experienced researcher like a supervisor. The student and supervisor identify a project topic, its scope, methodology and implementation. The student conducts the research and writes a project.

(b) Course Objectives

The objective of the course is

- Build research skills.
- Generate a new understanding or solution to an existing situation.
- Develop a solution for identified existing situation / challenge.

(c) Learning Outcomes

On completion of course, the student will be able to

- Conduct independent research.
- Propose a solution to an existing situation / challenge.
- Demonstrate the solution for an existing situation / challenge

(d) Detailed Course Outline

The content will depend on the problem addressed. The supervisor is responsible to ensure that it is complete .

(e) Mode of Delivery

The candidate works hand in hand with the supervisor to develop the concept, proposal, report and the developed system. The supervisor guides as and when he/she feels some improvements need to be made. He/she also manages the schedule of the project to ensure timeliness.

(f) Assessment

- The project report is assessed at the end of the Second semester.
- Panel presentation (40%) project examination (60%)

(g) References

References depend on what is being developed

4.2 CRM 7100: Research Methods for PGD and Masters

Credit Units: 3

Contact Hours: 45

Course Description

The course introduces learners to scholarly research skills. They are taught how to identify researchable topics, conduct the research and present the results in a scholarly manner. The aim of this course is to give students the necessary techniques or applying quantitative and qualitative research methodologies. The course also includes Ethical Issues in Research.

Aim:

The course aims to provide students with:

- An understanding of the scientific research process.
- Skills to enable conduction of independent research.
- Skills to enable writing of scholarly articles.

Learning Outcomes

- Upon completion of the course, the students should be able to:
- Explain the scientific research process.

- Conduct independent research
- Write scholarly articles.

Teaching and Learning Pattern:

The teaching and learning approaches will combine online distance learning, classroom lectures, discussions and group activities, quizzes and take-home assignments. A group project shall form part of the coursework. The material presented in class will overlap that of the text but will contain additions and variations. The problem-based teaching methodology will be used for the entire learning.

Indicative Content:

This course covers:

- Introduction to scholarly research 5 hours
- Identification and investigation of research problems 5 hours
- Formulation of research objectives, research questions/hypotheses 5 hours
- Conducting an appropriate literature survey 5 hours
- Designing and implementing an appropriate data collection methodology 5 hours
- Data collection and analysis 5 hours
- Writing a research proposal and research paper 5 hours
- Presenting the research and research Paper 5 hours
- Practical/ Tutorial sessions 5 hours

Assessment Method:

- Progressive assessment 40%
- Group work (literature reviews) 20%
- Presentation (skills) 10%
- Theory and application (concepts) 10%
- Research Proposal 20%

References

1. Impact of Information Society Research in the Global South. ISBN: 9789812873811 Year: 2015 Provider: DOABF. (Available in the UTAMU eLibrary).
2. J. Fowler, Survey Research Methods, SAGE Publications, 2008.

3. T. L. White, Research Methods, Cengage Learning, 2012.
4. M. Alley, The Craft of Scientific Writing, Springer-Verlag New, York, 2008.

4.3 TM 600: Research Methodology Seminars for Masters

Credit Units: 3

Contact Hours: 45

Course Description

These research seminars are designed to expose the participants to analyse and apply the knowledge, skills and values acquired in the Advanced Research Methodology and other modules in practical academic setting and research. It is intended to get the participants fully grounded in designing, conducting and disseminating findings of research studies. The Module thus prepares the participants for developing their dissertations and term papers. The seminar is designed to expose the participants to a range of research ideas and skills central to carrying out sound socio-environmental inquiry. Besides receiving lectures from Guest-speakers on different research issues, each student will be expected to present a critique of a research output in monitoring and evaluation. Participants are also required to work closely with their supervisors and present their research proposals to their peers. It is expected that by the end of these seminars, each participant should be able produce an acceptable dissertation and proposal as well as a term paper for those who take that option.

This course provides candidates with knowledge and practical skills for advanced academic writing and publication of papers, thesis, books and other academic. The course covers key aspects in writing and publication of scholarly works including selecting titles, making outlines, drafting, reviewing and editing. The course also covers key types of academic writing and referencing styles including logical argumentation styles, descriptive or narrative styles, citation and referencing styles and presentation of statistics.

Course Objectives:

This Course is designed to develop the research competencies of participants in planning research studies, critiquing scholarly works, writing proposals, developing study instruments, making presentations and defending proposals and dissertations.

Learning Outcomes:

At the end of the Module, participants will have the ability to:

1. Effectively critique scholarly work;
2. Aply write acceptable research proposals in education;

3. Effectively engage in scientific debates; and
4. Effectively present and defend academic work.

Mode of Delivery:

The seminars will be taught through the use of adult learning methods that will include lectures, group presentations, Case studies and practical sessions. Individual participants will practically work through their research cases and make choices on different aspects of their research agenda. Presentations will be made in class and feedback given to specific participants. These will be conducted within the context of the third, fourth and fifth workshops.

Assessment:

- Assessment will be based on deliverables and continuous assessments.
- The first year of study will have two semesters of course work and the second year will have two semesters of coursework and dissertation undertaken.
- To qualify for the award of the degree of Master of Information Technology a candidate is required to obtain a minimum of 54 credit units for courses passed including all the compulsory courses; and the Master's Dissertation within a period stipulated by the University, usually not exceeding five (5) years from the date of registration.

Dissertation

Students are required to demonstrate their ability to independently formulate a detailed dissertation proposal, as well as develop and demonstrate their dissertation thoroughly.

When the Dissertation is Done

- A candidate shall be allowed to formally start on the dissertation after the second semester of first year
- A candidate shall submit a dissertation proposal as the main output of the module Research Methods.
- The candidate shall execute the dissertation during second year (the third and fourth semesters) as they continue doing their other modules.
- The candidate shall submit a dissertation report by the end of the second semester of the second year.

Passing of a Dissertation

To pass the Dissertation, the candidate shall satisfy the Internal Examiner, External Examiner, and Viva Voce Committee independently.

External Examination of the dissertation

The dissertation shall be subjected to a rigorous review process that shall involve at least one external reviewer. After a positive review, the student shall have to publicly defend the dissertation as part of partial fulfilment for the award of the degree.

Revised Dissertation

A candidate, who fails to satisfy the examiners, shall re-submit a Revised Dissertation in accordance with the standing University guidelines for the dissertation.

4.4 TM 601: Dissertation for Masters

Credit Units: 5

Contact Hours: 75

Course Description:

This course helps the student to undertake independent research, with the guidance of an experienced researcher like a supervisor. The student and supervisor identify a researchable topic, its scope, methodology and implementation. The student conducts the research and writes a dissertation.

Aim:

The aims of the course are to:

- Build research skills.
- Generate a new understanding or solution to an existing situation.
- Develop a solution for identified existing situation / challenge.

Learning Outcomes:

On completion of course, the student will be able to

- Conduct independent research.
- Propose a solution to an existing situation / challenge.
- Demonstrate the solution for an existing situation / challenge

Detailed Course Outline:

- Practical in topic of specialization 100 hours
- Practical report writing 50 hours

Mode of Delivery:

Practical's

Course Assessment:

The Dissertation report is assessed at the end of the Second year, second semester.

Panel presentation (40%) Dissertation examination (60%)

References

1. Miles T. Bryant, *The Portable Dissertation Advisor*: Corwin Press, 2003.
2. C. M. Roberts, *The Dissertation Journey: A Practical and Comprehensive Guide to Planning, Writing, and Defending Your Dissertation*, Corwin Press, 2010.
3. J. D. Cone, *Dissertations and Theses from Start to Finish: Psychology and Related Fields*, American Psychological Association, 2006.

QUALITY ASSURANCE (QA) OF ASSESSMENTS

- QA directorate checks the quality of moderation, invigilation marking assignments, tests, projects, examination papers, projects and dissertations as well as theses.
- All courses abide by written assessment regulations
- QA procedures are reviewed periodically.
- All assessments undergo quality assurance by moderation and invigilation;
- Continuous Assessment consists of Tests, Assignments, term papers, Field attachments, self-studies, practical work, research seminars etc., which are conducted throughout the programmes and contribute a given percentage to the final assessment mark.
- The pass mark for ALL UTAMU examinations for the Masters and PhD degrees shall be 60%.
- Examiners shall be holders of doctorates with a teaching experience of at least two years and shall be experts in the field of research
- Appointments to serve as an external examiner shall be for a defined period of years but shall not exceed a continuous period of more than three years
- Should the institution become aware of a conflict of interest following appointment of an external examiner, the appointment shall be terminated
- The external examiner should carry out the assessment at the campus site of the institution to give examiners opportunity to assess the infrastructure and the resources supporting the programme
- At the end of the examination period, examiners shall submit a written report using an approved UTAMU format and they shall comment on a number of issues including the content and organization of the programme, the resources, the level of the examination questions, the assessment criteria and the quality of the candidates' work and their level of achievements among others. The examiners shall give a verbal exit report at an exit meeting with the staff of the relevant academic unit

EXAMINATION AND AWARDS POLICY

The purpose of this policy is to ensure that students' assessment is conducted in an orderly consistent and transparent manner and that academic awards are rightfully done.

Qualifying for an Award

- i. Except for the PhD, all programmes leading to the academic awards of the university, there shall be examinations as a mode of assessment.
- ii. These examinations shall be normally conducted at the end of every semester.
- iii. PhD candidates may however be examined based on the scholarly contributions through writing of semester papers which are worth publication in internationally refereed journals.
- iv. Every examination for a Degree, whether taken at one time or in sections, shall be examined by:
 - Internal Examiners, one, or where possible, two or more in each course, and
 - External Examiners, one or more in each course.
- v. A student who qualifies to sit for an examination is a registered student that has made full payment of all the university dues and has attended all the required courses of study as well as submitted all coursework assignments or other modes of assessment.
- vi. Candidates registered for the course-work and dissertation programme shall sit for course examinations following assessment procedures approved by the department, School and Senate.
- vii. Unless stipulated otherwise, the General University Examination Policy shall be used to guide the conduct of examination of all courses.
- viii. A combination of any of the following assessment strategies may be used in coursework: in-class questions, tests, take-home written assignments, individual/group presentations, portfolio, project work, cases, computer-based assessment, direct observation, reflective journals/learning logs/diaries, mini-practical's, poster sessions, field work/laboratory/project work reports, position and seminar papers, Library researches; attendance and active participation.

Examination Appeals

- 8.1.1 Any student dissatisfied with results shall write, through the dean of the respective school, to senate. A fee (determined by the finance committee such as 5% of one semester tuition) shall be charged for each examination appeal.
- 8.1.2 Candidates shall make the requests in writing and should clearly specify the

grounds upon which the appeal is being made including, but not limited to the following: a) Miscomputation of marks, b) Bias on the part of the Lecturer) Marks generally out of step with one's overall performance.

- 8.1.3 All examinations appeals shall be channelled through the School Deans, discussed in the School Board and recommendations made to Senate for the final decision.
- 8.1.4 All continuous assessment complaints shall be handled at departmental and School level before commencement of the University examinations
- 8.1.5 Examination appeals shall be submitted to the appropriate University authorities within two weeks from the date of the official release of the results by or under the authority of Senate.
- 8.1.6 Appeals shall be lodged and registered using the appropriate forms in the register maintained by the Academic Registrar.
- 8.1.7 The School shall submit all marked examination scripts and marking guides whose candidates have appealed together with copies of filled appeal forms to the School Board which shall discuss and make recommendations to Senate.
- 8.1.8 The School Dean shall immediately inform the applicant, in writing of the School Board recommendations to be forthwith forwarded to the next Senate meeting for ratification.
- 8.1.9 If a candidate decides to withdraw his/her appeals before the Committee considers it; such withdrawal should be done in writing.
- 8.1.10 Remarking of Dissertations will be handled separately in case there is an appeal by the candidate but in any case, an independent reviewer and a panel will be constituted by the School Dean/HOD to make recommendations for consideration by the Board.

GRADUATE RESEARCH PROCESS - General Guidelines

- i. The student shall be required to develop a full proposal in consultation with his/her supervisors and Doctoral Committee members in case of a PhD candidate.
- ii. The proposal will have to be defended before a panel of examiners for both the Masters and PhD students and then, once the panel is satisfied, the student shall be allowed to proceed to the field.
- iii. The process of preparing a proposal should rely on adequate reading and citation of relevant [current] journal literature but classical sources will be used.
- iv. A research proposal is done before one undertakes research and is written in future tense. A research report/ dissertation on the other hand is written after one has done the research and is written in past tense.
- v. The research proposal should not exceed 20 double-spaced pages of text for the Masters' Degrees but not more than 35 pages for the PhD.
- vi. The 20/35 maximum pages of the Masters and PhD proposals respectively include the main text body (excluding title page, table of contents, list of tables and figures, list of abbreviations, and appendices) but include the references. The University shall accept a variance of five pages on the upper limit for both a Masters and PhD proposal and shall not accept a proposal less than 15 pages and 20 pages in the lower limit for the Masters and PhD respectively. The proposal shall be formatted with a font size of 12- and double-spaced using Times New Roman.
- vii. A well-researched proposal should take no more than three months to complete and present. All Masters and PhD students will be expected to defend the proposals before they can proceed to the field.
 - ii. The guidelines for Proposal and Dissertation Writing will be approved by senate.
 - iii. A Masters' Degree will be awarded when a student has defended his or her proposal, collected data after authorisation, defended the dissertation/ or its equivalent and has made all recommended corrections to the satisfaction of the supervisors or any other person as may have been recommended by the VIVA VOCE panel.
- iv. The procedures for invitation will be through the use of UTAMU emails, website and written invitation letters. The administrator responsible will issue an invitation to the staff and students who are to participate in the PhD VIVA VOCE.
 - v. For the PhD, members of the public will also be invited and the invitation will be dispatched to all appropriate venues for effective dissemination. In case any vital member of the viva voce panel is absent, the concerned staff will nominate a member of staff to represent him or her and where this is not communicated

in time to the department, the head of department will have the right to appoint a senior member to be on a defence panel so long as that staff has the appropriate qualifications and research knowledge.

- vi. A PhD degree will be conferred on a candidate only after publication of the thesis in print form. If the full thesis is not printed, three (3) scientific articles in peer reviewed journals have to be published. It may take time for the publication itself but if the publishers have accepted to publish the articles or the book, graduation can proceed.
- vii. A register of journals for the PhD specializations will be produced. A Dissertation accepted by the university and subsequently published, in whatever form, shall bear the inscription.
- viii. Supervisor's permission to submit with words as 'As the candidate's supervisor I agree to the submission of this dissertation for examination. To the best of my knowledge, the dissertation is primarily the student's own work and the student has acknowledged all reference sources...'
- ix. "Dissertation Approved for the Degree of Doctor of Philosophy of Universal Technology and Management University."
- x. Should include a Disclaimer: A declaration by the candidate, stating that
 - The dissertation has not been submitted for a degree in any other University and that no Part of the Thesis or Dissertation is plagiarized work.
 - The dissertation does not contain any other person's data, pictures, graphs or any other information unless specifically acknowledged as being sourced from other persons.
 - This dissertation does not contain text, graphs or tables copied and pasted from internet unless specifically acknowledged, and the source being detailed in the thesis and in the reference section.
- xi. In order to improve communication and presentation skills, all postgraduate students must attend and present in students' seminars. Masters students shall be required to present at least seminars while PhD students at least four seminars during the programme.
- xii. A student shall prepare a dissertation in either a monologue or with chapters as stand - publication papers.
- xiii. The student must submit three spiral bound hard copies and a soft copy of dissert for progress hearings preceding the final external and internal examination of the dissertation supervisors must sign the copies.
- xiv. The dissertation shall be subjected to a plagiarism test prior to submission to examiners.

POSTGRADUATE CERTIFICATE AND DIPLOMA

The Postgraduate Certificate (PGC) or Postgraduate Diploma (PGD) is designed to extend and deepen an individual's knowledge and skills beyond a Bachelor's degree level.

A holder of a Postgraduate Certificate or a Postgraduate Diploma should be able to show evidence of advanced knowledge about a specialist field of enquiry or professional practice a PGC or PGD is designed to prepare an individual for independent research and scholarship in the area of study.

Admission

The minimum admission requirements to a Postgraduate Certificate or Postgraduate Diploma shall be a relevant bachelor's degree from an institution recognized by NCHE.

Structure

A Postgraduate Diploma (PGD) Programme and a Postgraduate Certificate (PGC) Programme shall consist of taught courses prescribed by an institution.

The difference between a Postgraduate Diploma and Postgraduate Certificates lies mainly in the number of required credit units.

A PGC requires 50% of the credits for a PGD.

A Postgraduate Diploma may also be awarded as an intermediate qualification for a candidate who completes at least 50% of the workload for a Master's degree Programme. **The Postgraduate Diplomas generally comprise Year 1 of Masters degrees. Many require a student to do a Project.**

Duration

The minimum duration of a Postgraduate Diploma shall be two semesters one academic year.

- iii. The minimum duration of a Postgraduate Certificate shall be one semester.
- i. Candidates who complete at least 50% of the workload for a Postgraduate Diploma and wish to terminate their studies may be awarded a Postgraduate Certificates.
- ii. The certificate and the transcript shall indicate that the Postgraduate Certificate is an intermediate qualification.

Programme Plan for a Postgraduate Certificate Programme and a Postgraduate Diploma Programme.

1. First Year: Semester One (PGC or PGD)

- i. Attendance of relevant courses in the discipline.
- ii. Attending seminars and workshops as required by the responsible academic unit.

2. First Year: Semester Two (PGD)

- i. Attendance of prescribed courses in the relevant discipline.
- ii. Attending seminars and Workshops as required by the responsible academic unit.
- iii. Undertaking an industrial or work attachment and write a report. This could be a form of a Project during recess. The purpose of a project is to solve an existing identifiable problem in a specific context and produce a product or solution.

Project Assessment:

- The project report is assessed at the end of the Second semester.
- **Panel presentation (40%); project examination (60%)**

Graduation

A Postgraduate Certificate or a Postgraduate Diploma is conferred on individuals who are able to:

- i. show evidence of advanced knowledge about a specialist field of enquiry or professional practice
- ii. engage in rigorous intellectual debate, analysis and criticism
- iii. Use the knowledge and comprehension to solve problems related to the field of study in new situations and multi-disciplinary contexts
- iv. Integrate knowledge, skills and attitudes from different fields to manage complex matters.

Credit Unit Requirements

- The Minimum **Credit Units** required for the award of a Postgraduate Certificate shall be fifteen **(15)**
- The Minimum **Credit Units** required for the award of a Postgraduate Diploma shall be thirty **(30)**

Grading of Postgraduate Certificates and Postgraduate Diplomas

The following procedure shall be used to classify qualifications:

Identify the raw marks (in terms of percentages) for each course and the corresponding credit units; Transform the raw marks to grade points (GP) using the following table

Marks	Letter Grade	Grade Point	Interpretation
80-100	A	5	Excellent

75-79	B+	4.5	Very Good
70-74	B	4.0	Good
65-69	C+	3.5	Fair
60-64	C	3.0	Pass
55-59	D	2.5	Compensatory Pass
0-54	F	0	Fail

Then compute the Cumulative Grade Point Average (CGPA) as a weighted average of the grade points with the credit units as the appropriate weights.

Postgraduate Certificates and Postgraduate Diplomas shall be classified as follows:

Class	CGPA range
First Class	4.50-5.00
Second Class (Upper Division)	4.00-4.49
Second Class (Lower Division)	3.50-3.99
Third Class (Pass)	3.00-3.49

Remarks:

Compensation happens when a candidate fails to score 60% and the institution allows

him or her to proceed for graduation. Before a candidate qualifies for compensation, s/he shall be given an opportunity to retake the courses. It is only after retaking and failing to score a pass mark that they should benefit from compensations. The following minimum requirements shall be followed:

- A student must have attempted a course at least twice for him/ her to benefit from compensation. In addition, s/he must have scored in the range 55- 59 in at least one of the attempts
- A compensated course shall carry a GP of 2.5. The transcript shall clearly indicate that the candidate passed by compensation
- No more than one course shall qualify for compensation
- To qualify for the award of a PGD or a PGC, a candidate shall have a CGPA of no less than 3.0

MASTERS

A Master's Degree or an equivalent qualification provides for the advanced knowledge, skills and abilities beyond the Bachelor's degree level. The Master's Degree is conferred on individuals who are able to:

- Apply an advanced body of knowledge in the context of research, professional practice or scholarship
- Engage in rigorous intellectual debate, analysis and criticism
- Use the knowledge and comprehension to solve problems related to the field of study in new situations and multidisciplinary contexts
- Integrate knowledge, skills and attitudes from different fields to manage complex matters
- Evaluate and make decision in situations with limited information by considering social responsibilities and related ethics
- Communicate technical skills to present a coherent and justified argument and to disseminate research results to specialist and nonspecialist audiences
- Demonstrate mastery of a study discipline with a high degree of autonomy including originality or creativity in the application of knowledge, skills and practice in the study area.

Admission

- i. A candidate for admission to the Master's degree of Universal Technology and Management University shall hold a Bachelor's honours degree from any University or an equivalent degree from another recognized University or institution recognized by the National Council for Higher Education. Candidates who hold a professional qualification like the chartered Institute of purchasing and supplies (CIPS), ACCA, will equally be admitted for the Masters degrees
- ii. Holders of Postgraduate Diplomas in the respective areas of specialization will be admitted to 2nd year of the corresponding master's program subject to the Postgraduate Diploma having been obtained from a recognized institution and assessment of the courses done. After the assessment, some holders of the Postgraduate Diplomas shall be required to do additional courses first before proceeding to the 2nd year of the master's programs which includes a research dissertation. The UTAMU Credit Transfer policy will apply for all master's students on related programs at recognized institutions wishing to transfer to UTAMU
- iii. Candidates with pass degrees will also be considered for admission if they have satisfied the university with the potential through subsequent research experience, one-year relevant work experience and/or additional training

-
- iv. Candidates with a coursework average of second-class honours or higher in specified Postgraduate Diplomas may upgrade to a Masters' Degree. MBA students may be required to do a pre-entry examination (GMAT). A UTAMU Post-graduate diploma programme is equivalent to a first-year masters' programme in the same discipline at UTAMU or any of our partner universities. School Boards will reserve the right to introduce any other admission criteria so long as such criteria is intended to strengthen the quality of the students to be admitted on the programmes.
- v. Applicants will be required to attach on the application forms two passport size photographs, certified copies of academic transcripts and certificates, O-level and A-level certificates, two recommendation letters from two academic referrers, and copies of passports/valid identity cards. Any additional documents like curriculum vitae may be required where these will be considered helpful in assessing the quality of applicants.

The UTAMU Masters' Degree is by coursework and research. It is structured in such a way that after successful completion of the coursework requirements, the candidate may qualify for the award of a Postgraduate Diploma.

Duration

Candidates are expected to spend a **minimum period of two years** and a **maximum period of four years**. The two years are distributed between coursework and research as follows:

First Year: Semester One

- Attendance of relevant courses in the discipline including crosscutting courses;
- Attending seminars and workshops as required by the responsible academic unit

First Year: Semester Two

- Attendance of prescribed courses in the relevant discipline, including crosscutting courses;
- Attending seminars and workshops as required by the responsible academic unit;
- Present a Concept Note and make a review of literature relating to the proposed research report;
- Get a research supervisor;
- Develop a research plan with guidance from supervisor(s);
- The research plan should act as a contract between the student, the supervisor and UTAMU.

Second Year: Semester One

- Develop the Research Proposal and Research Instruments and present to the relevant School panel for approval;
- Present a Research plan;
- Collect data;
- Attend Seminars and Workshops required by the School.

Second Year: Semester Two

- Data Analysis
- Presentation on preliminary findings
- Commence writing of dissertation
- Submit dissertation

Dissertation Examination

- Internal examination
- External examination
- Oral Defense (Viva Voce)

Descriptors of a Masters Degree Qualification

A Master's Degree or an equivalent qualification provides for the advanced knowledge, skills and abilities beyond the Bachelor's degree level.

The Master's Degree is conferred on individuals who are able to:

- Apply an advanced body of knowledge in the context of research, professional practice or scholarship
- Engage in rigorous intellectual debate, analysis and criticism
- Use the knowledge and comprehension to solve problems related to the field of study in new situations and multidisciplinary contexts
- Integrate knowledge, skills and attitudes from different fields to manage complex matters
- Evaluate and make decision in situations with limited information by considering social responsibilities and related ethics
- Communicate technical skills to present a coherent and justified argument and to disseminate research results to specialist and nonspecialist audiences
- Demonstrate mastery of a study discipline with a high degree of autonomy including originality or creativity in the application of knowledge, skills and practice in the study area

Passing of a Dissertation

To pass the Dissertation, the candidate shall satisfy the Internal Examiner, External Examiner, and Viva Voce Committee independently.

To pass the Dissertation, the candidate shall satisfy the Internal Examiner, External Examiner, and Viva Voce Committee independently.

Revised Dissertation

A candidate, who fails to satisfy the examiners, shall re-submit a Revised Dissertation in accordance with the standing University guidelines for the dissertation.

An award shall be given to candidate who has passed all the core courses of the programme and attained the minimum graduation load. The class of the award will be determined by the

cumulative grade point average of the grades attained by the candidate. The Cumulative Grade Point average shall be computed as;

$$\frac{\sum_{i=1}^n (GP_i \times CU_i)}{\sum_{i=1}^n CU_i}$$

Where GP_i is the Grade Point score of a particular course i; CU_i is the number of Credit Units of course i; and n is the number of courses so far done.

To qualify for the award of a Master's degree, a candidate is required to obtain

- a minimum of 54 credit units for courses passed including all the compulsory courses; and
- the Master's Dissertation within a period stipulated by the University, usually not exceeding five (5) years from the date of registration.

Computation of the Final Mark of Dissertation/ Thesis

The overall score is the sum of:

- i. **External examiner = 30%;**
- ii. **Internal examiner's assessments (an average of their mark if there are two or more) = 30%, and;**
- iii. **The defence/ viva voce = 40%.**

9.3 The Masters Proposal

9.3.1 Introduction

In order to have uniformity in proposal and dissertation writing, and to revolutionise graduate education in the country, these guidelines are developed. They are intended to harmonise the conduct of research (by all graduate students) and supervision (by all supervisors). The structure and formatting requirements as stipulated in these guidelines shall be a basis of assessment of graduate students. They provide a standard format for research proposals and dissertations written and presented by students of Universal Technology and Management University. Both the students and the supervisors should therefore carefully adhere to these guidelines. The guidelines provide a common structure of the three chapters of a proposal and the dissertation. Detailed sections in each of these and how they need to be developed have been provided.

9.3.2 Definition

A research proposal is different from a research report although both have a lot in common. A research proposal is done before one undertakes research and is written in future tense. A research report/dissertation on the other hand is written after one has done the research and is written in past tense. The PhD/Masters students are expected to do both but at different

points in the process of working towards the award of the Degree

A proposal is a plan of intention and outlines a student's proposed project that is designed to:-

- Define a clear question and approach to answering it
- Highlight its originality and/or significance
- Explain how it adds to, develops (or challenges) existing literature in the field
- Persuade potential supervisors and/or funders of the importance of the work, and why *you* are the right person to undertake it

Crucially, a proposal gives an opportunity for a student to communicate his or her passion in the subject area and to make a persuasive argument about what his or her project can be accomplished. A research proposal demonstrates an opportunity to establish the attention of readers and convince them of the importance of your project.

9.3.3 Purpose of the Proposal

Research proposals are used to assess the student's expertise in the area in which he or she wants to conduct research, his or her knowledge of the existing literature and the methodological soundness for undertaking the study.

The main purpose of a research proposal is to demonstrate that the person intending to do research (the student/researcher) has a clear and systematic conceptualisation of the research problem and the research process and that s/he has done adequate reading and is informed about recent work done in the area of interest.

The following are some of the common pitfalls which students should avoid:-

- From the onset, be clear on which research question you intend to answer (exploratory, descriptive, explanatory or causal-comparative)
- Be clear on the nature of the research area you anticipate to cover
- Be clear about the state of scientific debates in the chosen area and ensure you have mastered the knowledge tree of your respective discipline/specialisations
- Chose an area of research after careful consideration of a number of factors like research ability, significance, utility etc
- Make sure that your research idea, question or problem is very clearly stated, persuasive and addresses a demonstrable gap in the existing literature
- Make sure your research problem; research questions and research objectives are in harmony and sequentially placed within your proposal
- Make sure that you have your supervisors convinced by your chosen area of research and build a strong persuasive argument in defence of that area when called upon
- Make sure that your proposal is well structured and follows the stipulated

guidelines including minor formatting issues

- Ensure that the scope of your project is reasonable, and remember that there are significant limits to the size and complexity of a project that can be completed and written up in two/three years. Proposals are assessed not only for their intellectual ambition and significance, but also for the likelihood that the candidate can complete this project in the years for the programme
- Make sure that your passion for the subject matter shines through in the structure and arguments presented within your proposal. Supervisors may not necessarily be experts in your field – and it is up to you to make your project and subject matter engaging to your readers!
- Do not over assume that your supervisors do not know. Remember, all of them have gone through the same process and they may know most student tricks
- Remember that irrespective of your status in your profession or society, you remain a student!

9.3.4 *Format of the Masters Research Proposal*

The research proposal should not exceed 40 double-spaced pages of text for doctoral students. For Masters Students, the limit is 25 pages. A well-researched proposal should take no more than three months to complete and present considering that most of the students are full time employees. The 40/25 pages include the main text body (excluding title page, table of contents, list of tables and figures, list of abbreviations, list of references and appendices) but include the references. However, the university may accept a variance of 5 pages on the upper limit and not less than 15 pages in the lower limit. The proposal must be formatted with a font size of 12 and double-spaced using Times New Roman. All figures and tables must have a title (e.g., Figure 1: to be below the figure but for a table, the title is to be above the table). The conceptual framework when it is used must indicate the source (e.g., Source: Adapted from Kaplan, 2005). Students are expected to carefully check the formatting requirements expected under the American Psychological Association (APA) style of writing which is the officially adopted format at Universal Technology And Management University (UTAMU).

9.3.5 *Preliminary Pages*

9.3.5.1 The Cover Page

The cover page should have the following:

Title/topic of the study (whose words should not exceed 20),

S tudent's names and registration number centred below the names,

N ames and titles of supervisors,

Statement about the purpose of the proposal like “ This is a proposal submitted to the school

of in fulfilment of the requirements for the award of the Masters of Philosophy say in Business Administration, Public Administration (of Universal Technology and Management University).

Finally, the cover page should have a month and year the proposal is submitted (See sample below) *Note that the year and month keep changing as the period progresses If the draft is for January 2015, once the student is making a submission in August, then that date and months should read August 2015*

MEASURING THE PERFORMANCE OF THE UNIVERSAL SECONDARY EDUCATION PROGRAMME
IN IMPROVING THE QUALITY OF SECONDARY EDUCATION IN UGANDA

By

Name:

Reg NUMBER

Department;

School:

Supervisors:

A Proposal submitted to the School of Business and Management in Partial fulfilment (for taught and research-based programmes) of the requirements for the award of Masters in Project Monitoring and Evaluation of Universal Technology and Management University (UTAMU)

Date:

Note:

The title/topic should accurately reflect the scope and content of the study It should be between 15-20 words It should be descriptive yet discrete and the key words in the topic should be the key variables; unless the student is doing an exploratory study which could have one variable! Note that a title can have more than one independent variable or more than one dependent variable It may have two main parts namely the main title and sub-title It may also directly relate to the case study without the sub-title The following example shows the main title and sub-title:

- Factors Affecting Utilisation Of Evaluation Findings In Uganda's Public Sector Organisations
- Exploring Management Practices Among Newly Appointed CEOs In Uganda

(Exploratory Topic Example)

- Bureaucratic Structure And Public Policy Implementation In Uganda
- Evaluating The Performance Of The National Agricultural Advisory Services Programme In Uganda
- Corporate Governance And Performance Of National Water And Sewage Corporation In Uganda
- Administrative Efficiency And Delivery Of Public Services In Uganda
- Disaster Preparedness, Culture, Vulnerability And Climate Change Around Mt Elgon: A Case Of The Bagisu And Sabiny Communities
- Leadership Competencies That Promote Financial Sustainability Of NGOs In Uganda
- Culture, Strategic Planning And Performance Of SMEs In Uganda
- 10 Strategic Management Practices That Promote Performance Of Small And Medium Enterprises In Uganda

9.3.5.2 Table of Contents page:

The words TABLE OF CONTENTS are in capital letters and bold print and centred on top of the page. The word page is justified to the right. The content page(s) lists all headings and sub-headings and the pages where they appear.

9.3.6 Chapter One

9.3.6.1 Introduction

The name of the first chapter in a proposal is the introduction. While some institutions may prefer to call it Background to the study, at UTAMU, the adopted name shall be the 'INTRODUCTION'. The name should be centred and in capital letters. The first chapter will also need to be introduced hence a need for another introduction of the '**INTRODUCTION**'. The introduction tells the reader what the study is about, the key variables of the study and how the chapter is organised. Students may have variations in the way they introduce their chapter based on the study area and information available. As a guide, the student may write an introduction as, 'This study examines the relationship between corruption and effective service delivery in Uganda Revenue Authority'. Corruption in this study is conceived as the independent variable while effective service delivery is the dependent variable. Corruption will be measured in form of _____ while effective service delivery will be measured in form of _____ as explained in the conceptual framework in figure _____.

In addition to the introduction, this chapter will also deal with the background to the study, the statement of the problem, the purpose or general objectives (whichever is appropriate), the objectives of the study, the research questions, the hypotheses, the scope of the study, the significance, Justification and operational definition of terms and concepts. It is

sometimes possible to begin with the background to the study without this introduction to the chapter (Note: the whole introduction may take one page or at maximum two pages) The introduction will need to be punctuated with current scholarly citations where necessary

9 3 6 2 Background to the study

The background to the study section will deal with the rationale providing evidence and conditions of the existing situation to make the reader feel the urgency of the problem and the need to study it in order to solve it or contribute to its solution. The background must demonstrate mastery of the subject to be investigated by the student. This mastery will be demonstrated among others by the currency of the citations made. The student's articulate understanding of empirical studies done at the global, regional and national context in relation to the study area will be very critical to show the candidate's knowledge base. The section must demonstrate that the student is aware of the historical evolution and theoretical developments of the proposed study area. It must be consistently and carefully written.

Amin (2005) demonstrates that the background section should demonstrate the historical, theoretical, conceptual and contextual elements of the study systematically. These guidelines stipulate that while the above can be adopted, as much as possible, the background should be organised under:-

- i. Globally, what key debates and (gaps) exist on the subject area to be investigated in terms of the variables
- ii. Regionally, what key debates (and gaps) exist on the subject area to be investigated in terms of the variables
- iii. Nationally, what key debates and (gaps) exist on the subject area to be investigated in terms of the variables

This approach would therefore entail the adoption of the Broader-Narrow perspective as suggested by Mugenda and Mugenda (1999). Even if there is logic of triangulation, the historical, conceptual, theoretical and contextual perspectives can be addressed using this broader-narrow perspective. The section must be written in a scholarly language and should demonstrate mastery of the area of investigation.

9 3 6 3 Statement of the Problem:

As a guide, the statement of the problem must not exceed one page. A problem statement can be a theoretical problem or on the state of nature and the candidate must be clear on which of these problems is to be investigated. A problem is the heart of the research and must show the urgency why the candidate must be allowed to conduct the study. Four basic qualities of the research problem need to be emphasised namely: researchable, theoretically or practically significant (should contribute to the improvement of knowledge), clear and ethical (Amin, 2005). Candidates should avoid giving the symptoms of the problem but must give the real problem of the research. The statement of the problem must clearly define the variable(s) and show the

relationships/ issue(s) that will be investigated Reference should be made to the problem that has been detected and needs a theoretical and practical solution, the nature of the problem and its known or estimated magnitude or extent should be clearly stated where practically possible

Students are guided to rely on the use of facts like statistical information or citations from known authorities in the candidates filed of research in a brief, specific and concise manner Such facts may be used to highlight the magnitude or extent of the problem Major previous researches undertaken on the subject should be cited (where applicable in case of theoretical problems) and this will enable the candidate to indicate the gaps in the knowledge and justifies the need for the proposed study The statement of the problem should be concise (not more than 1 page) It is sometimes recommended for the student to present the problem to be solved in the first line of this section and then followed by a backup of all sorts of information including literature review This will help the reader to clearly know what problem is being handled at first glimpse

9 3 6 4 General Objective or Purpose of the Study

The student should make a choice to use either purpose or general objectives of the study but not both A study should be based on a clear conceptualization of relationship between variables, which define the parameters of the problem of the study The objectives or purpose of the study spells out how the postulated relationships will be investigated and what the researcher hopes to achieve by carrying out the proposed study It should include words to indicate the intent of the study The student should start with ‘The purpose, or objective, or intent of the study is ’ As Cresswell (2009: 117) recommends, identify the independent and dependent variables, as well as any mediating, moderating or control variables used in the study and use words that connect the independent and dependent variables ’

9 3 6 5 Specific objectives or objectives of the Study

The specific objectives arise directly from general objective of the study Where a student has used purpose in 1 3, this section should be labelled objectives of the study but where general objective was used, this section becomes the specific objectives The objectives break down the general objective or purpose of the study Each relationship between variables to be investigated should be spelt out in a specific objective The objectives must be aligned to the conceptual framework and the variables of the study The number of objectives is therefore influenced by the conceptualisation and the nature of relationships the researcher may be interested in investigating Students should note that the number of specific objectives will influence the volume of the literature review and data to be collected so one should limit the number of specific objectives to be investigated It is assumed that the findings of the study will lead to recommendations so there is no need for a specific objective about recommendations As a guide, the objectives may not be less than two and should not be more than six in a study

9 3 6 6 Research questions

Research Questions refer to questions which a researcher would like answered by undertaking the study (Mugenda & Mugenda 1999) While in some cases the research questions may precede the construction of the conceptual/theoretical framework, in other cases it may follow it (Sarantakos, 1998) In our structure, the research questions follow immediately after the research objectives and the number of research questions should correspond with that of research objectives in all cases Some qualitative researchers recommend that research questions may be used only instead of the objectives However, as a guide, both have to be used even if the student is purely doing a qualitative study

9 3 6 7 Hypotheses of the Study (If any)

A hypothesis is predicted answer to the research question After variables are operationalised, the researcher proceeds to formulate one or more hypotheses The purpose of formulating hypotheses is to offer a clear framework and a guide when collecting, analysing and interpreting the data In many cases hypotheses serve as a testing tool of the relationships between variables In this sense, a hypothesis contains a possible solution to the research problem, and as such is expected to be verified or falsified (accepted or rejected) by the evidence gathered by the study (Sarantakos 1998, p 133)

The inclusion of hypotheses in the proposal will be influenced by the nature of the study For example, as a guide, if the study is exploratory and therefore there are no answers to predict the relationship, then the students may not be required to state hypotheses As a guide, qualitative studies may not be required to state the hypotheses However, for quantitative studies, the hypotheses must be presented in addition to the research questions For all studies that have a quantitative orientation; (depending on how the objectives are stated, the questions to be answered (what, why, how) and the design of the study among others), the candidate has to present testable hypothesis It is recommended that alternative directional or non-directional hypotheses are formulated The hypotheses may be the same number as the research questions (recommended), or they can be more or less Candidates must understand the philosophy of this reasoning As a guide, the hypotheses should be presented immediately after the research questions unlike in journal articles where hypotheses may be placed within or after the literature review

9 3 6 8 Conceptual framework

Research is based on a conceptualization of a pertinent problem and relationships between problem variables and how they affect one another The conceptual framework is a diagrammatic model or representation of the relationship between variables and how they are operationalized for the purpose of research It should indicate the independent and dependent variables (cause/ effect relationship) or vice versa, moderating and intervening variables (where applicable) It is not mandatory that every student must have a moderator or

intervening variable but it depends on the facts in the real world and logic as well as student's own conceptualisation. Inclusion of such variables demands that the candidates must test their effects in the dissertation. The source of the variables/framework and an explanation of the diagrammatic representation should be made.

In terms of its location, the conceptual framework may appear in chapter one immediately after the hypotheses or in chapter two after the theoretical review as recommended by Amin, (2005). The candidate will decide where to place the conceptual framework. The framework must be linked to the theory of the study. Variables and dimensions presented in the conceptual framework must be derived from the appropriate theoretical framework or known authorities who must be cited and acknowledged.

9.3.6.9 Significance of the Study

This refers to the relevance of the study in terms of academic contributions and practical use that might be made of the findings to the organization/sector in which the researcher is based and to the public at large. The researcher must tell the reader the reasons why and how s/he thinks the findings might change policies, theory or practice. In short s/he should indicate who will benefit from the findings of the study and how.

9.3.6.10 Justification of the study

This gives the rationale of the study. It can be a methodological, problem justification etc.

9.3.6.11 Scope of the study (geographical, time and content scope)

The Scope provides for the boundary or limits of the research in terms of content (i.e. independent and dependent variables to be investigated), geographical area and time span of the research.

9.3.6.12 Operational Definitions

The key concepts to be used in the study have to be clearly defined. The definition should be operational and not a dictionary definition.

9.3.7 Chapter Two

9.3.7.1 Literature review

A literature review is an account of what has been published on a topic by accredited scholars and researchers. A literature review is a survey and discussion of the literature in a given area of study. It is a concise overview of what has been studied, argued, and established about a topic, and it is usually organized chronologically or thematically. A literature review should be a piece of discursive prose, not a list describing or summarizing one piece of literature after

another. Instead, organize the literature review into sections that present themes or identify trends, including relevant theory. Asking questions such as the following will help you sift through your sources and organize your literature review. Remember, the literature review organizes the previous research in the light of what you are planning to do in your own project.

In writing the literature review, students are expected to convey to readers what knowledge and ideas have been established on a topic, and what their strengths and weaknesses are. This section should enable graduate students demonstrate skills in two areas namely:

- 1) **information seeking:** the ability to scan the literature efficiently, using manual or computerized methods, to identify a set of useful articles and books and;
- 2) **critical appraisal:** the ability to apply principles of analysis to identify unbiased and valid studies on a problem under investigation. A literature review must:
 - a) be organized around objectives, themes or concepts related to the study
 - b) synthesize results into a summary of what is and is not known
 - c) identify areas of controversy in the literature
 - d) formulate questions that need further research
 - i. What's been done in this topic area to date?
 - ii. What are the significant discoveries, key concepts, arguments, and/or theories that scholars have put forward? Which are the important works?
 - iii. On which particular areas of the topic has previous research concentrated?
 - iv. Have there been developments over time? What methodologies have been used?
 - v. Are there any gaps in the research? Are there areas that haven't been looked at closely yet, but which should be?
 - vi. Are there new ways of looking at the topic?
 - vii. Are there improved methodologies for researching this subject?
 - viii. What future directions should research in this subject take?
 - ix. How will your research build on or depart from current and previous research on the topic?
 - x. What contribution will your research make to the field?

The length of a literature review varies depending on its purpose and audience. In a thesis or dissertation, the review is usually a full chapter, but for an assignment it may only be a few pages. As a guide, students should organize this chapter as follows:

9 3 7 2 Introduction

The introduction should tell the reader how the chapter is arranged and how the review is to be organised. The rationale of the study, the sources of literature and the procedure of literature review should be stated and briefly discussed by the student in this introduction.

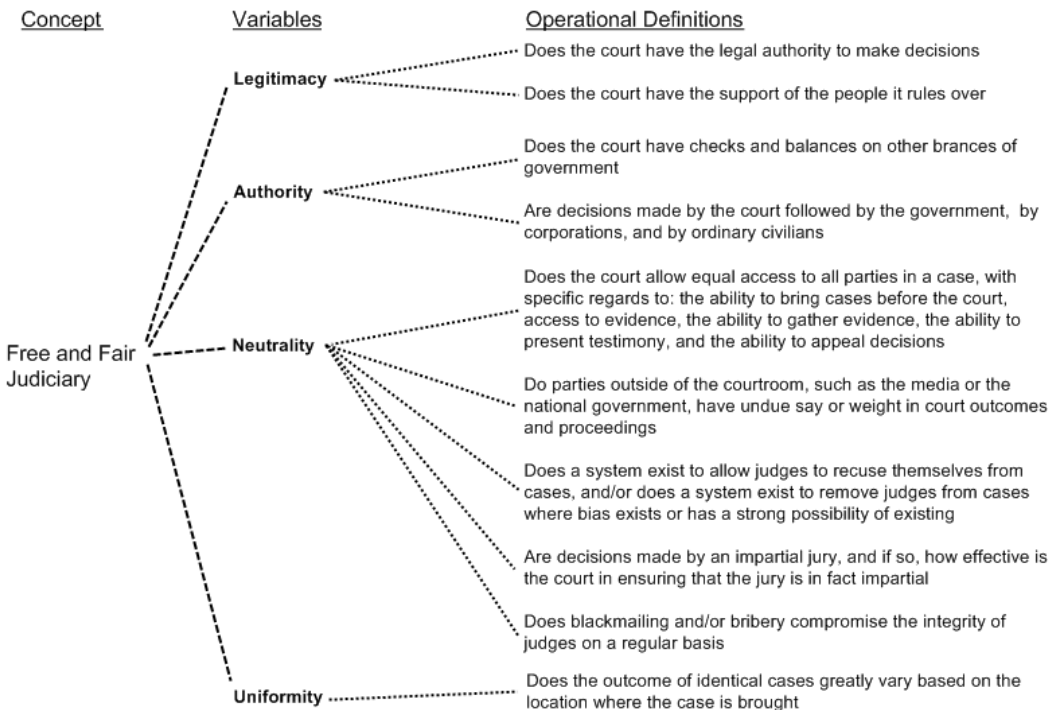
9 3 7 3 Theoretical review

This will be the review of literature on the theory or theories, which the candidate will have identified as being the guiding principle of the study in chapter one under the theoretical background. How the theory (ies) has been used by other researchers and how it will be used in the study has to be highlighted and analytically evaluated. By definition, a theory is a set of concepts and therefore some of the concepts in the conceptual framework may be identified from these theories.

9 3 7 4 Conceptual Review/conceptual Framework

A conceptual framework is used in research to outline possible courses of action or to present a preferred approach to an idea or thought. Conceptual frameworks (sometimes called theoretical frameworks by some authors) are a type of intermediate theory that attempt to connect to all aspects of inquiry (e.g., problem definition, purpose, literature review, methodology, data collection and analysis). Conceptual frameworks can act like maps that give coherence to empirical inquiry.

Operationalization of "Free and Fair Judiciary"



Source:

[http://upload.wikimedia.org/wikipedia/en/0/07/Operationalization of Free and Fair Judiciary.png](http://upload.wikimedia.org/wikipedia/en/0/07/Operationalization_of_Free_and_Fair_Judiciary.png)

Because conceptual frameworks are potentially so close to empirical inquiry, they take different forms depending upon the research question or problem. Proponents claim that when purpose and framework are aligned, other aspects of empirical research such as methodological choices and statistical techniques become simpler to identify.

A conceptual framework is the researcher's own position on the problem and gives direction to the study. It may be an adaptation of a model used in a previous study, with modifications to suit the inquiry. Aside from showing the direction of the study, through the conceptual framework, the researcher can be able to show the relationships of the different constructs that he wants to investigate. Once the conceptual framework has been determined, the next for the researcher is to determine what research methods to employ to best answer the research problem through the proposed framework. The student must clearly operationalise all the study variables. Take the example below:

In case the conceptual framework is to appear in chapter two, it should immediately follow the theoretical framework as suggested by Amin, (2005). The conceptual framework must clearly identify the key variables of the study, the dimensions and measurable indicators for each of the variables as well as the relationships that exist among the variables. The source of the variables should be clearly indicated by the student through appropriate citations. The candidate must coherently describe the conceptual framework to enable the reader understand what the study will cover.

9.3.7.5 Actual Literature review (don't include this subheading please in your chapter)

A literature review is written to highlight specific arguments and ideas in a field of study. By highlighting these arguments, the writer attempts to show what has been studied in the field, and also where the weaknesses, gaps, or areas needing further study are. The review should therefore also demonstrate to the reader why the writer's research is useful, necessary, important, and valid.

There are several ways to organize and structure a literature review. Two common ways are chronologically and thematically.

Chronological:

In a chronological review, you will group and discuss your sources in order of their appearance (usually publication), highlighting the changes in research in the field and your specific topic over time. This method is useful for papers focusing on research methodology, historiographical papers, and other writing where time becomes an important element. For example, a literature review on theories of public administration, or corporate governance might present how the understanding of the discipline of public administration or corporate governance has changed.

through the centuries, by giving a series of examples of key developments and ending with current theories and the direction your research will take

Thematic:

In a thematic review, you will group and discuss your sources in terms of the themes or topics they cover. This method is often a stronger one organizationally, and it can help you resist the urge to summarize your sources. By grouping themes or topics of research together, you will be able to demonstrate the types of topics that are important to your research. This may involve formulating themes out of the study objectives and reviewing literature objective by objective. These guidelines recommend that the literature review should be done on the basis of empirical studies which have been done on both the independent and dependent variables at global and regional levels. Immediately after, this, the student should review literature on studies (empirical) done on his or her area of study in the country where the research is done. This effort should aim at identifying the gaps which the previous studies have left. In case the student opts to arrange the literature according to objectives, each objective should be given a theme that should reflect both variables of the study and appropriate literatures are reviewed. The student will decide on sub-headings in accordance with research objectives. The literature review should focus on the themes of the study and should inform the objectives and methodology of the study. Citation should be included in the text, indicating author and year of publication in accordance with the approved format e.g. (Mukasa,

2000). Quotations should include the page (s) where the quotations appear to be direct e.g. (Nuwagaba, 2000, Pg. 3). All other details of the citations are included in the reference section. We currently follow the APA STYLE. The review should be critical and use of current journal articles rather than textbooks is recommended.

9.3.7.6 Empirical studies

The candidate should demonstrate thoroughness in the field being investigated by critically reviewing empirical studies that have been done in the same or related study. This should be done at a global, African and Ugandan context. This analysis should be critical, clearly identifying where the studies were conducted, the sampling issues, the key findings and observed weaknesses in the studies.

9.3.7.7 Synthesis of the literature review

The candidate should identify the key lessons learnt from the literature review. The gaps that have been identified in the literature which the study intends to address have to be highlighted. This section will require a synthesis of what the general literature reviewed portrays and the key gaps. Your primary purpose here is to show readers that you are familiar with the field and are thus qualified to offer your own opinions. But your larger purpose is to show that in spite of all this wonderful research already done on your subject area, no one has addressed the problem in the way that you intend to in your current proposed study. This gives your synthesis

a purpose, and even a thesis of sorts

9 3 8 Chapter Three

9 3 8 1 Methodology

The methodology chapter is one of the most important parts of a research proposal/dissertation. It provides your readers the information on what procedures will be followed by the student to undertake to come up with the research results. If you are on the process of writing the part, then you should already know **how to make a methodology** segment. Here, let me give you the basic and simple ways of constructing this chapter.

9 3 8 2 Introduction

This should tell the reader what is contained in the methodology chapter and how the chapter is to be arranged. It should give the rationale of the chapter and how the researcher is going to go about collecting and analysing the data to solve the problem at hand. All statements/assertions must be justified by citing relevant authorities and available facts. Students should avoid simply writing an argument without knowing the reason behind what they are writing.

9 3 8 3 Research Design

This subsection describes the conceptual structure or the type of research design that will be used (structural arrangement within which research will be undertaken). Research design, describes the nature and pattern, which the research intends to follow e.g. whether it is longitudinal or cross-sectional, descriptive, explanatory or experimental, case based or representative. The choice of research design depends on the type of research being conducted and the research questions to be answered; e.g. exploratory designs, descriptive designs, case study design or across-sectional survey design or correlation research designs are used under different circumstances.

The choice of a particular design needs to be justified and the candidate after articulating the design must state in precise approach (es) that will be used in the study. The choice can be either qualitative or quantitative or a mixed methods approach and whatever choice is made must be explained and justified. The type of data to be handled by each design has to be stated with justification through quoting appropriate authorities.

9 3 8 4 Study Population

This is the description of the population and its objects/elements from which samples will be drawn. A distinction or comparison could be made between a target and accessible population and the researcher must state the exact or estimated population from which the sample will be selected. All categories of the likely population to be studied must be

given and their numbers should be appropriately given

9 3 8 5 Determination of the Sample size

This is the description of the actual sample that will be studied and how it will be selected/ computed/ determined. There are different approaches recommended for sample size determination and students must find the most appropriate approaches without reproducing approaches that other students have previously used. The sample size determination will among others be determined by the nature of the study-qualitative and or quantitative study and the expected degree of generalisation expected. As a guide, the sample size of 30 or less is appropriate for qualitative studies but for the quantitative studies, the sample size should be above 30 participants. Well accepted scientific procedures must be followed in determining the sample size. Students should be innovative through identifying new ways of determining the sample size as documented by different authors rather than relying on what other graduate students state in their proposals or dissertations.

9 3 8 6 Sampling techniques and procedure

This sub-section describes in detail the sampling techniques that will be used in selecting the sample to be studied e.g. Probability or non-probability-based sampling (probability-based sampling: simple random, systematic random, stratified, random, cluster etc: Non-probability sampling: purposive, maximum variation, homogenous, snow ball, quota, convenient or accidental etc). The choice of which sampling strategy to use is influenced by the approach (Qualitative or quantitative) pointed out under the research design. If the approach was qualitative, the non-random sampling strategies will be used. If the approach was quantitative, the sampling strategies will be random sampling techniques. If the approach was a mixed methods approach, both random and non-random sampling strategies will be used. The section should describe in detail the procedure used in selecting the sampling of categories.

9 3 8 7 Data Collection Methods

This includes the specific techniques to be used in the collection of data. Methods could include face-to-face interview, key informants interview, focus group discussion (FGD), survey, observation, documentary review, etc.

9 3 8 8 Data collection instruments

This section describes the instrumentation to be used e.g. interview guide, questionnaire, Key informants' guides, group discussion topics, observation checklists, etc.

9 3 8 9 Pre-testing (Validity and reliability)

Data quality control, which refers to reliability and validity of instruments have to be precisely

described. It is ensured through piloting. This is encouraged as the pilot findings may enable you to re-design the research instruments to improve the reliability and the validity of data. The participant should briefly describe and explain how the pre-test/pilot study will be carried out, the findings of the study, lessons learnt and he/she will use to re-design and improve the data collection instruments.

9.3.8.10 Procedure of Data Collection

This requires the researcher to briefly explain the procedures that will be followed in the data collection exercise.

9.3.8.11 Data Analysis

This spells out how the data will be processed and summarized. It should indicate statistical tests that will be carried out and how the resulting information will be used for the research report for quantitative data. Justifications for use of particular techniques of analysis have to be given through quoting relevant authorities. Where both qualitative and quantitative data is expected, the student should describe in a detailed way in which the data will be analysed.

9.3.8.12 Measurements of variables (quantitative studies)

Measurements, which refer to the formulae or scales to be used in the study, have to be described by the students. Some previous studies have documented ways of how each of the variables identified in the study could be measured and it is upon the student to identify and justify such authorities. This is one strategy of increasing validity and reliability.

9.3.8.13 Artefact Design (for IT students)

Under this section you are supposed to inform about how you will use the requirements extracted from the above processes and use them to design an artefact. This part of the methodology may be utilised by students who have one of their objectives as to design an artefact (model, framework, approach etc.). There are several design methodologies already in existence that could be tapped into to ease this stage of design. Some of the well-known include UML, Use Case Centred Design, Workflow etc. Once the student has selected the right design method to deploy, they are supposed to explain how they will use it to achieve their objective.

9.3.8.14 Artefact Implementation (for IT students)

During this stage of the methodology students are supposed to use the designed artefact to finally realize a prototype from the artefact. This stage is usually undertaken by students in the School of Computing and Management. Students are supposed to inform us the exactly how they do the implementation.

9 3 8 15 Validation/Evaluation (for IT students)

Under this section, the student is supposed to present ways through which the designed and implemented work is supposed to assess to find out if it does solve the problem that was initially raised. Evaluation is usually done against already well-known state and the comparison between the results from the known state and the student solution should provide if the right solution was realized.

9 3 9 References

This is a list of all works cited in the proposal and should be written according to the APA format, which is summarised in Appendix I. Students are strongly advised to read and understand the detailed requirements of APA citations and referencing systems.

9 3 10 Appendices

Examples:

Appendix 1: Questionnaire

Appendix 2: Interview Schedule

9 3 10 1 Appendix 2: Work plan and Timeframe (for proposals)

This is the schedule or timetable of activities and the period in which the research is to be conducted with due regard to budgetary limitation. It could be presented in a tabular form indicating activity, duration, and dates. It is preferable on a Gantt Chart.

Activity	Duration (days/weeks/months)	Dates

9 3 10 2 Appendix 3: Budget (Optional)

A budget for conducting the study should be included at the end of the proposal. The budget consists of amounts of activities and items that are necessary to carry out the research. This is optional because UTAMU does not fund the research. This is the financial plan and financial resources needed for the implementation of the research. It should be clear and reasonable (affordable) and preferably activity based. It should be itemized according to an acceptable format (e.g. of the funder). The following format is acceptable.

Item	Quantity	Unit Cost	Total Cost
------	----------	-----------	------------

Subsistence Allowance			
Honorarium			
Travel (Vehicle Hire)			
Data Analysis (use of analytical computer software e.g. SPSS)			
Secretarial Services (Processing the research)			
Photocopying			
Report Production (Printing and Binding)			
Other Expenses (Specify)			

9.4 The Masters Dissertation

9.4.1 Dissertation Format

The final and very important stage in a research study is to write its report. The report is a means of communicating the experiences of the research to others and adding them to the knowledge bank. A report therefore is a formal statement of the research process and its results. It narrates the problem studied, methods used for studying it, the findings and the conclusions as well as the recommendations made. The main aim of the report is to convey to the reader what was done, how it was done, why it was done, and what its outcome was.

The dissertation is a detailed account of the study. It comprises of:

- The preliminaries
- The main text body
- The list of references
- The appendices

The dissertation format adopts the first three Chapters of the Master's proposal, except that the preliminaries additionally consist of:

- Title page
- *Declaration*
- *Dedication (optional)*
- *Acknowledgement*

- Table of Contents
- List of Tables and Figures
- List of Abbreviations (where applicable)
- *Abstract*

9 4 2 1 Title Page

The title page should have the title of the dissertation in CAPITALS; full names of the researcher including qualifications already attained and their awarding universities; a statement that the dissertation is submitted to the university in partial fulfilment of the award of the degree of Masters in Project Monitoring and evaluation of Universal Technology and Management University; the month and year of submission (see the following hypothetical example)

PROCUREMENT GOVERNANCE AND ADMINISTRATIVE EFFICIENCY IN UGANDA

By

Student Name:

Registration Number:

A dissertation submitted to the department of political science and public administration in partial fulfilment of the requirements for the award of Master of Doctor of Philosophy by Universal Technology And Management University

Date:

9 4 2 2 Declaration

This is a pronouncement by the candidate that his/her study is original and has not been published and/or submitted for any other degree award to any other university before. The researcher must sign it. The declaration must also state that the dissertation has been submitted for examination with the approval of the supervisor(s) and carry their signature(s) and date.

9 4 2 3 Dedication - optional

The candidate may wish to dedicate his/her work to a specific person or a number of people respectively. If this is the case, the name(s) must be indicated. However, including a dedication is optional.

9 4 2 4 Acknowledgement

The acknowledgement entails recognition of mentors, colleagues, individuals, sponsors and

institutions, which supported the research

9 4 2 5 Table of Contents

This is the list of headings, subheadings and their corresponding page numbers. It must include all sections and sub-sections of the report, starting with the declaration and ending with a list of appendices.

9 4 2 6 List of Tables and Figures

This comprises of a complete list of all tables and figures presented in the dissertation and the corresponding pages.

9 4 2 7 List of Abbreviations - if applicable

This is a complete list of abbreviations used in the report. Normally only abbreviations other than those commonly used (i.e., e.g., et al., etc.), are listed. It must follow internationally standardised abbreviations (i.e., UGX instead of Ug Sh).

9 4 2 8 Abstract

The abstract is a short summary of the complete content of the study (never exceed one page). It should contain four paragraphs with the answers to the following questions:

- What was the study about and what were your research objectives or questions?
- How did you go about answering the research questions?
- What did you find out in response to your research objectives or questions?
- What conclusions did you draw regarding your research questions and what are the key recommendations?

The abstract should be objective, precise and easy to read. Much as it appears here, it is written after the entire dissertation.

9 4 3 *The Main Text Body*

The main text body consists of six chapters for the School of Business and Management:

- **Chapter I: Introduction**
- **Chapter II: Literature Review**
- **Chapter III: Methodology and Design**
- **Chapter IV: Presentation, Analysis and Interpretation of Results**

- **Chapter V: Summary, Discussions conclusions and recommendations**

The main text body consists of six chapters for the School of Computing and Engineering:

- **Chapter I: Introduction**
- **Chapter II: Literature Review**
- **Chapter III: Methodology and Design**
- **Chapter IV: Data collection, Presentation, Analysis and Interpretation of Results**
- **Chapter V: Artefact Design and Implementation**
- **Chapter VI: Artefact Validation/ Evaluation**
- **Chapter VII: Summary, Discussions conclusions and recommendations**

The main text body consists of six chapters for the School of Law:

9 4 3 1 Chapter I: Introduction

The introduction (chapter I) should give a comprehensive overview of the entire research dissertation highlighting the introduction, background, statement of the problem, purpose of the study, objectives, questions, hypothesis, significance, scope, conceptual framework (may be in chapter two) etc

9 4 3 2 Chapter II: Literature Review

The literature review (chapter II) should follow similar lines as in the proposal but in greater detail The main purpose is to show the reader how the study builds on and supplements the work that has already been done in this area of research It should be analytical

9 4 3 3 Chapter III: Methodology and Design

The methodology chapter is a detailed account of the actual methodology applied Otherwise, its content is comparable to that of the methodology section in the proposal, which focused on the intended methodology to be applied, except that in a dissertation, what was actually done is detailed here

9 4 3 4 Chapter IV: Presentation and interpretation of results

This chapter presents the facts, which the research discovered Opinions on the facts should not be presented here but rather in the following chapters In order to support a focused

communications of the answers to the research questions it is necessary to structure the findings in a clear, logical and easily understood manner. There are many ways of doing this. One of the most straightforward approaches is to use research objectives, or questions or hypothesis and choice is entirely to the researcher.

9.4.3.5 Chapter V Summary, Discussions, conclusion and recommendations

In this part of the report, the researcher summarizes the study undertaken, discusses the results (exploiting cross-referencing and giving personal opinions) draws conclusions and then makes recommendations based on the findings. The summary reminds the reader about the purpose of the study, the process used to collect the data, and analysing the data as well as the major findings. The emerging findings have to be discussed in line of what is stated in the literature. This part involves comparing results with the literature earlier reviewed in chapter two to confirm whether findings agree or disagree with the literature and a student taking a standard on the possible causes. The conclusion culminates one's researcher report and is better to make practical applications and implications of the research. It is the summary and conclusions of the report that leads to a logical way of making recommendations. Recommendations are consistent with the purpose of the study, its objectives, the evidence presented and the interpretations made. Such recommendations should be practical and achievable. Each of the above should be done objective by objective to give a logical flow.

9.4.3.6 References

This is a list of all works cited in the proposal and should be written according to the APA format, which is summarised in Appendix I. All documents that were cited in the text have to appear in the references and the appropriate citation style has to be followed. Credit should be given to authors of all works cited in the report. A reference gives the name of the author, the year of publication, the title of the book or journal and the publisher.

9.4.3.7 Appendices

This contains the information that the researcher does not deem necessary to include in the main body of the report. These are things that make the report unnecessarily long and non-value adding and appending them is the only option. These may include-instruments used, statistical tables, correspondence related to the study, maps etc.

10 DOCTOR OF PHILOSOPHY (PHD)

10.1 Completion

Completing PhD Candidacy (CPC)

- i. A PhD candidate must be registered for at least three academic years full-time or four academic years part-time before he or she will be eligible to take up CPC status
- ii. In addition to completing their approved programme of study, candidates must meet the full conditions before they will be allowed CPC:
 - 9 They are in a position to submit their dissertation within 24 months (full-time candidate 30 months (part-time candidates);
 - 10 They have the approval of their supervisors;
 - 11 They have met all financial requirements regarding payment, and;
 - 12 A certificate for Candidacy status shall be awarded after due process
- iii. PhD candidates will be required to submit to the HoDs at least the following research documents:
 - b) A concept note
 - c) A proposal presentation,
 - d) Work in progress presentation
 - e) *Viva voce*;
 - f) Dissertation/ Thesis
 - g) Two published academic papers A PhD candidate must have published (or show evidence that manuscripts have been accept publication) in an international peer reviewed journal at least two articles from his/her res before s/he submits the copies of dissertation for examination

11.2 PhD Admission at UTAMU

11.2.1 Admission to a PhD Program at UTAMU will require participants with a Master's degree or equivalent from a recognized university in a related field, with sufficiently high grades and proven research ability

11.2.2 There will be a review of each applicant to be conducted by the Departmental board on recommendation by the committee established for that purpose and the department will communicate its decisions to the School Board of studies in case specific matters of policy are required

11.2.3 The admission will also involve a pre-entry examination which may be orally

administered through either an interview composed of subject experts in the applicants selected field of study or through a written Graduate Admission test for all applicants for the PhD Programme The format of the assessment shall be determined by the head of department in consultation with the Dean and the examinations coordinator (where applicable) after a careful review of the quality of the applicants

11.2.4 Special provisions will be made for international applicants to undertake this assessment

11.2.5 The Applications for the Doctor of Philosophy shall include the following documents:

- 11.2.5.1 Two passport size Photographs
- 11.2.5.2 Clear copy of passport and or any other valid identification
- 11.2.5.3 English language skill certificates or demonstration that one has had all prior education in English
- 11.2.5.4 Officially certified copies of academic transcripts (Undergraduate, Graduate, and Postgraduate)
- 11.2.5.5 Certified English translation of transcripts, if printed in another language other than English should be provided
- 11.2.5.6 An up-to-date curriculum vitae
- 11.2.5.7 A statement of purpose (maximum 1000 words) whose format shall be provided by the department
- 11.2.5.8 Two letters of reference/recommendation (one preferably academic) printed on letter head and signed
- 11.2.5.9 Any other relevant Document

10 3 2 Duration

Minimum of three years

10 3 3 Mode of Delivery

The PhD programme is by Research

10 3 4 Study Mode

- Study Mode: Seminars and presentations
- A monthly research progress report to your supervisors
- Engaging your supervisors monthly

10 3 5 Main points to note:

1. The programme is by y research only
2. Fill the application form online at the website of Mabarara University
[https://applications must ac ug/](https://applications.must.ac.ug/)
or
[https://applications must ac ug/resources/downloads/guidelines.pdf](https://applications.must.ac.ug/resources/downloads/guidelines.pdf)
3. Pay application fees to Mabarara University
 - The application fee of UGX 100,000/= for Ugandan and E A C Students and UGX 200,000/= for International students
 - Prove to UTAMU that you have paid admission fees at MUST
4. Present a research concept note draft to UTAMU, Dean Postgraduate Studies
5. Pay fees to UTAMU
6. UTAMU identifies a supervisor who helps you finetune your research concept notes
7. UTAMU presents your research concept note to MUST
8. MUST registers you and appoints a second research supervisor for you
9. Start your research journey

10 3 6 Minimum Entry Requirements

1. An Honors degree from an accredited degree awarding institution
2. A Masters' degree from an accredited degree awarding institution
3. A Concept paper which the candidate shall be required to present orally
4. Curriculum Vitae of proposed supervisor(s)

IMPORTANT

- VC to write to the new MUST VC to allow UTAMU panellists to constitute to the final panel of concept, proposal and final theses committee at MUST
- We need to be part of the decision-making process to avoid repeat of the past where almost every student from UTAMU doesn't make it to graduation unless otherwise, they adopt supervisors from MUST
- We need to make a further discuss on this matter as committed managers if we are to minimise on the failure rate at MUST which had discouraged many candidates from completing their thesis

10 3 8 Duration

3 Years

10 3 9 Minimum Graduation Requirements

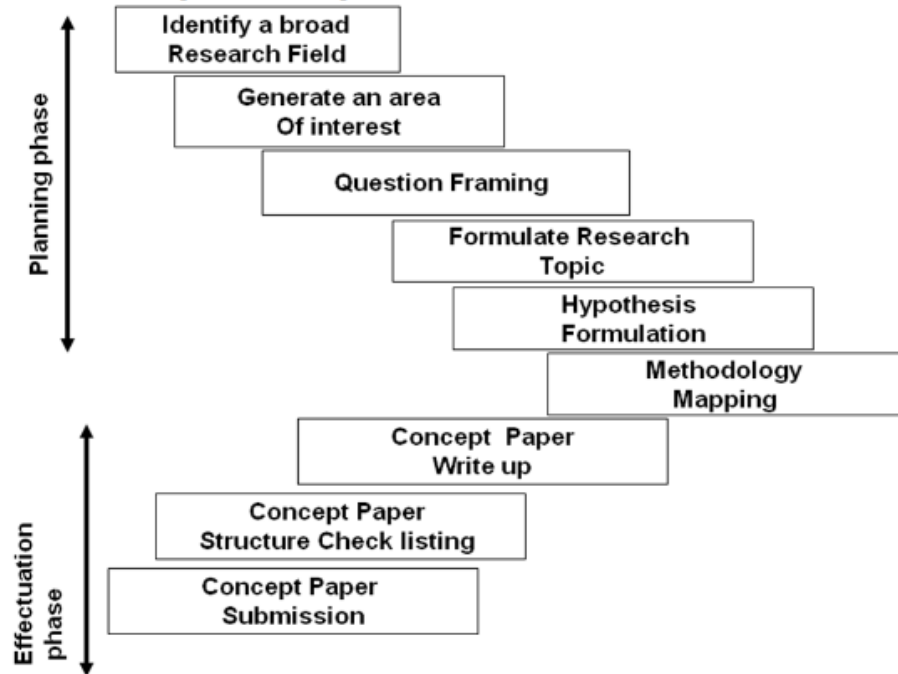
To qualify for graduation, a PhD student shall spend a minimum of three (3) years on the PhD programme and shall also publish at least 2 peer reviewed (refereed) publications in either a journal or published book out of the PhD research The other requirements are stipulated in the Graduate Student Handbook

10 3 11 PhD Thesis Guidelines

12 Guidelines of Concept Paper Development –

<https://utamu.ac.ug/wp-content/uploads/2024/02/Guidelines-of-Concept-Paper-Development.pdf>

Summary of the Concept Development Process



12.2.1 Guidelines for Proposal and Dissertation at UTAMU

<https://utamu.ac.ug/wp-content/uploads/2024/02/Guidelines-for-Proposal-and-Dissertation-at-UTAMU.pdf>

SUPERVISION

Policy

Refer to the UTAMU Supervision Policy and Handbook for details of the procedures for appointment of supervisors, duties of supervisors, workload of supervisors, remuneration of supervisors, ethical considerations and dispute resolutions between candidates and their supervisors. Key points to note here are:

- Only lecturers with relevant doctorates are expected to teach or supervise Masters Degree students;
- The supervisor shall be appointed from among the institution staff or outside in honorary positions;
- A Master's Degree student shall be allocated no more than two supervisors;
- Where a student has more than one supervisor, a mechanism shall be put in place so that all parties are able to supervise effectively without unnecessary conflicts.
- It is estimated that the supervisor will give **one hour per week for face-to-face interactions with each Masters candidate and will spend an additional one and a half hours per week to read and critique each candidate's submission;**
- It is estimated that the workload for supervising PhD students is twice as much as that for Master's Degree students.

The Role of Supervisors+

The primary responsibility of a supervisor is to act as a mentor to the student. S/he is therefore required to:

- provide an environment that stimulates and encourages students to learn and work independently
- provide guidance on the planning and execution of the research project
- guide the student on ethical considerations and intellectual property rights
- advise the student on relevant conferences and peer reviewed journals where the student can submit papers for publication
- create an ethos of collegiality so that learning takes place within a community of scholars
- respect student's reasonable views and ideas on his/her research

The main supervisor shall be a PhD holder in the same discipline and with at least two years of research experience after the PhD and should have published at least three papers in either referenced journals or as book chapters in a book with an ISBN number published by a recognized publisher. The detailed guidelines on supervision as indicated in the Graduate Student Handbook shall apply. Flexibility may be possible beyond the guidelines specified by the handbook on a case-by-case basis.

APPOINTMENT OF SUPERVISORS (PHD)

- i. PhD supervision shall involve at least one supervisor who has to be an academic staff member of the University or any other senior academic appointed for that purpose with competence to supervise the PhD research area
- ii. Supervisors must be PhD Holders and must have a serious track record of research and publications as per the relevant statutory instrument by the NCHE
- iii. Supervisors can be from any university in the country or outside provided the experience in supervising is established, research track and the publications are known and well established
- iv. If the main supervisor is from a university or institution other than UTAMU, a MOU between the two institutions or individuals on the supervision will be required Efforts must be made to ensure continuity of effective supervision

RESPONSIBILITIES OF SUPERVISED STUDENTS

Supervisors expect a high level of commitment from their students who should develop an increasing level of independence in the conduct of their research

- 11.1 To plan and discuss with their supervisors the research topic and timetable for the research
- 11.2 To discuss and agree a schedule of meetings and appropriate feedback
- 11.3 To maintain a record of progress, including writing up records of supervisory and mentor meetings
- 11.4 To undertake study as required by the supervisors which may include directed reading, research training or other taught modules as required
- 11.5 To familiarise themselves with relevant regulations and legal issues, including but not limited to plagiarism, copyright, data protection, health and safety, and ethical considerations which might arise in the course of research The student should also be aware of the regulations for the degree for which they are registered
- 11.6 To raise problems or difficulties with their supervisors and/or mentor, and in particular inform their supervisor of any personal circumstances which prevent them from working on their research
- 11.7 To maintain progress according to the agreed schedule, in particular including the presentation of written material, normally by uploading content to their e-account, in time to allow for discussion and comment before proceeding to the next stage of research

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- 11.8 A student should aim by the end of the first year of full-time research (two years for part-time) to have defined their area of research, become acquainted with the background knowledge required and the relevant scholarly literature
 - 11.9 To take note of, and respond to feedback and guidance from their supervisors
 - 11.10 To inform the College and the University of any changes in address or similar personal details
 - 11.11 To complete the administrative requirements of the University, College, and where necessary, any grant awarding or sponsoring bodies
 - 11.12 To write up and submit the dissertation within time and in accordance with University guidelines for the submission of dissertations
 - 11.13 To discuss with their supervisors, the preparation of the dissertation and to decide, taking account of advice from the supervisors, when it is ready for submission
 - 11.14 To take advantage of any relevant skills training offered by the College or the University including preparation for a viva
 - 11.15 To make appropriate acknowledgement of their supervisors and the University in any publication based on research undertaken and published during their degree programme. If appropriate to the discipline the supervisors should be given as joint authors
 - 11.16** The pressures on the time of part-time students can make it difficult to set aside the long periods required for intensive study. Long periods of concentrated effort are more likely to be productive than larger numbers of shorter periods. Part-time students, should to the best of their ability, plan for at least one period of concentrated study within each academic year
 - 11.17 Students studying under off-campus arrangements are encouraged to seek to visit the University campus often enough to gain experience of working within the environment generated by a research institution and to identify with the academic community of the University
 - 11.18 Students should comply with funder and University requirements on research data management
 - 11.19 When a student registers in a program, the student makes a commitment to strive for the highest levels of academic achievement and to contribute fully to the intellectual life of the University. The primary responsibility of the student is to devote the time and energy required to complete all academic requirements including the dissertation within the expected time frame in accordance with enrolment status (i.e. full-time or part-time)
 - 11.20 To follow departmental/ program, College of Higher Degrees and Research and University policies, procedures and regulations and to adhere to the principles of academic integrity
 - 11.21 By agreeing to work with a supervisor, students enter a partnership that will succeed if it is built on mutual trust and respect. Students should acknowledge the senior role that is played by their supervisors who are experienced researchers and academics
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- 11.22 It is expected that students should seek their supervisor's advice and give it serious consideration
 - 11.23 Obtaining required safety and research training, following the associated safety regulations and reporting research equipment-related issues to supervisor
 - 11.24 Meeting deadlines and following regulations associated with registration, award applications, and degree requirements including dissertation format and submission
 - 11.25 Conducting research with the highest standard of ethical and scientific practice and acquiring Research Ethics Board approval if required
 - 11.26 Discussing roles and responsibilities in the supervisor-student relationship and communicating expectations of this relationship, the research and career plans Defining expectations early on can help prevent misunderstandings and other problems from developing
 - 11.27 Working with the supervisor to identify and address any barriers to academic success (for example, English as a Second Language challenges, deficits in required background knowledge)
 - 11.28 Providing reasonable evidence of satisfactory research progress, as requested by the supervisor, in adherence with the timeline established early in the program If the research evolves in an unexpected direction, students should meet with their supervisor to discuss the issue, determine how to proceed and revise goals/objectives/timelines as appropriate as soon as possible
 - 11.29 A written summary of the discussion should be provided to the supervisor by the student
 - 11.30 Preparing a research plan and timeline in consultation with the supervisor as a basis for monitoring progress and completing all stages of the research
 - 11.31 Submitting an annual report
 - 11.32 Giving serious consideration to the advice, criticism and feedback offered by the supervisor regarding academic and research work and discussing differences of opinion or viewpoints
 - 11.33 Keeping the supervisor informed of progress and research findings through regular meetings and open communication
 - 11.34 Ensuring that contact information is up to date with the supervisor, the department/program, the College of Higher Education and Research and the Registrar's office
 - 11.35 Discussing vacation plans so that your supervisor knows that you will be unavailable for a period of time
 - 11.36 Informing the supervisor of any circumstances that might affect progress Acting early and seeking advice and assistance if problems of any kind begin to emerge that could impact work can permit timely intervention and resolution

- 11.37 Seeking advice and support from university services and resources as needed For example, students with documented disabilities who seek an accommodation must register with the Disability Services Office (DSO) as early as possible and ensure that the appropriate documentation is provided to the DSO
- 11.38 Upon completion of the research work ensuring that all records, files, documents are stored appropriately and a plan for dissemination that has been agreed upon by all collaborators is in place

[Contents](#)

SUBMISSION OF A MASTERS DISSERTATION FOR EXAMINATION

- i. All Masters Students on a programme by coursework and dissertation and who have qualified to continue with the dissertation research after the coursework part shall be required to submit a dissertation in partial fulfilment of the Degree requirements
- ii. The dissertation shall also contain a declaration by the candidate's supervisor, confirming that he/she has read the dissertation and found it to be in a form acceptable for examination
- iii. No candidate shall be permitted to submit a dissertation for a Master's degree unless he or she has done all the taught components and passed them
- iv. Every dissertation submitted for the Master's degree of the Universal Technology and Management University must be accompanied by a declaration by the candidate, stating that it is the candidate's own original work and that it has not been submitted for a similar degree in any other University. The dissertation must be submitted in four loose-bound copies, plus one soft copy
- v. Every dissertation to be submitted for examination must be accompanied by a declaration by the supervisors that they are satisfied with the quality of the dissertation and is ready for examination
- vi. Every submission of a dissertation must be accompanied by a clearance form indicating that the students have no fees obligations to the university or any other requirement
- vii. Every student once submitting the dissertation must sign the submission book with clear details on the name of the person submitting, the date, the title of the dissertation and any other required information
- viii. There will be a formal written and signed clearance from the supervisors as well as a clearance that the dissertation has been proofread by a language editor
- ix. Masters' students are encouraged to have published at least one article at time of graduation. Postgraduate students are advised to publish in reputable international outlets

EXAMINATION OF POSTGRADUATE THESIS/ DISSERTATION

UTAMU enlists examiners to ensure the quality and standards of postgraduate research conform to the min quality standards in structure and subject matter. To ensure quality of the postgraduate degree award University is required to appoint three examiners (two internal and one external) for PhD level, and examiners (one internal and one external) for the Master's level.

8.1 Procedure for Nomination/ Appointment of Examiners

The department consultation with the Graduate School is required to create a pool of examiners based on the possible areas of specialization and forward the list to the Graduate School for recommendation. The Dean Graduate School subsequently appoints the examiner through the Directorate of Human resource. In instances where there is no suitable examiner from the pool, the department can nominate an external examiner. In any case, the following guidelines shall inform nomination and appointment process:

- i. The HoDs in the School shall identify prospective examiners per criteria laid out
- ii. In exceptional cases:
 - a. Where it necessitates appointing a less experienced internal examiner, departments shall nominate a second external examiner with significant experience in the area examination.
 - b. Where a candidate is also an academic/ administrative member of staff at UTAMU (an integrity of the examination may be considered to be compromised by the appointment internal examiner), the University shall appoint a second external examiner.
 - c. Where two external examiners are appointed, the Dean or Principal of the School also appoint an independent member amongst the University academic staff to chair the v
- iii. The examiners shall not have any professional, academic or personal connections with the candidate and/or supervisor(s) that might compromise the examination.
- iv. The departments forward the nominated persons' CVs and a list of recent publications to the Graduate School who will institute a committee for vetting the external examiners.
- v. The examiners that meet the requirements as stipulated in academic rules and regulations University and needs of the departments shall then be forwarded to the Graduate School.
- vi. The appointment letter shall contain; the names of the external examiners; area of specialization; duration of service; roles and responsibilities of the examiner; as stipulated by the HR policy/manual/terms and conditions.

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- vii. Both the Internal and external examiners shall be appointed by the Dean of the Graduate School HR.

8.3 Roles and Duties of Examiners

The core duties of examiners for PhD and Masters research shall include to:

- i. Carefully assess the written work as submitted by candidates
- ii. Arrive at an independent evaluation of whether the submitted work meets the minimum standard for the award of the degree and, if not, shall specify the areas that are deficient.
- iii. Write, following the assessment, an assessment report and send it to the HoD.
- iv. The examiners shall indicate whether the dissertation passes outright, requires minor or major corrections, or should be rejected:
 - a. Minor corrections involve typographical errors, issues on writing style or any other issues examiners may specify.
 - b. Major corrections are needed when the theory and methodology are appropriate but more needs to be collected and/or if analysis was not properly done or when the discussion conclusions are faulted or when the dissertation is generally of poor quality and needs reworking.
 - c. A dissertation/thesis shall be rejected if it lacks originality, if it has plagiarism issues or if ex underpinning theory or methodology is inappropriate or any other issues as
- v. In all cases where the recommendation requires revision of thesis/dissertation before awarding the degree or re-submission for the original or a lesser degree, a report shall be given to the candidate and supervisor, via the HoD, before the viva voce is scheduled.

8.3 Internal Examiners

An internal examiner is a qualified academic staff of an institution or one who is associated with an aca institution, and is appointed to assess or evaluate the quality of the examinations, thesis or dissertation.

The internal examiner shall:

- i. Be a member of the University academic staff, or a research fellow of the University or associated with the University. Honorary and emeritus staff of the University shall not be appointed as in examiners. Former members of staff - including emeritus professors and readers – are eligible as research degree examiners after a 2-year period of absence from the University.

- ii. Not be the candidate's past or present supervisor - in exceptional circumstances where it possible to identify a suitable internal examiner, a second external may be nominated.
- iii. Have expertise relevant to the candidate's area of research. Must be a senior academic with a PhD in the subject area, and at the level of a Lecturer or its equivalent.
- iv. Be an experienced researcher, demonstrated through research publications or have equivalent professional experience.

8.4 External Examiner

External examiner is a qualified person who is not affiliated with the Institution and is appointed to as evaluate the quality of the thesis or dissertation.

Qualities of an External Examiner

- i. The external examiner shall be independent and neutral and bear no conflict of interest so as to offer constructive comments, criticism and suggestions for enhancement in the area of assessment practice.
- ii. An External Examiner shall be a holder of a PhD or equivalent qualification and at the rank of at least senior lecturer or equivalent.
- iii. The process of nomination and appointment of external examiners shall be as follows:
 - a. The Head of Department, through (in) formal contacts, establishes willingness and availability of nominee to serve as External examiner and solicits his/her Curriculum Vitae.
 - b. The academic members of the Department shall study the Curriculum Vitae to satisfy themselves that the nominee has the necessary expertise, experience and seniority to serve as External Examiner.
 - c. External Examiners shall be appointed by Senate on the recommendation of the School Board of Studies.
 - d. External Examiners shall be appointed to serve for a period of three years with a possible one-year extension.
 - e. Thereafter the same External Examiner cannot be reappointed until a period of five years has elapsed.
 - f. A former member of the teaching staff of the university will not be eligible for appointment until a period of 5 years has elapsed.
- iv. External examiners who have examined the coursework component may attend the School/departmental board meetings where the reports will be discussed and constructive engagement is made.

- v. External examiners who may be discovered to be known to staff of the department or university in General and there is sufficient ground to question their impartiality shall be replaced before or after they have submitted the reports. This is aimed at giving students an independent assessment free of any bias.
- vi. External examiners will not be expected to communicate the examination process other than through the formally accepted means and international best practices.
- vii. Any student who objects to a panel or member or an examiner will be given an independent review process at a cost determined by the finance committee.

The external examiner shall:

- i. Not be a member of the University academic staff or, in the case of research candidates registered at an associated institution, a member of the staff of that institution.
- ii. Not be an honorary and emeritus staff of the University to be appointed as external examiner. Emeritus staff of another institution may be appointed as external examiners provided that continue to be actively engaged in research.
- iii. Be able to demonstrate relevant expertise through peer-reviewed publications.
- iv. Have experience of supervising and examining research projects - it is recognized that all examiners have to gain experience, if is necessary to appoint an external examiner not well experience departments shall ensure that the internal examiner is a senior member of staff with significant experience of examining research degrees.
- v. Have a PhD or a record of research comparable to that required for a PhD or shall be at the level of a senior lecturer.
- vi. Not have been involved at least three years, immediately before the viva voce examination, collaborative project, including co-authoring, with any member of the supervisory team of the research candidate to be examined or any other member of the examining team
- vii. Not have or have had a close personal relationship with the research candidate to be examined any member of the staff of that candidate's department.
- viii. Former members of University staff may be appointed as external examiners provided that continue to be actively engaged in research and there has been a period of at least three between leaving the University and the date of the research exam.
- ix. If, for a good reason, one of the above criteria cannot be met, the HoD shall attach justification outlining the examiner's particular suitability for examining the thesis. The Doctoral Committee School/College level will deliberate on the justification of such cases.

8.5 Duration of Service of External Examiner

- i. The duration of service of an external examiner's appointment shall normally be 3 years, with exceptional extension of only one year to ensure continuity.
- ii. An external examiner may be reappointed for one more term of 3 years after which subsequent appointment shall be after a period of 3 years or more has elapsed.
- iii. In exceptional cases, arrangements can be made to allow external examiners to suspend service for up to one year, for example for health or maternity reasons, but the maximum the service will include the period of suspension.
- iv. Wherever possible a short transitional period at the end of the current examiner's appointment start of the new examiner's appointment shall be allowed to support the new external examiner the role or for purposes of processing the appointment of the new external examiner.

8.6 Examination of the Thesis/Dissertation/Report

- i. All candidates' presentations shall be open to the entire postgraduate candidates' body. How for Masters' candidates, interactions shall be limited to only the panellists.
- ii. One (1) internal and one (1) external examiner shall examine a Masters Dissertation. For PhD, are two (2) internal and one (1) external examiner. Additionally, for PhD, an expert or anal discussant shall be appointed by the Dean, Graduate School.
- iii. The Department shall submit to Graduate School, the candidate's research thesis/ dissertation and the (s) of the examiner (s) selected from the examiners' pool.
- iv. The thesis/ dissertation shall be subjected to a plagiarism check before it is sent to the examiner;
- v. The HoD shall then officially write to the examiner(s) forwarding the books for examination;
- vi. For a Masters dissertation, examiners shall be given a maximum of one month to submit assessment report directly to DHDR from the time of receipt of the thesis/ dissertation report;
- vii. For a PhD thesis, the examiners shall be allowed up to three (3) months to submit the assess report;
- viii. Thesis/dissertation examination guidelines and a score sheet shall be availed examiners;
- ix. Having read the report, thesis or dissertation, members of the examination panel as w examiners (internal and external) shall produce independent reports outlining their scholarly of the thesis/dissertations, including its strength and weaknesses and identify the areas that should be addressed in the Viva Voce.
- x. The reports shall be availed to the candidate to make necessary corrections before the viva voce/ defence.

8.7 Procedure for Conducting a Viva Voce

Dean/ Principal of the academic unit is the chairperson of the panel (unless stated otherwise) and con the Viva Voce. With the exception of Masters Degrees, the viva voce process is a public defence for PhD candidates, whereby the University community can ask questions. The following procedures sha followed:

- i. The candidate shall qualify for an oral defence (Masters) or public defence (PhD) after the revised the dissertation/thesis and served the institution with an approved compliance addressing comments from both the internal and external examiners.
- ii. The HoD shall then invite the candidate for the defence at least two in advance of the date of the viva/defence.
- iii. Notice of the viva-voce is given to all the seven panel members including copies of the thesis for examination (two weeks in advance) in order for them to prepare for the defence/ viva voce. Note that for reports out of internship, the panel shall include at least one person from organization where internship was carried out.
- iv. The panellists shall not have prior access to the examiners reports to enable them make independent assessments.
- v. Four members of the panel, including the convener, the opponent (in case of PhD thesis) a public for PhD, shall form a quorum.
- vi. The supervisors shall not participate in the assessment of their students and shall not be part of the panel of their own candidates but shall be in attendance.
- vii. The chair guides the process of the examination.
- viii. The candidate shall be accorded adequate time (40 minutes for PhD and 15 minutes for Mas present their work followed by discussions.
- ix. The examination process may run up to 3 hours for a PhD thesis and 1 hour for a dissertation. The interaction between the candidate and the panellists shall only commence the candidates have finished their presentation.
- x. The viva voce examination for Masters candidates is a closed one conducted by the appointed only.
- xi. In case of a successful defence, the panel shall recommend award of the Master's degree or the doctorate and the candidate will be required to submit a final thesis or dissertation endo the supervisor.
- xii. In case the candidate fails or passes with major/minor corrections, the panellists will appropriate recommendations and inform the candidate within a period of one month. Thes be part of the candidates' compliance form.
- xiii. The candidate's presentation and response to questions will be assessed and scored using stipulated forms (Appendix 16).

8.8 Viva Voce Panel Evaluation

Panellists are an integral component of a viva and thus their interaction/discourse of academic nature candidates shall be aimed at improving the candidate's work. An exhaustive intellectual discourse engagement between the opponent or discussant and candidate shall be followed by general question discussions by the other members of the panel and the public.

The panellists shall make an independent assessment based on the oral presentation and the manner in which the candidate responded to questions and comments.

As the candidate is presenting, the panel evaluates the candidate by filling viva voce examination score form and the scores shall be compiled to form the final mean score.

- i. The following suggestions shall guide during the interaction between the panellists a candidate:
 - a. Testing candidate understanding of the subject matter in order to prove originality.
 - b. ii. Correcting errors or omissions. If anything in the report is unclear or apparently wrong, panellists may ask specific questions about it to ascertain whether it represents a genuine misunderstanding or simply a failure to put the intended point across.
 - c. Methodology-related questions such as how the project was conducted, interaction with subjects of the study, sampling procedures and if the proposed analysis framework was as observed.
 - d. Appropriate theory, conceptualization and contextualization of research issues . The pan may ask questions related to the application of theory and how the candidate contextualize study with regard to the known theories, and whether applied theory(s) are appropriate.
 - e. Research findings. The panellists shall ask questions relating to whether the research fin answer the research questions/objectives or provide a solution to the research problem.
 - f. Applicability. The panellists shall be interested in knowing how the research findings are related to the contemporary world or pursued research discipline.
 - g. And other areas that the panel shall deem fit to improve the quality of the research .
- ii. The panellists shall deeply engage the candidate in an interactive yet academic manner although the list of guidelines provided are not fully exhaustive, it shall guide in the interaction between the panellists and the candidates.
- iii. For a PhD defence, the panellists shall be advised to meet prior to the viva to agree on the each of them will focus on during the engagement with the candidate(s).
- iv. Panellists may also write the full details of their input on the research manuscript or a typewritten report and submit it to the secretary of the viva.

8.9 Viva Voce Report

The assessment shall follow a laid down criteria where panellists shall evaluate the presentation, the content of the thesis/dissertation and the candidate's response to questions provide a percentage mark.

- i. After a private discussion and computation of scores by the panellists and examiners, the candidate and audience will be informed of the decision of the panel. The decision could be any of the following:
 - a. Passed with no corrections
 - b. Passed with minor corrections. Minor corrections involve typographical errors, issues on with styles or any other issues as examiners may specify (minor corrections should be done in ONE MONTH).
 - c. Passed with major corrections but must resubmit and defend again after revision/ corrections (major corrections should be done within THREE MONTHS). Major revisions are needed the theory and methodology are appropriate but more data needs to be collected and/or necessary to redo data analysis or when the discussions and conclusions are faulted or the dissertation is generally of poor quality and needs to be rewritten. The examiner may have any other issues that would require the dissertation to undergo major revision.
 - d. Failed and advised accordingly. A dissertation is rejected if it lacks originality, if it has plagiarism issues, if the existing underpinning theory or methodology is inappropriate or any other as examiners may specify.
- ii. If a candidate is assessed and found to be on borderline (i.e. fails to pass by a mark), the panel makes a decision and makes an appropriate recommendation.
- iii. In case of required revision/corrections, the compliance officer should be satisfied with the completeness of the exercise.
- iv. In case of failure, the candidate may be advised to re-do the work or to be discontinued from the degree Programme.
- v. In the event that the external examiner has failed the candidate, but an internal examiner passed the candidate, the matter will be referred to Dean Graduate School to decide on whether the candidate should proceed. The Dean Graduate School will then make an appropriate recommendation to Senate.
- vi. The report of the viva voce examination/defence includes the membership and recommendations of the panel and shall be signed by all panellists that attended the viva voce/defence.
- vii. With the exception of re-submission cases, candidates shall make corrections within a period of three (3) Months ONLY. Failure to comply without due justification, shall imply that the candidate has failed hence; such a candidate will not graduate.

- viii. In all cases above, the candidate will be given a time period in which to address the recommendations of the panel.
- ix. For decisions (ii) and (iii) where a candidate is required to make corrections/ revisions, the candidate shall provide a written compliance report in a tabular form as exemplified in Appendix 9.

8.10 End of Viva - Feedback to Candidate

- i. The distribution of the candidate's final scores i.e. the percentage assigned to the int examiners, external examiners and viva voce shall be known to the candidate not later than (3) months, usually at the same time as results of the other course u nits running in the semester are released.
- ii. The secretary to the panel shall avail the candidates with typewritten minutes and remarks during the viva detailing the decision made by the panel as well as a signed copy of the attendance list for research hearings (Appendix 15).
- iii. The candidate shall then create a compliance form.
- iv. The candidate will work with their supervisor to ensure that all the issues in the compliance as stated in the defence/viva minutes are fully addressed.
- v. Only candidates that have fully satisfied all the queries in their compliance form will be clear graduation (or undergo a second defence in case they failed the first one) upon fulfilling the University requirements.
- vi. A compliance overseer shall be identified by the panel and appointed by the candidate's p department to ensure that the candidate has complied with all the issues captured in the minutes.
- vii. After the overseer of the corrections is satisfied with the amendments, the overseer is expected to date and sign a compliance report (Appendix 9) prepared by the student.
- viii. The candidate will submit to the School Administrator four (4) copies of hardbound dissertation, a well labelled DVD-WR containing the soft copy of the final thesis published (or accepted) journal articles, and a compliance report signed by the overseer.
- ix. Each Masters and PhD candidate shall at the time of submitting his/her dissertation, complete sign a submission of dissertation/thesis form (Appendix 12). Two copies of the form shou submitted.
- x. Upon receiving the dissertation and related paperwork as indicated on the submission form HOD shall acknowledge receipt by signing and noting the date of receipt on both copies of submission form. After noting on the forms, one copy is returned to the student as evidence acknowledgment of receipt.
- xi. The Dean Graduate School shall recommend all examination results and proposed graduation lists to Senate for approval following consideration of the same by the Academic Board.

APPENDICES (or Both Masters and PhD in Some Cases)

**Appendix 1: Supervision Appointment Letter**

Date:

Dear Mr./ Mrs. / Dr. / Associate Professor/ Professor

RE: APPOINTMENT AS A STUDENT SUPERVISOR FOR**A MASTERS RESEARCH DESSERTATION/ PHD RESEARCH THESIS SUPERVISOR.**

On behalf of the University Senate, I am pleased to appoint you as a Masters Research Dissertation supervisor for the following students:

S/n	Student Name	Research Topic
1		
2		
3		

As a supervisor you will be required to perform the following tasks:-

1. Ensure that the scope of the dissertation being undertaken is at the level of the training of the student;
2. Maintain regular and effective contact with the student on monthly basis and responding to any written chapter portions from the student(s) within the shortest time possible;
3. Guide the student to the relevant literature and other recent sources of information and linking the student to researchers working in related fields;
4. Discuss and critically evaluate the student findings and ideas together with advising the student on the form and structure of dissertation/ thesis;
5. Train the student in the conventions of scholarly writing and presentations and enhancing the quality of the students work by assisting in publishing sections of their work;
6. Ensure that the student presents research findings at the seminars and disseminate the same through publications as required by the University regulations;

7. Submit individually or jointly academic progress reports on the student at the end of each semester on the university prescribed form and certifying at the end of each semester that the candidates has received appropriate and adequate supervision; and
8. Inform the post graduate studies board through the relevant Departmental Postgraduate Studies Committee and School Post Graduate Studies Board in the event that the candidate is unlikely to reach the standard required for the award of a postgraduate degree.

You will be paid supervision allowace of 400,000=(Four hundred thousand shillings) per supervisee. The payment will be paid twice 30% at proposal level and the balance of 70% upon defense of the dissertation.

Looking forward to your timely support.

Yours sincerely,

Dean Graduate School

Attachments:

1. **UTAMU Supervision Tracking Form**
2. **Postgraduate Supervision Record**
3. **UTAMU Supervision Handbook.**

C.C.

Vice Chancellor
University Secretary
University Controller
Academic Registrar
Dean

APPENDIX 3: INTENT TO SUBMIT FOR HEARING (PGD, Masters & PhD)

The Masters and PhD candidates shall complete and hand-in this form to the respective Head of Department at least 2 weeks before the proposed date of the hearing

Students Name:
Registration No:
Study Programme:
School:
Department:
Title of dissertation.....

I intend to present my proposed research with the above title for:

- Proposal hearing Progress hearing Viva Voce hearing

on the day of 20..

Student's Signature..... Date.....

The work has been supervised by

Supervisor I

Name: Signature.....
Date.....

Supervisor II

Name..... Signature.....
Date.....

Disclaimer:

- By signing this form, does not mean that the student's work is automatically passable
- The student has the responsibility of owning and defending the proposed research work

NOTE: Student must attach the supervision tracking form

APPENDIX 4: POSTGRADUATE RESEARCH SUPERVISION - TRACKING AND COMPLIANCE RECORD

4 1 Student Particulars

Name Of Student:	
Reg No :	
PROGRAM: E G PGD, Masters or PhD	
Department:	
School:	
State of Project, Dissertation Or Thesis	
Title	

4 2 Names of Supervisors:

	Name	Signature	Date Assigned
1.			
2.			
3.			

4.3 Track Records

Date work submitted to the supervisor	Date student met with the supervisor	Stage of work discussed e.g. title, concept, proposal, chapter	Nature of feedback given: e.g. , revise chapter 1	Signature of student	Signature of supervisor	Remarks (if any) Complied/ Not complied

1. The postgraduate students keep tracking tools for each of the supervisors and produce it for necessary details and signature during each supervision meeting
2. The supervisors ensure that they meet students under their supervision at least once a month
3. The student should send a photocopy of each supervisors' tracking tool at the end of each semester to serve as progress report for Graduate School with copies to Departmental Chairs and Deans of Schools
4. Students must provide the comments made during the previous meeting

APPENDIX 5: VIVA VOCE EXAMINATION RUBRIC - TO BE FILLED IN BY EACH PANELIST

Computation of the Final Mark of Dissertation/ Thesis

The overall score is the sum of:

- i. **External examiner = 30%;**
- ii. **Internal examiner's assessments (an average of their mark if there are two or more) = 30%, and;**
- iii. **The defence/ viva voce = 40%.**

VIVA VOCE PANELISTS TO NOTE

1. The pass mark for Master's dissertation is 60%.
2. Minor corrections refer to editorial corrections, slight re-organization of sections, and minor modifications of tables, paragraphs or sentences to be submitted within one (1) month for Masters degrees.
3. Major corrections refer to substantial corrections and revisions that are stated in the examiner's report and are to be submitted within three (3) months by the candidate. Examiners should include strong reasons based on substantial missing gaps that cannot be corrected by the candidate within one (1) month.
4. For not accepting, it may be in situations where; additional data collection is needed, additional data analysis is needed, additional literature review is needed or a need for re-writing the entire dissertation.
5. Not accepted but may be re-submitted for a lower award may be in situations where the candidate fails the dissertation for three (3) consecutive times.
6. The candidate will be allowed to present his or her work in about 10 minutes. The presentation scope should be what the candidate investigated, (title and the variables, the problem, the objectives), how the study was conducted (brief on methodology-design, sample, data collection, and analysis), what the study found (findings as per objectives), conclusions (lessons learnt as per objectives), recommendations, limitations of the study, contribution of the study and areas recommended for future research
7. After candidate has made the presentation of the above not exceeding the 15 minutes, one of the panelists (representative of the dean) will read through the external and Internal examiner's reports highlighting the strengths and any weaknesses pointed out by the external examiner.
8. The chair will ask each member to raise any questions to the candidate and this process will be done chapter by chapter.
9. The candidate will be asked to respond to questions or any issues raised
10. The candidate will be requested to get out of the room as the panelists make the final assessment, discussion on the performance of the candidate and a final verdict/score

using the assessment form given. Each panelist will assess independently before an average score is arrived at.

11. If there is a variance in scores particularly where one panelist has failed the candidate, the member will be asked to clarify his or her decision and if in the opinion of the panelist the decision of a member is biased, that member will be asked to re-assess before a final verdict is given.
12. The panel will agree on the duration of corrections to be made but not exceeding three months.
13. The candidate will be called in back in a room and given the verdict of the panel by the chair (which will state only whether the candidate has passed or not).

Name of Candidate:

Reg No :.....

Date of Examination:

Degree/ Diploma to be awarded:

Title of Project/ Dissertation/ Thesis:

Dissertation format: tick as appropriate

a)	Monograph	
b)	Chapters as standalone papers	
c)	A compilation of papers either already published or accepted for publication	
d)	Chapters only	
e)	Project/ Product	

Grading of presentation

Criteria	Marks	
General organisation – everything in place	05	
Quality of PowerPoint (or any other) presentation (5 marks each): <ul style="list-style-type: none"> • Font/ size type; • Points only – not copy and pest • Visual Aids; • Illustrations; • Grammar and spelling • Colours; • No unnecessary transitions 	35	
Is the presentation related to the dissertation/ thesis?	05	
Subject content: <ul style="list-style-type: none"> • Quality – what is in or out/ depth; • Quantity – coverage of the subject/ breadth; • Accuracy of information in terms of subject matter 	15	
Command of the subject: <ul style="list-style-type: none"> • Response to questions; • Conceptual understanding 	10	
Mannerism, interest generated: <ul style="list-style-type: none"> • Engaging – eye contact/ Speaks to the whole audience; • Audible; • Transitioning between subtopics/ slides 	15	
Ending: Wrap-up/ Summary/ Conclusion	10	
Time management (PhD, 45minutes; Masters, 15 minutes)	5	
Overall	100	

Name of Panellist/ Examiner
Signature
Date:

APPENDIX 6: COMPILATION OF SCORES FROM VIVA VOCE PANNELISTS

Name of Panellist	Scores per Panellist/100
Panellist 1	
Panellist 2	
Panellist 3	
Panellist 4	
Panellist 5	
Average	

APPENDIX 7: EXAMINER'S REPORT FOR PROJECT/ DISSERTATION/ THESIS FEEDBACK

A. Please provide independent comprehensive written report on the quality of Thesis/Dissertation with respect to each of the following items:

Project/ Dissertation/ Thesis Title (Not Scored But Amendable):

Is the research title clear? Does it need to be amended?

Abstract

Does it summarise the project/ dissertation/ thesis appropriately in not more than a page?

Chapter One: Introduction

a. Background to the Study (Justification/ Significance)

b. Statement of the Problem

c. Do Objectives align with the problem statement?

d. Do research questions align with the Objectives?

e. Does the Conceptual/ Theoretical Framework capture the Objectives/ Aim of the Study?

Chapter Two: Literature Review

a. Alignment with Objectives

b. Up to date?

c. Gap Identification in Literature (Link to the problem statement)

d. Relevancy (in relation to title, objectives)

Chapter Three: Methodology (Research Process)

a. Philosophy

b. Choice of the Methodology – link with the Philosophy

c. Suitability of the Methods – link with each Objective/ Research Question

Chapter Four: Data Presentation, Analysis and Interpretation of Results

a. Clarity of Data

b. Alignment with Objectives – Data for each Objective

c. Analysis of the Data – Data analysis for each Objective

d. Interpretation of data

Chapter Five: Discussion of Findings, Conclusions, and Recommendations

- a. *Discussion (how interpretations link with literature)*

- b. *Conclusions – drawing from the Objectives and Disucssion*

- c. *Recommendations – Relationship to the Research Gap and Objectives*

- d. *Applicability of recommendations*

- e. *Originality of contribution to knowledge*

APPENDIX 8: PROJECT/ DISSERTATION/ THESIS SCORING RUBRIC FOR BOTH EXTERNAL AND INTERNAL EXAMINERS

Please provide scores for each item on this Thesis / Dissertation Scoring Table							
Candidate Names:						Registration Number:	
Thesis/Dissertation Title (Not Scored but amendable):							
Scored Item		Max Score	Obtained Score	Brief Comments/ Remarks			
Title (Clarity)		1					
ABSTRACT		2					
PROFESSIONAL ORGANISATION/ FORMAT		2					
1 CHAPTER ONE: INTRODUCTION		20					
1 1	Background to the Study	4					
1 2	Statement of the Problem	4					
1 3	Research Objectives	4					
1 4	Research Questions/Hypothesis(es)	4					
1 5	Conceptual/Theoretical Framework	4					
2 CHAPTER TWO: LITERATURE REVIEW		20					
2 1	Alignment with Objectives	5					
2 2	Up-to-date/Current	5					
2 3	Gap Identification	5					
2 4	Relevancy	5					

3 CHAPTER THREE: METHODOLOGY (RESEARCH PROCESS)						20			
3 1	Philosophy					5			
3 2	Methodology					5			
3 3	Methods - alignment with objectives/ research questions					5			
3 4	Population and sample (well-determined?)					5			
4 CHAPTER FOUR: DATA PRESENTATION, ANALYSIS & INTERPRETATION OF RESULTS						15			
4 1	Data presentation - easy to understand					3			
4 2	Alignment with Objectives					2			
4 3	Analysis					5			
4 4	Interpretation					5			
5 CHAPTER FIVE: DISCUSSION OF FINDINGS, CONCLUSIONS, RECOMMENDATIONS						20			
5 1	Discussion - clear reference to the analysis and literature review					5			
5 2	Conclusions - drawn from the problem statement/ gap and discussion					5			
5 3	Recommendations - linked to the conclusions/ how implementable					5			
5 4	Applicability					3			

5 5	Originality/ new knowledge and or skills	2						
	TOTAL MARKS	100						



SECTION B: COMMENTS FROM THE EXAMINER (TO BE GIVEN TO THE STUDENT)

All the comments count Give them to the student

SECTION C: SUMMARY OF RECOMMENDATIONS

NOTES/GUIDELINES FOR EXAMINERS

1. The pass mark for Master's dissertation is 60%
2. Minor corrections (**Section C 2**) refer to editorial corrections, slight re-organization of sections, .and minor modifications of tables, paragraphs or sentences to be submitted within one (1) month for Masters degrees
3. Major corrections (**Section C 3**) refer to substantial corrections and revisions that are stated in the examiner's report and are to be submitted within three (3) months by the candidate
Examiners should include strong reasons based on substantial missing gaps that cannot be corrected by the candidate within one (1) month

4. For not accepting (**Section C 4**) it may be in situations where; additional data collection is needed, additional data analysis is needed, additional literature review is needed or a need for re-writing the entire dissertation
5. Not accepted but may be re-submitted for a lower award (**Section C 5**) may be in situations where the candidate fails the dissertation for three (3) consecutive times

S/n	Examiner's recommendations	Tick
1	Pass as it is (No revisions or typographical errors required)	
2	Pass with minor corrections (list the errors/changes on separate)	
3	Pass with Major Corrections (Substantial revisions are needed as indicated in detailed examiner's report)	
4	Not accepted but may be Resubmitted after one or more of the following: <ol style="list-style-type: none"> 1. Additional data collection 2. Additional data analysis 3. Additional literature review 4. Re-writing 	
5	Not accepted but may be re-submitted for a lower award	
6	Reject outright (Specify legitimate reasons on a separate sheet)	

Name of External/ Internal Examiner:

Signature: Date: